



FACULTY NEWS AND NOTES

May 2026



Teachers College
COLUMBIA UNIVERSITY



Prerna Arora

Publication

- Arora, P. G., Collier-Meek, M., & *Yoon, Y. (in press). Developing a diversity, equity, inclusion rubric for school psychology graduate training. *School Psychology Review*.
- Arora, P. G., Ouellette, R., *Gupta, J., *Carmona, J., & Connors, E. H. (in press). Integration of cultural humility training in measurement-based care to promote treatment retention among racial and ethnic minoritized youth. *School Psychology International*.



Alex Bowers

Honor/Award

- Outstanding Reviewer 2026 American Educational Research Journal (AERJ)

Paper Publication

- Dangol, A., Kotiyal, S., Wolfe, R., Bowers, A. J., Vigil, A., Yip, J., Kientz, J. A., Shahid, S., Yeh, T., Cho, V., & Davis, K. (2026). Relief or Displacement? How Teachers are Negotiating Generative AI's Role in Their Professional Practice. *Proceedings of the 2026 CHI Conference on Human Factors in Computing Systems*, Article No.:45, p. 1-21.
 - As generative AI (genAI) enters classrooms, accompanied by district-level policy rollouts and industry-led teacher trainings, it is important to rethink the “adopt and train” playbook. Decades of educational technology research show that tools promising personalization often deepen inequities due to uneven resources, training, and institutional support. Against this backdrop, we conducted interviews with 22 teachers from a large U.S. school district that was an early adopter of genAI. Our findings reveal the motivations driving adoption, factors underlying resistance, and boundaries teachers negotiate to align genAI use with their values. We contribute by unpacking the sociotechnical dynamics that shape how teachers navigate the promises and risks.
- [View publication link here](#)



Keri Brondo

Book Publication

- Vivanco, Luis A. and Keri Vacanti Brondo. 2026. Culture, Nature, and Environmental Sustainability: An Anthropological Introduction. Wiley Press.
- Keri Brondo and Luis Vivanco published a new book with Wiley Press (2026).
- [View publication link here](#)

Article Publication

- Brondo, Keri Vacanti and Suzanne Kent. 2026 Fostering intersubjectivity and empathetic engagements in short-term education abroad: Reflections on decolonizing transnational education arrangements. *Frontiers: The Interdisciplinary Journal of Study Abroad*. 38(1): 406-432.
 - Keri Brondo published a new article on short-term education abroad with her colleague Suzanne Kent.
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Sharon Chang

Honor/Award

- 2026 American Educational Research Association (AERA) Mentorship & Mentoring Practices SIG Distinguished Paper Award
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Chia-Yi Chiu

Journal Publication

- Oh, H. & Chiu, C.-Y. (2026). To use or not to use: Method selections in cognitive diagnosis. *Measurement: Interdisciplinary Research and Perspectives*, 24(2), 138-163.
- This paper provides useful practical guidelines for researchers and practitioners to select the best method/model for cognitive diagnosis based on the simulation results under various conditions.



Rajashi Ghosh

Journal Paper Acceptance

- Terblanche, N., & Ghosh, R. (accepted). Coaching leaders for Transformative Learning: A hybrid intelligence framework for integrating Human and AI coaches. (Journal of Work Applied Management).
 - This paper proposes the first hybrid intelligence, integrated framework to guide when and how AI or human coaches should take the lead across each stage of transformative learning. We offer organizations, HR, coaches, and AI developers a roadmap for deploying hybrid coaching models that balance efficiency with empathy, and insight with connection to help leadership coaching remain effective, accessible, and deeply human in an increasingly automated world.



Irina Lyublinskaya

Conference Proceedings

- Lyublinskaya, I. (2026) An empirical assessment of preservice teachers' development of AI competence in an AI Literacy for Educators course. In Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 809-814). Philadelphia, PA: Association for the Advancement of Computing in Education (AACE).
 - Irina Lyublinskaya was invited to present at the AI Symposium during the Society for Information Technology & Teacher Education International Conference in Philadelphia published in the conference proceedings.
 - [View publication link here](#)
- Lyublinskaya, I. & Lewis Presser, A. (2026). Elementary school students' perceptions of mathematics after using robot-coding culturally relevant mathematics tasks: A case study in New York City schools. In Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 2529-2534). Philadelphia, PA: Association for the Advancement of Computing in Education (AACE).
 - The study published in the proceedings of the Society for Information Technology & Teacher Education International Conference is part of the NSF-funded 4-year project that examined mathematics interest and engagement of elementary school students after their experiences with culturally relevant robot-coding mathematics activities co-designed by the researchers and teachers.
 - [View publication link here](#)



Felicia Mensah

Publication

- “Few and far between”: Black men science teachers in urban public secondary schools
 - Although some literature explores the experiences of Black male teachers (BMST) across subject areas and grade levels, very little research examines the motivations, realities, and recruitment of Black men science teachers in urban public secondary schools. This qualitative study draws on Critical Race Theory and Black Male Intersectionality to analyse the counter-narratives of three Black men science teachers.
 - [View publication link here](#)

Journal Publication

- Sadler, T., Mensah, F.M., & Ke, L. (2026). Advancing science education research together (2020-2025): A final JRST editorial. Journal of Research in Science Teaching.
 - Over the complete six-year term of our journal editorship, we received 3416 manuscripts. Our team published 350 articles in 50 issues distributed in five volumes of JRST. We share this editorial as a final report of our editorship. We intend to highlight what was accomplished with the journal during this period and share insights from our roles as past editors.
 - [View publication here](#)



Sonali Rajan

Media/Public Communication

- Quoted/cited in this news article here: "In abusive relationships, the end can be the most dangerous part." The 19th News (April 21, 2026)



Garnett Russell

Honor/Award

- Fulbright U.S. Scholar Award 2026-2027
 - Garnett Russell has been selected as a Fulbright U.S. Scholar and will be hosted at the University for Peace in Costa Rica.

Book Publication

- Russell, S. Garnett, Paula Mantilla-Blanco,* Victoria Jones,* and Sara Pan Algarra.* 2026. “Amidst Conflict(s) and Peace: Students in the Colombian-Venezuelan Border.” Journal of Peace Education
- Russell, S. Garnett, Paula Mantilla-Blanco,* and Danille Falk.* 2026. “Teaching in Divided Societies: Colombia, Rwanda, and the United States.” Comparative Education Review 70(2).



Yolanda Sealey-Ruiz

Honor/Award

- Dr. Edmund Gordon Distinguished Lecture at American University
 - On April 23, 2026, Yolanda Sealey-Ruiz delivered the Dr. Edmund Gordon Distinguished Lecture at American University. Her lecture, delivered at Constitution Hall was titled: "Censorship, Resistance, and Freedom Dreaming in Education."
 - [View publication link here](#)

Book Publication

- Bell, J., & Sealey-Ruiz, Y. (2026). Unpacking the racial literacy turn. In S. Battle, B. Bird, N. A. Cooke, K. Joseph, & J. I. Wu (Eds.), Racial literacy in libraries. Bloomsbury Academic.
 - Racial Literacy was introduced at the turn of the 21st century with Lani Gunieir's critical work in the United States that interrogated power dynamics and racial liberalism and France Winndance Twine's sociological work with white mothers of biracial children in the United Kingdom. Since then, racial literacy has been understood as a practice where people display the ability to locate, interpret, make sense of, respond to, and disrupt racism at individual and structural levels. However, a recent racial literacy turn has been incited by Laura Chavez-Moreno that challenges who possesses racial literacy and how it is developed and understood.
 - [View publication link here](#)



Rachel Talbert

Grant

- \$15,363 Luce Foundation funding provided through the Center for Science and Society
 - Funding for book, lesson plans and two public launch events with Lenape Center on the repatriation of fruit trees in New York City.
- \$10,220 from Luce Foundation funding provided through the Center for Science and Society
 - Funding for two week Lenape Elder Residency to design curriculum and conduct public events centering the arts in Lenape Curriculum.
- Center for Study of Social Difference Working Group Grant
 - Rachel Talbert (Teachers College) and Nicholas Robinson JD (Pace University Law School) will co-lead with Lenape Center the project, 250 Years of Treaties in Lenapehoking: A Renaissance of Responsibility. The project examines treaties on the occasion of the 250th anniversary of America's birth, beginning with the Treaty of Fort Pitt, the first US treaty with the Lenape, which was essential to the success of the United States and supports public understanding of the history behind treaties and how we can better honor them today.



Victoria Tilton-Bolowsky

Grant

- Davetrina Seles Gadson Health Equity Mini-Grant
 - Victoria Tilton-Bolowsky received this mini-grant to support her work examining health disparities for Black and White stroke survivors with aphasia.
 - [View publication link here](#)
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Lauren Vogelstein

Multimodal Research Product

- MOVE about it: prompts to get groups thinking together through movement
 - Lauren Vogelstein and her collaborators on the NSF funded Choreographing Science project produced a deck of movement prompt cards. This multimodal research product synthesizes their 4-year research process and findings with respect to supporting groups of people to use improvisational dance structures to explore ideas together. They will be presenting this work at the International Society of the Learning Science's annual conference this June. If you are interested in getting your hands on a deck, reach out to Vogelstein.
 - [View publication link here](#)
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Renzhe Yu

Honor/Award

- AERA TICL (Technology, Instruction, Cognition and Learning) Outstanding Early Career Researcher Award
- Renzhe Yu received this award as a result of his early-career research innovation at the intersection of technology, instruction, cognition and learning. His research team at the AEQUITAS Lab develops design and evaluation frameworks for responsible AI models and estimates AI's impacts on human behavior and social equity in real-world education systems.
- [View publication link here](#)