

TC

Today

THE MAGAZINE *of*
TEACHERS COLLEGE,
COLUMBIA UNIVERSITY

FALL/WINTER 2016

THE DANCE MAKER:
JODY GOTTFRIED
ARNHOLD
(M.A. '73)

EXTRA CURRICULA:
NURSING, SCHOOL
LAW, CIVIC
PARTICIPATION
AND MORE



Getting a Leg Up on *Adversity*

The new psychology of coping in a tough world

{ FALL + WINTER 2016 }

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ON THE COVER



Illustration: Carlo Giambarrresi



It's called the *TCFund* because it funds life at TC — every single day.

The TC Fund supports scholarship and research and gives us the financial flexibility to pursue new opportunities when they arise. Direct your donation to the TC Fund to support the everyday life of your alma mater. By making a gift, you are staying involved — every day — with **TC for life!**

Simply use the **postage-paid envelope** bound in this publication, visit tc.edu/GivetoTC or call Susan Scherman, Director of Development, at **212-678-8176** for more information.



New Beginnings

TC renews its accreditation, Spike Lee visits campus, and more. Pictured here: New Teachers College Community School Principal Michelle Verdiner, who is a fervent champion of tailored instruction.

[▶ http://bit.ly/2dISs17](http://bit.ly/2dISs17)

A Glowing Renewal

TC acs its Middle States accreditation



THE MIDDLE STATES COMMISSION ON Higher Education has emphatically renewed Teachers College's accreditation and affirmed the College's efforts to remain at the forefront of shaping new approaches to teaching and learning in the 21ST century.

The Commission awarded its highest marks, finding that the College is in full

An amazing

412

TC faculty, students and staff contributed to the College's accreditation renewal.

compliance with all review standards and offering no mandated recommendations for improvement. The evaluation capped a two-year review process that included a final three-day site visit by a Middle States team and a College self-study conducted by administrators, faculty members, professional staff, students, alumni and a trustee.

"Teachers College is among the top graduate programs in education in the country," the Middle States team wrote in its evaluation report. "It aspires to be at the intellectual forefront of issues facing American education. The vision is to use a research-inspired multi-disciplinary approach, blending both theory and practice to educate the next generation of teachers, counselors, etc."

TC President Susan Fuhrman said the review "produced a wealth of excellent ideas for improving the College, in part by strengthening our ability to respond to the needs and concerns of our students, faculty, alumni, and other key stakeholders and constituencies."

The review process was led by Sasha Gribovskaya, Director of Accreditation and Assessment, and a steering committee chaired by Bill Baldwin, Professor of Practice in Education and former Vice Provost, and A. Lin Goodwin, Vice Dean and Evenden Professor of Education.

Read the Middle States report and TC self-study at <http://bit.ly/2eJxpvu>.

CHANGING THE WORLD THROUGH DISCOVERY

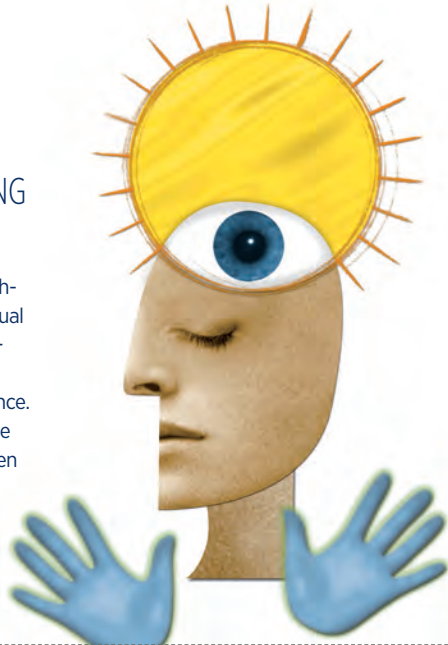


Teachers College Provost and Dean **Tom James** has received Outward Bound's 2016 Kurt Hahn Award, named for the wilderness organization's founder. Recipients are those who "change lives through challenge and discovery and create a more resilient and compassionate world." ■ An education historian, James has written on the schooling of Japanese-Americans interned during World War II. At TC, he has created an investment fund for faculty work. He also has helped conceive Outward Bound programs. The award committee called James "a person of great dignity and decency."

LIVING LIVES OF MEANING

The second annual Spiritual Life Conference, led in June by TC psychologist Lisa Miller, focused on spiritual activism — which results, said Transcendental Meditation expert Bob Roth, from conviction and persistence. “You are more qualified to make the transformation that needs to happen in the world,” Roth told listeners, “because you have the knowledge that change begins within.”

<http://bit.ly/2dLMWOT>



TC: A SPIKE LEE JOINT

Last spring, director (and former TC medalist) **Spike Lee** released “2 Fists Up,” a documentary about black student protests at the University of Missouri that included TC English Education professor **Yolanda Sealey-Ruiz**, postdoc **Jamila Lyiscott** and **Patrick Gladston Williamson** (M.A. '16). This fall, he visited campus to screen the film. Lee’s documentary on Hurricane Katrina inspired the 2007 TC curriculum, “Teaching the Levees.”

HONORS & DISTINCTIONS

Regina Cortina, Professor of Education, became Vice President of the Comparative and International Education Society. She directs TC’s program in International and Comparative Education.



Peter Coleman, Professor of Psychology & Education, received the International Association of Conflict Management’s 2016 Outstanding Book Award for *Making Conflict Work: Harnessing the Power of Disagreement* (Houghton Mifflin Harcourt 2014).



Ansley T. Erickson, Assistant Professor of History & Education, received the 2016 History of Education Society Prize for “Segregation as Splitting, Segregation as Joining: Schools, Housing, and the Many Modes of Jim Crow” (*American Journal of Education*, August 2016, with Andrew Highsmith).



Felicia Moore Mensah will receive the Association of Science Teacher Education’s 2017 Outstanding Science Teacher Educator of the Year Award. Mensah’s research focuses on improving science experiences for urban Pre-K–16 teachers and students.





TC in the Election

IN OCTOBER, TEACHERS COLLEGE PRESIDENT Susan Fuhrman conducted “Taking the Election to School,” a conversation with Christopher Edley, Jr., senior policy adviser to Hillary Clinton — this year’s Phyllis L. Kossoff Lecture on Education and Policy (<http://bit.ly/2fnOj6i>).

It was the third consecutive presidential election in which TC hosted an adviser or advisers of the two major party candidates. (This year, the Trump campaign declined participation.) A TC website (tc.edu/kossoff2016) ran commentary by and interviews with faculty, students and alumni on subjects ranging from nutrition policy to the sticker price of college tuition.

THESE JUST IN

TC welcomed

6

new faculty members
in fall 2016:

Brianna Avenia-Tapper
Assistant Professor of
TESOL & Applied Linguistics

Alex Eble
Assistant Professor of
Economics & Education

Sonya Douglass Horsford
Associate Professor of
Education Leadership and
Senior Research Associate,
Institute for Urban
and Minority Education

Cindy Y. Huang
Assistant Professor of
Counseling Psychology

Jeffrey M. Young
Professor of Practice,
Education Leadership

Martique “Marti” Jones
Postdoctoral Research
Fellow, Department of Counsel-
ing & Clinical Psychology

To Dr. Vogeli, With Love

BRUCE VOGELI, THE CLIFFORD Brewster Upton Professor of Mathematical Education, has devoted his 52 years at TC to advancing the careers of his former and current students. In June, some 200 of them said thank you, presenting Vogeli with a portrait of himself by artist Kim Do.

“It’s the highest honor for a university professor,” he says. “I’d rather have it than a new Rolls Royce.”



TC HONORS ITS CONSUMMATE PEOPLE PERSON



In May, Jack Hyland, Board Co-Chair, received TC’s Cleveland E. Dodge Medal for Distinguished Service to Education. ■ Hyland’s 29-year service spans two presidents and record-setting campaigns. He is “the consummate master” at “bringing people together,” said fellow Co-Chair Bill Rueckert, who estimated Hyland has attended 116 board and 400 committee sessions — trailing only Rueckert’s grandfather, for whom the Award is named. *He* served on TC’s board for 67 years.



Loud Reports: Headline-Makers from TC

New findings on student motivation, cross-sector collaboration to improve urban schools, and community college transfer rates

■ “Who Opts Out and Why?”— the first national, independent survey of the “opt-out” movement— revealed that its supporters oppose the use of test scores to evaluate teachers and believe that high-stakes tests force teachers to “teach to the test” rather than employ strategies that promote deeper learning. The new survey also reports concern about the growing role of corporations and privatization of schools.



“For activists, the concerns are about more than the tests,” said **Oren**

Pizmony-Levy, TC Assistant Professor of International & Comparative Education, who co-authored the study with Research Associate **Nancy Green Saraisky** (Ph.D. '15). “Who

Opts Out and Why?” also reveals that opt-out proponents oppose high-stakes, standardized testing because they believe it takes away too much instructional time. In its July report on 2016 standardized test scores, New York State disclosed that about 21 percent, or an estimated 250,000 of the approximately 1.1 million eligible public school students across the state, declined to take the tests — about the same as in 2015, when the state led the nation in combined math and English Language Arts test refusals.



■ “Early Labor Market and Debt Outcomes for Bachelor’s Degree Recipients,” a study by TC education economist **Judith Scott-Clayton**, finds that the



typical college graduate fares well in terms of earnings and debt management. Private institutions often outperform public ones on measures such as graduation rates, but Scott-Clayton’s study finds that public university graduates often do better in the job market than peers from private colleges and universities.

■ In a study in the journal *Leadership and Policy in Schools*, **Alex J. Bowers**, Associate Professor of Education Leadership, and **Jared Boyce** (Ph.D. '15), categorize principals who leave schools as satisfied or disaffected, finding that retention policies may succeed primarily with the latter, who are potentially most problematic to hold in schools.

IN BRIEF

■ **Ellen Meier**, Director of TC’s Center for Technology & School Change, received a \$1.3 million National Science Foundation grant to study systemic transformation of inquiry learning environments for science, technology, engineering and math.

■ Keynote **Randall E. Allsup**, Associate Professor of Music & Music Education, spoke on “Fractured (fairy) Tales: In Search of Transformational Spaces in Music Education” at the University of Illinois’ Third Symposium on LGBT Studies and Music Education in May.

■ **Ann Rivet**, Associate Professor of Science Education, was appointed two-year Program Officer in the National Science Foundation’s Division for Research on Learning in Formal and Informal Settings.

■ The Asian Development Bank (ADB) honored **Gita Steiner-Khamsi** (in her association with ICREST, the international branch of TC’s National Center for Restructuring Education, Schools and Teachers), and students for the “Most Successful Development Project.” Their ADB-funded project, “Education for the Poor,” was conducted with the Mongolian Education Alliance.

■ **Kimberly Noble**, Associate Professor of Neuroscience & Education, gave an invited lecture at the Presidential Scholars in Society and Neuroscience at Columbia University in May. Noble has documented an association between poverty and brain development.

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GOING NATIONAL:
THE COWIN
FINANCIAL LITERACY
PROGRAM

EXTRA CURRICULA:
NURSING, SCHOOL
LAW, CIVIC
PARTICIPATION
AND MORE



Getting a Leg Up on *Adversity*

The new psychology of coping in a tough world



RESILIENCE
FLEXIBILITY
SPIRITUALITY
SELF-DOUBT
ANXIETY
FEAR
ANGER
COMMUNITY
SELF-REGULATION
ATTACHMENT

Being human entails facing difficulty. Since Freud, psychology has sought to understand how adversity harms us and can make us stronger — and to help people cope more effectively. This effort has focused both on factors inside the individual and external social forces such as inequities in wealth and power, and discrimination on the basis of race, gender, sexual orientation and class. Many Teachers College psychologists have been at the forefront of both kinds of work — from the front lines of the global refugee crisis to the impact of police violence against minorities, to the nexus of environment and genetics. They are leaders in

Adversity

RETHINKING

Illustration: Chris Buzelli

Being human entails facing difficulty. Since Freud, psychology has sought to understand how adversity harms us and can make us stronger — and to help people cope more effectively.

PART ONE:
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How We Cope

SPEAKING OF THE UNSPEAKABLE

The term “school psychologist” may convey a focus on the everyday, but that’s been anything but the case with Philip Saigh and Marla Brassard.

During the 1970s, Saigh taught at the American University of Beirut (AUB) and served as a therapist at AUB Hospital. When civil war broke out, he began seeing children who’d survived bombings and terrible injuries and witnessed death. Their symptoms included nightmares, flashbacks, inability to concentrate, and pre-occupation with illness and death. “They didn’t fit existing models of classification,” he recalls. “I spent a lot of time in the library, reviewing similar cases seen after the two World Wars.”

Then in 1980, the American Psychological Association published a new adult diagnosis called post-traumatic stress disorder (PTSD), and Saigh began constructing an interview to identify PTSD in children. The condition, often accompanied by — and confused with — depression and anxiety, is diagnosed only when symptoms persist for at least one month. Still, Saigh’s pool of children grew, and he began treating them with an adaptation of a technique called flooding, previously used to reduce students’ test-taking anxieties. A similar method had also helped American soldiers returning from Vietnam.

“Essentially, I asked kids to imagine aspects of their traumatic experience, gradually and for longer periods,” recalls Saigh of the treatment, now called Exposure Therapy and used in many countries. “The idea is to expose the child to the feared situation in his or her imagination, under controlled conditions.

It’s like getting back on the horse after being thrown.”

Marla Brassard has made equally important contributions to understanding psychological abuse and neglect, which, she says, “equal all other forms of maltreatment, short of death and brain injury, in terms of damage to the developing brain, psyche, social functioning, health of a child and life outcomes.”

In 1983, Brassard — an expert witness in death penalty cases involving defendants with documented histories of abuse and neglect, and in custody cases involving allegations of psychological abuse — co-chaired the first international conference on psychological abuse with Stuart Hart of Indiana University. They developed a set of definitions and assessments — including one that identifies maltreatment based on observing 20 minutes of parent-child interaction.

Psychological abuse includes calling children derogatory names or saying things like “having you ruined my life.” Neglect includes extreme emotional unresponsiveness and other things parents don’t do that would normally promote healthy brain development and social functioning. Neglect is also embedded in every other form of abuse.

“If you surprise your father in the garage, and he throws you up against the wall, you’ll forgive him,” Brassard says. “But if he recognizes you and means to hurt you, you feel alone in the world because the person on whom you depend for your safety and well-being is communicating that he really doesn’t care about you or is a threat to your well-being.”

Parental psychological abuse and neglect vary greatly in frequency, intensity and duration. A worst-case scenario: when infants are fed and changed but not hugged or talked to. Left to make sense of a frightening world and regulate their own emotions, these children typically have very low IQs and may appear mentally retarded, yet “they’re often incredibly street-smart — people who’d be our best survivors in a world war.”

Currently, Brassard is revising forensic guidelines to help front-line social



Understanding Trauma in Children: Philip Saigh

Philip Saigh has refined understanding of PTSD, finding that children diagnosed with it have greater anxiety and depression and lower verbal IQs than those exposed to trauma who don't have PTSD; also, that the latter closely resemble children never exposed to trauma at all. “The PTSD diagnosis counts,” Saigh says. Thanks to him, so does the treatment.



Illustration: Gianni de Conno

Parental neglect is the worst form of emotional abuse.
When children realize the people on whom they
depend for their well-being simply don't care, they feel
alone in the world.

workers identify and report caregiver psychological abuse and neglect. The intent isn't punitive.

"You can't go around arresting people for being mean to their kids," she says. "Parents don't need more critics — it's hard, lonely work, so you've got to set up supports."

CAN WE BECOME MORE RESILIENT?

In 2004, George Bonanno published powerful new evidence that most people recover quickly and fully from emotional loss and trauma: Among a representative sample of those who had been inside the World Trade Center on 9/11 or seen others die, more than half were psychologically indistinguishable from people who were miles away, with no signs of PTSD. Another sizeable percentage recovered over a longer period, while only between 5 and 30 percent displayed chronic PTSD.

Bonanno and others have since replicated those numbers with survivors of everything from natural disasters to spinal cord injury. Most recently, using Department of Defense data on 140,000 soldiers, Bonanno found that 83 percent experienced little change in trauma from before deployment through their return. Surprisingly, multiply deployed soldiers fared even better.

But why isn't everyone resilient — and how to help those who aren't?

Bonanno believes resilience requires "regulatory flexibility" in responding to changing environments. "We decide how to respond to different challenges and threats by assessing what's happening," he says. "Assessment requires asking, sometimes repeatedly, *What do I need to do?*, *What am I able to do?* and *Is it working?*"

We may not do this well if we have become overly conditioned to respond to a particular situation. For example, brain development that governs emotional self-regulation begins earlier in children who suffer

chronic neglect. "It helps them survive, but probably at a cost of flexibility," Bonanno says. "You become a go/no go kid — you either don't react to stress, or you do, full out." Some combat veterans similarly learn hypervigilance and hair-trigger response to sudden sound and movement — vital for battlefield survival but disastrous back home.

Bonanno thinks better adaptive responses can be learned or re-learned. TC's Resilience Center for Veterans and Families, which he directs, aims to create such interventions, in part based on people's profiles *before* trauma occurred.

"We need to know these baseline distinctions to be able to provide appropriate treatment," Bonanno says.

Meanwhile, two other TC psychologists, Lena Verdeli and Lisa Miller, focus on two very different factors in resilience: community and spirituality.

Verdeli, Founding Director of TC's Global Mental Health Lab, believes that "personhood is experienced and expressed within the context of community and social roles" and that restoring community is critical for the world's 65 million refugees. Many are so anxious and depressed that they cannot care for themselves and their families, even when food and shelter are provided.

Verdeli has adapted a therapeutic approach called Group Interpersonal Psychotherapy (IPT) that is proving successful in humanitarian emergencies worldwide. IPT focuses on triggers of depressive episodes — grief, life changes, conflicts. In 2003, Verdeli and her research partner, Kathleen Clougherty, trained young high school-educated villagers to conduct group IPT sessions in AIDS-ravaged southern Ugandan communities. They used IPT again in northern Uganda in 2007 with teens displaced by civil war. In randomized clinical trials, people's locally defined mental health problems improved beyond expectation.

Verdeli has since trained professionals as well as laypeople in Haiti and Colombia. Lebanon, with a vast



Rebuilding Community: Lena Verdeli

"There is an old Zulu saying, 'People are people within people,' meaning personhood is experienced and expressed within community and social roles," Lena Verdeli says. "In displacement situations, Group IPT helps break social isolation and create a sense of community. We're experts on the method; local therapists and clients know what triggers their depression and trauma-related behaviors and feelings."

Illustration: Ellen Weinstein

People are amazingly resilient. We typically recover quickly and fully from loss and trauma; restoring community helps us cope with disaster; and depression can lead to spiritual **awakening.**



refugee population, is implementing its new national mental health strategy in consultation with her. She also led adaptation of methods for the World Health Organization's new Group IPT manual and leads trainings for WHO, nongovernment organizations and mental health workers affiliated with the United Nations High Commission for Refugees.

"We're harnessing and strengthening natural healing mechanisms," she says.

Spirituality, too, may provide community — through a belief in something larger than oneself.

Early in her career, Lisa Miller joined a 20-year study of mothers with a history of depression and found that those practicing a religious faith were less likely to suffer from recurrence of the condition. Miller subsequently linked regular spiritual practice to a thickening of the brain's cortex, which thins in chronically depressed people.

Miller calls her work "traditional" in providing a scientific basis for something timeless: a "universal spirituality that can be lived beautifully through a religious faith or through family, nature or personal practices." Her students have traveled to the Southern California sanctuary of the Ojai Foundation, to chant at the vernal equinox, and to India, to meet the Hindu spiritual leader Mata Amritanandamayi Devi. Miller believes such "spiritual multilingualism" can help "overcome the illusion of hard-core separateness that leads to war and other global threats."

Most recently, Miller has cited bio-

logical evidence that “depression is often the doorway to spiritual awakening”: for example, the finding that in people with a lifetime history of depression who self-report an active spiritual life, a gene that inhibits the “reuptake” of the neurotransmitter serotonin — the same mechanism employed by many antidepressants — is more active.

PART TWO:

Changing an Unjust World

YOU'RE OK, AND I AM, TOO

“T here’s been a slow yet steady acknowledgement that people identify in all kinds of ways, and that all facets of identity are worthy of being recognized and affirmed,” says TC psychologist Brandon Velez.

That hopeful statement owes much to TC counseling psychologists Derald Wing Sue and Robert Carter, who have led efforts to change the climate around social identity. Their colleague, Laura Smith, has emerged as a national voice on poverty, while new faculty such as Velez and Melanie Brewster are building on their efforts.

In 1996, Sue drew hate mail for televised remarks to President Bill Clinton’s Race Advisory Board urging Americans to “acknowledge our biases and preconceived notions.”

“In academia, my research findings on racism hadn’t caused a stir, but now people said, ‘You’re just a racist of a different color.’” Sue shakes his head. “My wife said, ‘You live in an academic bubble. You need to help ordinary folks understand racism.’”

Sue has since almost single-handedly made “microaggressions” a lay term, delivering his message that these unintended slights toward people of color, gay and transgender people and women are often more harmful than overt racism and hate crimes.

Microaggressions wound so powerfully, Sue argues, because they reveal society’s unconscious biased assumptions. “When I’m asked, as an Asian American, ‘Where were you born?’ and I say, ‘Portland, Oregon,’ and they follow up with, ‘No, where were you *really* born?’ — I’m seen as a perpetual alien, not a true American.” Unspoken microaggressions can be even more toxic. The white person who clutches her purse when an African American

enters the elevator, Sue says, holds the same stereotypes that result in unwarranted police shootings of black men.

Can microaggressors change? Most resist because “looking at their unconscious biases would assail their sense of being good, moral and decent individuals.”

In his most recent book, *Race Talk and the Conspiracy of Silence* (Wiley 2015), Sue describes roadblocks to such self-scrutiny. They range from the fear that “whatever I say or do will appear racist” to passivity when it comes to actively combating racism. “If you object to a favorite uncle’s racist joke, others may hush you up,” he says. “If you voice concern in the workplace, you may be branded a bleeding-heart liberal. A well-intentioned society has many ways to keep us in our places — and to reward us for not rocking the boat.”

Where Sue has tried to prompt a change of heart, Robert Carter has sought to create legal redress for race-based harm and stress.

“If you bring a complaint that something at work made you uncomfortable sexually, you do not need to show intent,” Carter says. “It’s enough that you were uncomfortable; corrective actions could be taken in the organization or by the court. But there are no guidelines for racial claims, and when the claim *is* racial, one has to show the defendant’s intent.”

Carter has developed the first and only instruments for measuring race-based traumatic stress and the different kinds of racism people are exposed to. The categories range from “avoidant racism” (refusal to offer minorities a job or a loan) to “hostile racism practices” (police profiling, stop-and-frisk). Carter, who has served as an expert witness in racial discrimination cases, published his instruments in 2013, 2015 and 2016 in the journals *Psychological Trauma* and *Traumatology* — “a big step, because the people and the courts require expert testimony to be based on accepted scientific evidence in your field.”

Both Melanie Brewster and Brandon Velez have widened the discourse on harm inflicted around social identity. Brewster is interested in adaptive skills that promote mental health among members of marginalized groups such as bisexuals, LGB people of color and transgender persons. Cognitive flexibility, for example, combines an awareness of options in difficult situations with the willingness to consider them. Bicultural competence is the ability to navigate with ease among both one’s own and other social identity groups.



Brewster is also interested in the stresses on those who openly declare themselves atheists. In 2014, she published an edited volume, *Atheists in America* (Columbia University Press), and has explored whether atheists who attend non-religious churches such as Oasis or the Society of Ethical Culture experience less stress than those who don't.

Velez studies the effects of prejudice on Latina/o LGB people and others who identify as members of multiple minority groups, a focus that became all too relevant after the June 2016 Pulse nightclub mass shooting in Orlando, Florida. "Many victims were people who were doubly marginalized," he says.

Velez is trying to untangle complex questions: Is it true, as is often claimed in popular discourse and scholarship, that heterosexist prejudice is more prevalent among racial and ethnic minority communities? If so, are LGB people of color exposed to more of such prejudice? Might sexual minority people of color be less susceptible to heterosexism because they've learned strategies to cope with racial prejudice?

Microaggressions and discrimination are also directed at people on the basis of class — which is why, writing in *American Psychologist* in September 2015, Laura

Illustration: Beppe Giacobbe

TC's Brandon Velez sees "a slow yet steady acknowledgement that people identify in all kinds of ways, and that all facets of identity are worthy of being recognized and affirmed."



Smith called for her profession to support increasing the minimum wage.

Smith, whose family is from the central Appalachian Mountain region, explores issues of social inclusion and exclusion. “People who are marginalized and live outside access to civic protections, health care and educational opportunities are precluded from reaching optimal levels of well-being,” she says. “If you address exclusion, you’re preventively addressing issues of emotional well-being rather than doing remedial work later on.”

In one study, Smith and her students found that poor students at elite higher education institutions frequently experience classist microaggressions by faculty and classmates: for example, in sweeping statements about the poor or working class as “the other”; in casual invites to go out for dinner; in comments about people on welfare. “These students constantly choose between concealing their class identities or coming out,” Smith says.

Increasingly, Smith’s efforts are focused on social change — particularly through participatory action research. “We don’t do studies *on* kids and community members — we do it *with* them, identifying issues of importance together. We include them as knowledge makers with something to teach others — by naming, as well or better than anyone else,

Illustration: Pep Montserrat

Just as damaging as outright discrimination is stereotype threat — the burden of undertaking a particular task knowing that others expect you to fail because of your particular **social identity.**

problems in need of study in their own communities.”

The first step, Smith says, is to convince kids that they have skin in the game. “Research can seem super boring — what does it have to do with them?”

At a Bronx public school, Smith’s team helped teenagers conduct research that convinced the principal to institute courses on sexuality and sexual health.

“When you live life understood by the dominant culture as someone with nothing important to say, that seeps into your being,” she says. “So why do we do this work as counselors and psychologists? The theory is, let’s do something beyond the 50-minute therapy hour to more directly target silencing and marginalization.”

JUST BUSINESS? (MIS)MANAGING DIVERSITY IN THE WORKPLACE

Most organizations style themselves as “meritocracies” that award jobs and promotions solely for qualifications and results.

So why, ask Caryn Block and Debra Noumair, are there “still very few women and minorities in senior leadership positions in organizations that hold power”? Why, despite the Civil Rights movement and the first black U.S. president, are 94.8 percent of Fortune CEO positions held by men and 95 percent held by whites?

Noumair, Block and three colleagues in TC’s Social-Organizational Psychology program — Loriann Roberson, Elissa Perry and Sarah Brazaitis — are in the forefront of answering those questions. Block and Noumair are co-editing a special issue of *The Journal of Applied Behavioral Studies* on social equity as an organization change issue, while Block, Noumair and Brazaitis have been funded to create a TC initiative on the same topic.

The group’s hallmark is directly applying research and theory to practice and taking a systems approach to understanding diversity dynamics in the workplace, including in academia, companies and nonprofits.

Certainly they’ve confirmed that people continue to hold deeply entrenched stereotypes about others. Block co-authored a study — since cited nearly 900 times — showing that female managers viewed as successful were stereotyped as having hostile personalities. In a just-published study led by Perry, a fictional job applicant identified

as 60 years old was overwhelmingly perceived to be less competent, less motivated and less adaptable than an applicant identified as 29 years old, or a Millennial (or Generation Y). Yet when the applicant was described as a Baby Boomer, he fared comparably with applicants identified as members of the younger generation.

Such biases undoubtedly lead managers and colleagues to treat women, minorities and older employees unfairly. Yet the TC group has also documented another source of damage: from “stereotype threat” — the burden of undertaking a particular task knowing that others expect you to fail because of your race, gender, age or other social identity group. Numerous studies have shown that blacks, women and other oft-marginalized groups under-perform when expending vital mental energy worrying about failure or trying to disprove stereotypes.

In one study, Block and Roberson explored how female scientists respond to stereotype threat at different stages of their careers. They found that younger female scientists try to “bullet-proof” themselves by never making a mistake. Mid-career women scientists are more likely to challenge injustice or simply leave. Senior women are realistic survivors who strategically defend against stereotype threat but also try to be themselves and find meaning in their work. They may not always answer the call to “wear the women in science hat.”

“Stereotype threat isn’t just something to overcome in a given situation,” Block says. “The work, in forging a career, is how to manage that extra layer?”

Roberson has conducted some of the major studies of diversity management. Programs that groom women and minorities for senior jobs typically fail, she argues, because even when managers act without prejudice, others in the organization hold stereotypes — and employees in stereotyped groups know it. The latter face a double whammy: they are handicapped by stereotype threat but



Demonstrating Racism’s Harm: Robert Carter

People often remain stressed from race-based encounters, Robert Carter finds. “If you can show that minorities have been socially and psychologically injured, and you win a damages suit, that will get attention and perhaps stop the negative behavior. Recognition of racism and its harm will likely take more time than I have, but I hope one day it will happen.”

held to an “impartial” performance standard that ignores the handicap.

“The presence of stereotype threat means that performance itself may convey biased information about a person’s true ability,” Roberson writes.

Many believe stereotype threat is “in the air.” Thus TC’s Executive Master’s Program in Change Leadership (XMA), which Debra Noumair founded in 2011 for mid-level executives tapped to lead and manage major change in their organizations, approaches discrimination as a systemic issue. The program teaches that change in any one area of an organization plays out across all levels, and that neat diagrams of reporting relationships and supply chains don’t capture “irrational, unseen” forces that thwart successful change.

Bias and exclusion occur at all levels, but insidious authority dynamics typically occur beneath the surface, Noumair says. Some people actively covet power, while others fear for their jobs or their ways of thinking and doing. They project disavowed aspects of themselves onto those whom they perceive as “the other.” Some labels — “team player,” “fixer” or “producer” — sound benign, while others — “loser,” “bully,” “provocateur” — suggest weakness, inappropriate anger, or lack of self-awareness. Both kinds of labels stick because those tagged with them have their own “Velcro” (Noumair’s term) for familiar, comfortable roles, which they enact on behalf of bosses and colleagues.

Sarah Brazaitis has vividly illustrated these interrelationships through her studies of white women, who, she argues, “occupy a unique position in our society: oppressed due to sexism but oppressors because of their white skin.”

White women help preserve white male privilege and power, Brazaitis argues, because they benefit from it. They are also positioned to disrupt it — but doing so would mean relinquishing their system-assigned roles. Where black mothers have raised their daughters to be strong, resilient and independent in

order to face the challenges of a racist society, Brazaitis says, white girls are often taught unwittingly to give up their power, self-reliance and independence in exchange for protection and financial security.

“In group relations conferences... I have seen white women authorize white men as leaders and defend and protect white men despite their seeming irresponsibility, incompetence or even abusiveness,” she writes. “I have seen white women pair with white men insistently, repeatedly, often at the expense or exclusion of other women, both white and of color.”

Noumair argues that these different roles — superstar, team player, malcontent, foot-soldier — are pre-baked into the system and dynamically connected.

“You can’t have a star without a scapegoat,” she says. “Someone can’t be oppressed without an oppressor. Students in the XMA learn about covert processes and see that as the game-changer. They go back to their jobs feeling as though they’re wearing X-ray glasses — now they can see beneath the surface of their organizations. Now they can help people hold a more complicated view of organizational life and work to create more inclusive systems.”

“Our work provides people with tools to understand diversity dynamics in systems, rather than focusing on diversity as something that individuals do or do not have,” Block adds.

Everyone stands to benefit. White women, for example, might find themselves “freed to nurture and strengthen their sense of self-agency and authorization,” Brazaitis suggests.

Companies that “hire (and train) young” might recognize that “turnover among younger people is actually greater and more frequent,” Perry says, “so older employees may represent a better investment.”

And as Brazaitis writes, those in power might decide that “rather than each group fighting one another for scarce resources of power and authority, such collaboration could produce an ample supply to be shared among all.”



Confronting Stereotype Threat: Loriann Roberson

What should organizations do about stereotype threat? First, stop pretending it doesn't exist, argues Loriann Roberson. Managers should be candid about others' unjust attitudes and reduce threatening "cues" for at-risk employees — for example, by offering reassurance and guidance rather than a "sink or swim" approach, or by emphasizing the importance of skills not questioned by the stereotype.



Illustration: Jody Hewgill

Within organizations, people sometimes gravitate toward roles that are pre-baked into the system — team player, malcontent, foot-soldier — and that prevents them from realizing their full potential.

PART THREE:
.....

How the Environment Gets Under Our Skin

Ultimately, neither inner resources nor external forces alone determine success in coping with adversity. Or as TC developmental psychologist Jeanne Brooks-Gunn puts it, the old argument of “nature versus nurture” is a meaningless dichotomy. “What is interesting is the interplay between the two,” she says.

At TC, Brooks-Gunn, who has co-directed several of the nation’s largest long-term studies of families and children living in poverty, and Laudan Jahromi, who explores enhancing social and emotional readiness among vulnerable groups of children and their parents, work this fascinating middle ground.

Brooks-Gunn’s studies have helped establish that disparities in wealth and other resources dramatically affect school and career success, health and longevity. More recently, she and others have drawn on this work to show, literally, how poverty, discrimination and violence get under the skin to influence health.

In one line of inquiry, she has focused on how adverse social circumstances affect biological markers such as telomeres — long regions of molecules that help protect the ends of chromosomes from degrading. In a 2014 study of African-American boys, Brooks-Gunn and colleagues found that telomere lengths of those living in more difficult environments were on average 40 percent shorter than for those living in more advantaged environments.

In other work, conducted with biologists, demographers and economists, Brooks-Gunn has found that people with a genetic indicator associated with fewer

dopamine receptors may be more stressed by poverty and other environmental conditions.

Now Brooks-Gunn is focusing on the epigenome — a kind of rheostat, or set of master chemical switches, that enhances or represses the expression of certain genes or gene groups.

“The epigenome is the reason why two identical twins, born with the same genetic markers, might have different health profiles at age 50 or 60,” she says. “They’ve had different experiences and their rheostats are quite different.”

New evidence suggests that some of what Brooks-Gunn calls “the rheostat sets” may be transmitted and even increased across generations.

“That’s huge,” she says. “After a generation or two, poor kids may, for example, get high blood pressure at higher rates not only because they live in negative environments, but also because they were born with rheostats altered by the experiences of their parents.” The same may be true for immune function and susceptibility to conditions ranging from colds to cancer — which would help explain why poorer people have shorter life expectancies.

Laudan Jahromi, who also operates from “a developmental/ecological framework,” isn’t looking at genes — but she is interested in how children with autism (nature) and their immigrant parents cope with a special education system (nurture) that conducts business mainly in another language.

Currently, together with TC doctoral students like Christine Iturriaga, a longtime district special education chairperson, Jahromi looks at the stressors that face immigrant parents of special-needs kindergarteners as they begin navigating the special education system.

“We’re focusing on culturally diverse families to



Addressing Genetic Vulnerability: Jeanne Brooks-Gunn

Jeanne Brooks-Gunn’s studies suggest genetic vulnerability to environmental stresses in some mothers who parented more harshly after the 2008 Recession; in others in poverty with severe post-partum depression; and in some children whose fathers have left home. “We can’t change the genome,” she says. “But if we create a better environment, we can change which genes are turned on and off.”

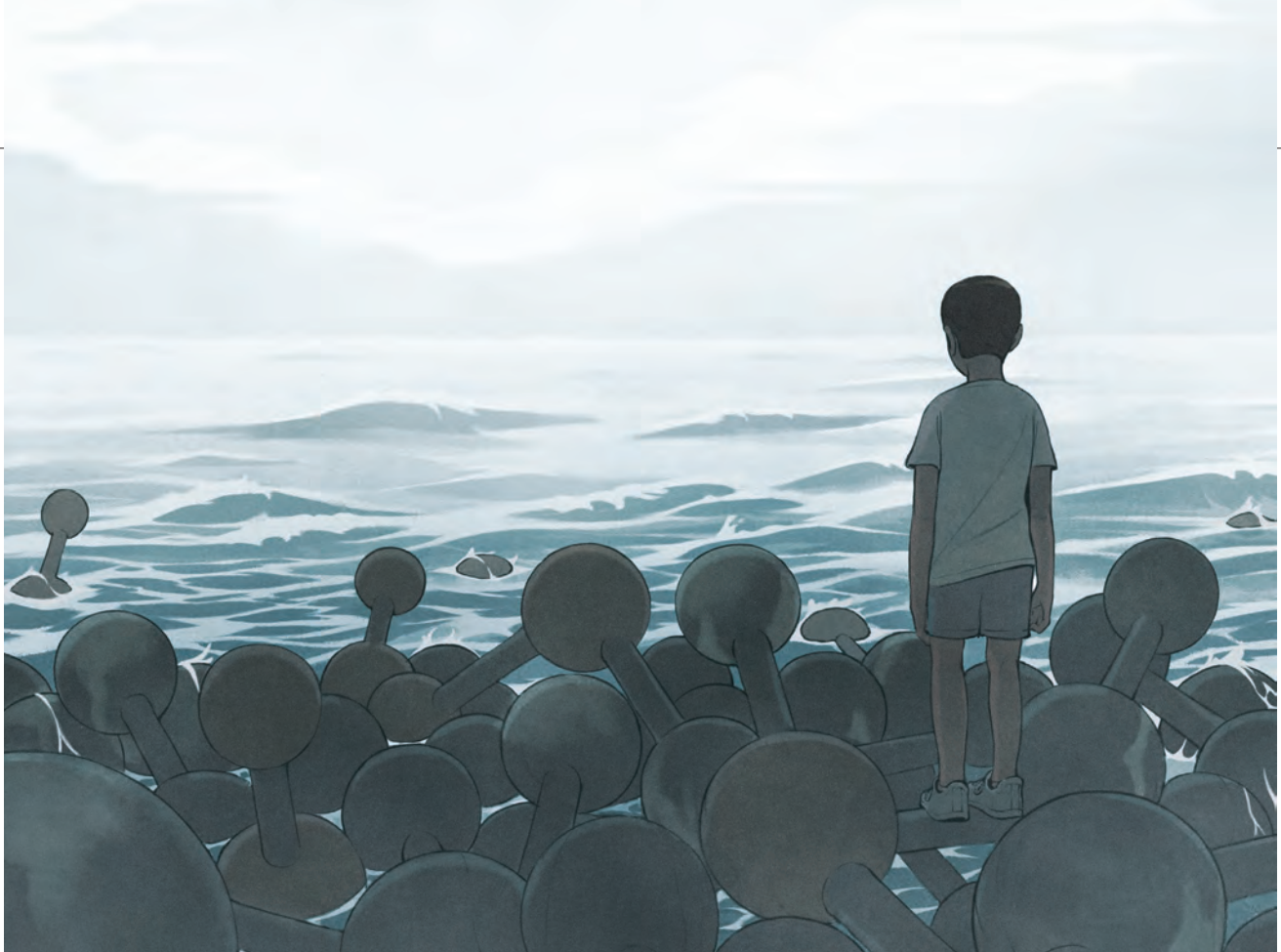



Illustration: Kevin Hong

Neither inner resources nor external forces alone determine success in coping with adversity. Studies are showing how, literally, genes meet the environment (poverty, discrimination, violence) to influence health.

better understand how their experiences in the special ed system are different,” Jahromi says. “We are looking at potential risk factors like perceptions of discrimination, as well as aspects of cultural resilience, like familism [cultures in which family needs take precedence over those of individual family members]. We want to know whether families reporting certain types of protective factors or barriers to special education have particular kinds of outcomes. Then we can figure out how to intervene.”

Nothing less than the futures of potentially productive human beings hang in the balance. “The pre-K to K transition establishes long-term patterns for children and their families, in terms of how they are going to engage with schools,” Jahromi says. “So we want to ensure it’s a healthy transition.” 

TO SUPPORT TC STUDENTS WORKING WITH THESE AND OTHER PSYCHOLOGY FACULTY, VISIT tc.edu/supportpsych OR CONTACT LINDA COLQUHOUN AT 212 678-3679.

Alumna Jody Arnhold
champions dance
education as a Deweyan
medium for learning.
Now she's bringing it
back home.

■ BY WILL BUNCH

PHOTOGRAPHS BY DEBORAH FEINGOLD



Dance Ma

ker



Jody Gottfried Arnhold (M.A. '73) is passionate about dance. Her own story suggests a 19th century narrative ballet. The plot ranges from her decision to teach public school during the budget-strapped 1960s to her emergence as a national voice in dance education as
Founder of 92Y
Dance

Education Laboratory (DEL), Co-Chair of the New York City Department of Education *Blueprint for*

Teaching and Learning in Dance (Pre K-12), Chair (and now Honorary Chair) of Ballet Hispanico and executive producer of the recent EMMY-nominated documentary *PS DANCE!*.

(CONTINUED ON NEXT PAGE)

Now, in a spectacular development that reconnects her to dance education's very beginnings, Arnhold and her husband, John, have given \$4.365 million to establish a new dance education doctoral program at Teachers College. The focus is on preparing master dance educators — the teachers of aspiring dance teachers — along with dance researchers and policy experts who will advance Arnhold's ultimate goal: making dance education a staple in American public schools.

"We squirm before we squawk," Arnhold said this past fall at her Upper West Side apartment. Elegant and trim, with striking dark hair, she looks ready to step onstage at La Mama or Triskelion Arts. "Yes, literacy, yes, math, but principals must understand that the arts build artistically literate adults, encourage better attendance, behavior and self-esteem, and support the learning goals in other disciplines. Dance does this in a unique way because it engages the student's whole body and mind for expressive purposes."

CHANNELING HISTORY

Dance — meaning not just technique, but also improvisation and choreography — fosters "collaboration, creativity, problem-solving, citizenship," Arnhold says. Beyond its practice by gifted dance artists, she believes dance develops understanding of the world, as John Dewey, TC's iconic philosopher, argued education must. "I really believe that it will help foster world peace."

The field of dance education was conceived at TC in 1916 by Margaret H'Doubler (pronounced "Dobler"), a visiting biology doctoral candidate from the University of Wisconsin-Madison who studied with Dewey. H'Doubler's departmental boss wanted to expand physical education for women. Influenced by TC faculty member Gertrude Colby and Carnegie Hall instructor Alys Bentley, she developed a dance program in physical education built upon a vision of "creative dance," in which each person becomes a "creative dance maker" with an individual vocabulary of movement.

On the 100th anniversary of H'Doubler's work, Arnhold seems to be consciously channeling this history.

"Like H'Doubler and Colby, Jody is a maverick," says Barbara Bashaw (Ed.D. '11), Director of Graduate Dance Education at Rutgers University's Mason Gross School of

"We squirm before we squawk. Yes, literacy, yes, math, but principals must understand that the arts build artistically literate adults [and] dance engages the student's whole body and mind for expressive purposes."

the Arts and consultant to the TC committee shaping the new doctoral program. "She's mentored hundreds of dance educators to find their own truths and approaches. Now she's giving this field a home, where people can celebrate and respect the incredible transformation and knowledge dance brings to all people. And she's doing it at Teachers College, which so prominently celebrates all educators."

PUTTING IT ALL TOGETHER

TC's own dance education master's degree program, closed in 2005, produced many leaders such as Martha Hill, the first dance director at Juilliard School of Music, and the Trinidadian dancer Beryl McBurnie ("La Belle Rosette"). Inevitably, Arnhold arrived there, too. As a young girl in Washington, D.C., she studied with modern dance pioneer Erika Thimey, who had trained in Dresden with Mary Wigman, a trailblazer of the form. Wigman had worked with modern dance theorist Rudolf Laban.

"It gets even stranger, because John's family is from Dresden and was completely involved in the cultural life there before the war," Arnhold says of her husband.



MOVER AND SHAKER Arnhold has worked for decades to ensure a quality, sequential dance education for every child. Her founding of the Dance Education Laboratory at the 92nd Street Y, endowment of a master's degree program at Hunter College and her co-leadership of the dance education *Blueprint* have dramatically increased New York City's roster of certified dance instructors.

Arnhold enrolled at the University of Wisconsin-Madison, but ultimately wanted to dance in New York City. Once there, however, she felt unmoored. "I was taking three classes a day, but needed structure," she recalls. "So I sold blouses at Bonwit's and then worked at the Department of Welfare, as it was then called."

After a departmental strike, Arnhold enrolled in an intensive teaching program at New York University. "I was always a teacher," she says. "I was the oldest of four siblings and was always organizing the kids in the neighborhood. At 15, I opened Erika's studio on Saturday mornings and taught the five-year-olds."

In New York, she taught general education at P.S. 165 and then at P.S. 180, across Morningside Park from TC. She was happy but missed dance — so "I literally walked up the hill and into TC's dance department," then led by Thais Barry, a Wisconsin alum.

"Teachers College put it all together for me," she says. "It reconnected me with my art. It gave me a vision of what I wanted — quality, sequential dance education for every child — and a network of people I work with to this day."

If TC shaped Arnhold's vision, P.S. 75 on the Upper West Side, where she first taught dance, was her finishing school. She was hired when Ballet Hispanico, a local cultural institution, received federal funding to do a six-week residency there. "The principal, Lou Mercado, said there was no dedicated dance space — I'd have to teach in a classroom and move the desks — but he believed in me. I showed up on the first day with my drum."

Arnhold immediately apprenticed herself to Tina Ramirez, Ballet Hispanico's Founder and Artistic Director, who she sensed was a master teacher. "I wrote down everything she did, joined in her classes, followed her back to the Ballet Hispanico studios during lunch." Today, Ballet

“Teachers College reconnected me with my art as a very young teacher. It gave me a vision of quality, sequential dance education for every child, and a network of people I work with to this day.”



Hispanico’s home on West 89th Street is called The Arnhold Center. Another teacher, Joan Sax, introduced her to the application of Laban Movement Analysis (LMA) to dance education: “The guiding principles of LMA are process, not product, everybody can dance and you can make a dance about anything. Make a dance to Mussorgsky’s ‘Night on Bald Mountain’ and you’ll never forget Mussorgsky’s ‘Night on Bald Mountain.’ Create a dance about symmetry and asymmetry, and you’ll understand symmetry and asymmetry.”

Arnhold taught for 25 years, becoming a master teacher and a mentor to other teachers who also dreamed of bringing dance to their students.

“It was one of those moments when everything freezes,” recalls Bashaw of first seeing Arnhold teach. “You’re watching this person who is so brilliant, and you can’t breathe, because you’re thinking, ‘Oh my gosh, this is everything I want to be and do.’ It was about children making their own dances. I’d been looking for it, but I wasn’t sure it existed.”

AN ARMY OF TEACHERS

Since the mid-1990s, Arnhold has led a major expansion and improvement of dance instruction in New York. With Joan Finkelstein, she founded 92Y Dance Education Laboratory, which provides teacher training and professional development. In 2012, she endowed the Arnhold Graduate Dance Education Program at Hunter College. The city’s roster of certified dance teachers has grown significantly, to 256 in 2016.


In 2005, together with Finkelstein (then serving as Director of Dance for the New York City Department of Education) and Ramirez, Arnhold led development of the city’s *Blueprint for Teaching and Learning in Dance, Pre K-12*. The *Blueprint* is organized around five “strands”: dance making; developing dance literacy; making connections with other disciplines; working with community and cultural resources; and exploring careers and lifelong learning.

“It was the height of the No Child Left Behind era and during an arts teacher hiring freeze. The DOE had many mandates, but through thoughtful work with our dance teachers, we were able to address all of them,” Arnhold says proudly.

Last year, Arnhold teamed with director Nel Shelby and Finkelstein (now Executive Director of the Harkness Foundation for Dance) to create the documentary *PS DANCE!*, about the teaching of dance in five New York City public schools. The film promotes Arnhold’s mission, Dance For Every Child. Nominated for a New York EMMY, *PS DANCE!* aired on WNET/THIRTEEN in New York and public television nationwide. Narrated by the veteran TV journalist Paula Zahn, the film is the *Blueprint* in motion.

And now comes the Arnholds’ gift to TC. Beyond pre-

paring teachers of teachers, the program will feature policy, leadership and dance-focused movement science components. “Jody’s been working to ensure dance education for every child,” Bashaw says. “She’s been developing a mountain, and the TC doctoral program is the peak.”

“As the future of American education is debated, this program will help put dance at the table,” Arnhold says. “Our graduates will make dance education even stronger. The arts are for everyone, at all ages and stages of their lives. Our graduates are going to be doing work in dance education that we can’t even imagine.” 

THE  of Education
Pioneering new approaches to teaching and learning

A Stepwise Process

A faculty committee shapes TC’s new dance education doctoral program

An interdisciplinary faculty committee is shaping TC’s new dance education doctoral program for faculty review and submission for state approval.

■ “This doctoral program will be devoted exclusively to dance education, bringing together TC’s faculty as well as the rich and extensive dance education community in and beyond New York City,” says committee chair **Mary Hafeli**, Professor of Art & Art Education. “That means being consultative, in and outside of the College.” ■ Priorities are to prepare dance educators to teach teachers of dance in diverse settings; develop dance educators as accomplished researchers; and foster leaders in dance education curriculum development and policy. ■ **Dirck Roosevelt**, Visiting Associate Professor of Curriculum & Teaching, believes aspiring master teachers must balance classroom teachers’ everyday experience against a broader understanding of dance in society. ■ “You have to join the novice’s perspective to the larger territory of importance that dance occupies,” says

Roosevelt, who designed coursework for TC’s doctoral specialization in Teacher Education. “In high school, I saw the film *Isadora*, in which Vanessa Redgrave plays Isadora Duncan. I was into politics, and it interested me in dance because of Duncan’s involvement with social causes.” ■ Finding connections for students, says **Kelly Parkes**, Associate Professor of Music & Music Education, requires “a focus on holistic education, not just on subject-specific skills, and an awareness of who’s in the classroom — and who’s not.” TC helps students find their own pathways as educators, she says, and “perhaps even more than music, dance is open to that, because it doesn’t privilege one form over another.” ■ Dance education is typically about the art and pedagogy of dance, but “we’ll have the science and policy components to enable students to think about a range of career goals,” says **Carol Ewing Garber**, Professor of Movement Sciences. ■ “I’ve loved this collaboration,” Roosevelt says. “It’s all about different, vigorous traditions being brought to bear.” — **JOE LEVINE**

ALUMNI FOOTSTEPS



MARGARET H' DOUBLER

As a visiting doctoral student at TC in 1916, she reconceived the field of dance education.



BERYL MCBURNIE

Known as “La Belle Rosette” and the grande dame of Caribbean dance, she promoted regional culture.



MARTHA HILL

Juilliard School’s inaugural dance director, she first taught high school students at TC’s Lincoln School.

A close-up portrait of Naira Musallam, a woman with voluminous, curly reddish-brown hair, wearing large hoop earrings and a black top. She is looking slightly to the left of the camera with a gentle smile.

“I want to reach millions of people.”

– Naira Musallam, Ph.D. '11

Naira Musallam, a Palestinian citizen of Israel, began to connect with others at a Catholic school that preached tolerance to Christian, Muslim, Druze and Jewish students. At Teachers College, with scholarship support, she translated *The Handbook of Conflict Resolution*, edited by her professors Morton Deutsch and Peter Coleman, into Arabic. Today, she teaches at TC and runs Frontier7, a company that mines data to help organizations focus on what matters most.

Our students come to TC for a degree — but they stay involved for good. Embrace TC for life!

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- ▶ Continue your professional development
- ▶ Take part in the TC Fund and Planned Giving
- ▶ Check tc.edu/campaign to stay involved



Unconventional Wisdom

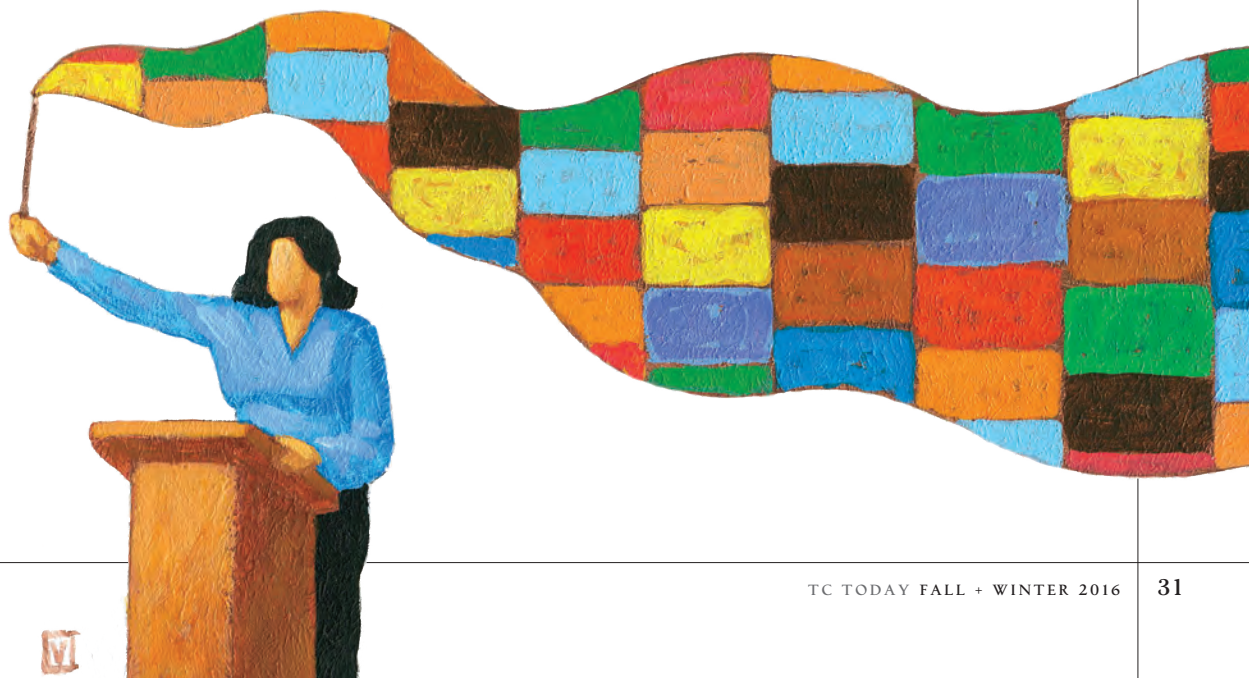
Paradigm-changing new programs at TC

Teaching for the New Majority

Unique prep for today's diverse classrooms

THE MID-20TH-CENTURY DESEGREGATION of U.S. public education put students of color in better-resourced schools and helped narrow racial achievement gaps. Yet some 44,000 black teachers were fired, leaving most black students to be taught by whites who knew little about black history and communities, and who were often told to avoid discussing race. ■ “In losing black teachers, black children lost advocates and champions who set high academic standards and cared deeply about students’ success,” Amy Stuart Wells, Professor of Sociology & Education, told edu-

cators at “Reimagining Education: Teaching and Learning in Racially Diverse Schools,” a unique four-day professional training held at TC in mid-July. ■ “Reimagining Education” explored the history of racial and ethnic diversity in public schools and diversity’s educational benefits for today’s increasingly diverse student population. ■ In an opening presentation, Wells and doctoral students Lauren Fox, Diana Cordova-Cobo and Juontel White said public schools have largely re-segregated due to legal challenges, even as immigration has created a majority nonwhite student population. Whites still constitute 80 percent of the teaching force. ■ “By the 1970s, we started to see challenges to the common wisdom about children of color as ‘culturally deprived,’” said keynote speaker Sonia Nieto, Professor Emerita of Language, Literacy & Culture at the University of Massachusetts Amherst. The task now: to develop culturally responsive pedagogy that addresses “attitudes, behaviors and dispositions” and the institutional racism that sustains them. ■ “Reimagining Education” featured student rap artists who teach science and social studies through their music and a ballet performance by students from immigrant families. Workshops included:





“We’re putting in civil rights guardrails, but the states will make decisions about interventions and using federal funds.”

— John King (Ed.D. '08), U.S. Secretary of Education

▶▶ “Reading, Writing, and Talk: Inclusive Teaching Strategies for Diverse Learners.” Mariana Souto-Manning, TC Associate Professor of Early Childhood Education, immersed participants in difficulties experienced by children whose “home language is not aligned” with their school’s.

▶▶ “Developing Racial Literacy with Children’s Literature.” Led by Detra Price-Dennis, TC Assistant Professor of Elementary & Inclusive Education, teachers learned about Jim Crow-era “green books” that guided black travelers.

▶▶ “Using Hip Hop as Therapy in Multi-Racial Schools.” Counseling Psychology Ph.D. student Ian Levy demonstrated the hip-hop and rap workshops he uses with Bronx high school students.

TC Associate Professor of Science Education Christopher Emdin argued that standardized tests can prevent meaningful connection with minority students. “Rigor,” he declared, “is not equal to rigor mortis.” — PATRICIA LAMIELL

Schoolhouse Lawyers

CURIOS ABOUT THE FEDERAL 2015 Every Student Succeeds Act (ESSA)? You could read all 1,061 pages — or U.S. Secretary of Education John King could personally impart the basics by challenging you to create a state accountability plan under the new law.

King (Ed.D. '08), a former high school social studies teacher, did just that for students in TC’s annual School Law Institute in July. The Secretary headlined the week’s rock-star instructor lineup, which included Gary Orfield and Patricia Gándara, co-directors of the UCLA Civil Rights Project and leading authorities on school desegregation, affirmative action and serving immigrant students; TC Professor Michael Rebell, a prominent national author-



ity on school-finance law and the right to an adequate education; and Dennis Parker, Director of the ACLU National Office’s Racial Justice Program. The Institute’s Faculty Chair, TC Professor of Law & Education Jay Heubert, litigated race-discrimination cases as a civil-rights lawyer at the Department of Justice and served as chief counsel to the Pennsylvania Department of Education. Institute Co-Chair Rhoda Schneider is General Counsel and Senior Associate Commissioner of the Massachusetts Department of Elementary and Secondary Education and has repeatedly served as the state’s interim Education Commissioner.

THE FUTURE of Research
The groundbreaking ideas of TC faculty, in action

Like No Child Left Behind before it, ESSA commits states to college and career standards and continued close attention to achievement gaps. Yet it also requires use of non-academic indicators such as student engagement or school climate, while scaling back federal control. “We’re putting in civil rights guardrails,” King said, “but states will make decisions about interventions and using federal funds.”

“Leaving it up to the states creates some problems,” King acknowledged. Does inclusive debate simply beget “fluffy indicators that let schools off the hook”? How will besieged state education departments manage the new measures?

Still, it was clear that considerations like school climate matter to King. He closed by recalling losing both his parents as a young boy and later being asked to leave boarding school. He wished the school had offered more options for students in difficulty.

Later, English Education Ph.D. student Valon Beasley emailed: “Secretary King made me know that he is listening and he is watching the tragedies and inequities that African-American male youth are suffering from today. I will use his life and words to motivate and transform the minds of New York students, various educators and hopefully, diverse people in the world.” — JOE LEVINE

The 2017 School Law Institute runs July 10-14. For information visit www.tc.edu/schoollaw.

The Art of Teaching Nursing Teachers

BROOKLYN-BASED NURSE URSULA-PEARL Nwabueze, who teaches in the City University of New York’s College of Technology, sought two things in a nursing education doctoral program: freedom to keep working and sharper classroom, clinical and lab skills.

“There are not many programs aimed at teaching teachers how to teach,” she says.

Enter Teachers College’s new nursing education doctoral program, launched this fall with Nwabueze in its inaugural cohort. The new program is offered fully online to students with a master’s degree in nursing who want to become leaders in the academic or health care setting without missing a beat on the job.

“TC’s program is truly unique in that students engage in scholarly discussions, interactive classes and collaborative research projects through an online environment,” says lecturer Tresa Dusaj.

More than 60 percent of registered nurses-in-training lack a bachelor’s degree.

“Nurse educators have one of the hardest jobs in higher education,” says Professor Kathleen O’Connell, the program’s creator and founding director. “Often, aspiring nurses have no college degree, are young, naive and very inexperienced. The job of the nurse educator is to turn them into safe and responsible professionals in a very short time.”

TC launched the nation’s first university-based nursing education program in 1898 and produced thousands of leading nurse educators. Nursing schools subsequently took over preparation of nurse educators — but with



“Nurse educators have one of the hardest jobs in higher education. Often aspiring nurses have no college degree and are very inexperienced.”

— Kathleen O’Connell, Isabel Maitland Stewart
Professor of Nursing Education





“You can’t be well if you spend your life in a social group that’s pressed up against the window, looking in.”

— Laura Smith,
Associate Professor of
Psychology & Education

1,200-plus nursing faculty vacancies nationwide due to a lack of candidates with doctoral degrees, there’s growing sentiment that education schools should resume “teaching the teachers.” With that goal in mind, the Jonas Center for Nursing and Veterans Healthcare awarded scholarships to four students in TC’s new program — the first time the Center is funding education school students.

“I believe this program will affect how nurses are taught,” O’Connell adds. “I hope students take what they learn here, continue to further the profession’s research and become leaders in their schools and in their fields.” — AMANDA LANG

The Crime of Punishment

“TODAY I SENTENCED FIVE YOUNG MEN, ages 14 to 15. I spoke with one whose best friend had been shot and killed. His father was there as well. When I adjudicate to protect the community, that means not only protecting victims of gun violence, but also including the voices of others who are victims.”

Edwina Richardson-Mendelson, a longtime Administrative Judge for the New York City Family Court, was speaking at “Youth and Wellbeing in an Age of Mass Incarceration,” an August forum held by TC’s Civic Participation Project (CPP).

Created by TC’s Yolanda Sealey-Ruiz, Laura Smith and Lalitha Vasudevan, CPP provides “safe and brave spaces to discuss issues related to social justice and equity for young people in schools.” It seeks to “disrupt the academy by opening up a space for people to be who they are and want to be,” said Sealey-Ruiz,

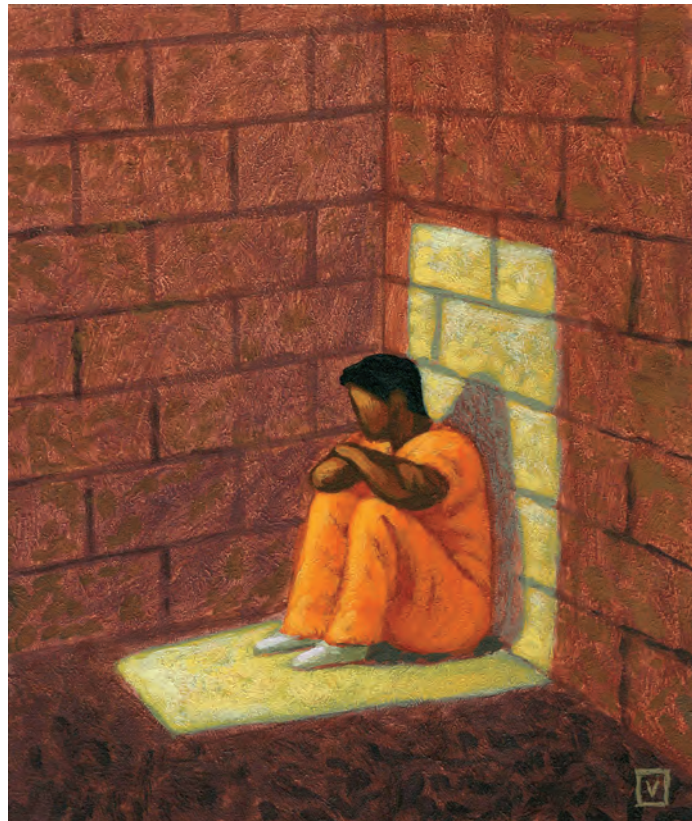
Associate Professor of English Education.

The U.S. incarceration rate is the world’s highest. African-American youth are nearly five times more likely to be confined than whites, while Latino and American Indian youth are two to three times more likely.

“Youth incarceration has infused the practices of teaching, mental health and other fields,” said Vasudevan, Associate Professor of Technology & Education.

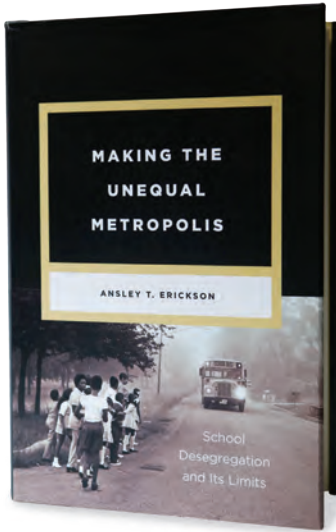
“You can’t be well if you spend your life in a social group that’s pressed up against the window, looking in,” said Smith, Associate Professor of Psychology & Education.

“We’ve got to help teachers notice what kids are feeling,” said Suzanne Carothers of NYU’s Steinhardt School of Culture, Education and Human Development. “If a five-year-old says, ‘I’m hungry,’ and you say, ‘Do your math,’ you’ve lost something.” — JOE LEVINE TC



Nashville Color Line

The reality behind a desegregation success story



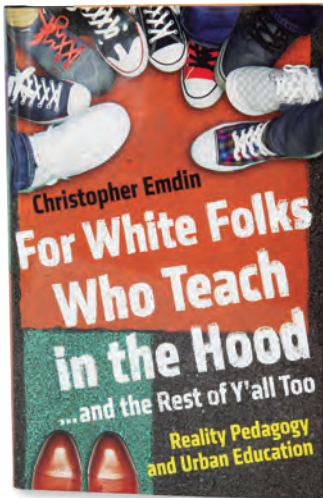
■ During the court-ordered desegregation era, Nashville, Tennessee created “one of the most statistically desegregated school systems in the country,” writes Ansley T. Erickson. ■ Yet in ***Making the Unequal Metropolis: School Desegregation and Its Limits*** (University of Chicago Press 2016), Erickson, Assistant Professor of History & Education, describes a school district in which “inequality had shifted form.” ■ “Nashville’s educational outcomes generally followed national patterns — they both improved, and remained starkly unequal,” Erickson writes. The city achieved “relative statistical success while remaining unable or unwilling to value all of the district’s students, their communities, and their places in the metropolis.” Why? Because Nashville’s housing policies, economic development agendas and urban renewal projects affected the “hundreds of small choices made by local, state, and federal officials” in enacting desegregation on the ground. ■ With segregation receiving renewed attention, Erickson believes today’s policy makers must understand stories like Nashville’s in order to make a genuine dent in the problem and the related issue of educational inequality. ■ “Inequality has been at once deeply embedded and difficult to fully identify,” she writes. “Making visible its full scope and the broad range of those invested in it is, even today, the first step to challenge it.” — ELLEN LIVINGSTON



“Inequality has been at once deeply embedded and difficult to fully identify.” Ansley T. Erickson, Assistant Professor of History & Education

Reality Pedagogy 101

A crash course in teaching black youth



■ Urban schools “replicate colonial processes,” writes Christopher Emdin, TC Associate Professor of Science Education, in ***For White Folks Who Teach in the Hood...and the Rest of Y'all Too*** (Beacon Press 2016). Just as white teachers forced students in the first schools for Native Americans to assimilate, urban public school teachers compel black students to be “complicit in their own miseducation” and “celebrated for being everything but who they are.” Choosing between their own culture and academic excellence, students suffer “a loss of their dignity and a shattering of their personhood.” ■ “Neoindigenous,” Emdin’s term for these urban youth, signals why traditional classroom methods stifle learning and damage their emotional and academic well-being. His alternative: reality pedagogy, which meets “each student on his or her own cultural and emotional turf.” Students help determine how the class is managed, sometimes teach and are empowered to make the classroom familiar through everything from slang and graffiti to elaborate handshakes. These methods — informed by church services, rap circles and hip-hop battles — may contradict teachers’ training. Yet by displacing fear with understanding, Emdin suggests, and by immersing themselves in students’ culture rather than the other way around, teachers will transform classrooms into spaces where brilliance shines. — ROBERT FULLER



“Neoindigenous,” Emdin’s term for urban youth, signals why traditional classroom methods stifle learning.



More than the Sum of What We've Raised

This past summer, Teachers College passed the \$250 million mark in its historic Campaign, **Where the Future Comes First**, a landmark achievement that brings us within sight of our ultimate goal of \$300 million.

In fact, as of November 1, 2016, the Campaign raised \$267 million, or 89 percent of our goal. Of course we're thrilled about the numbers — but from the get-go, the Campaign has been about so much more than simply raising money. Building on the College's rousing 125th anniversary celebration in 2013, **Where the Future Comes First** has re-energized our extended TC community, reconnecting thousands of alumni around the world with their alma mater and each other. The Campaign has supported the development of new knowledge and practice by our world-class faculty and students, reaffirming our place at the forefront of education, health and psychology. And it is positioning us for continuing leadership by inspiring an ever-wider circle of supporters to create unprecedented new levels of scholarship backing for our talented students, who are our standard-bearers for the future.

The bottom line: This is a Campaign in which everyone has participated because we all can see our dreams reflected in its goals. These are *your* accomplishments, not mine nor even those of our dedicated administration and staff here at the College. We are facilitators — but the Campaign's success is in every way the result of a community in which people are funding their passions.

I could fill this entire magazine describing the amazing work at TC funded by our Campaign. (Two of our successful efforts — a unique new dance education doctoral program funded by alumna Jody Gottfried Arnhold, and the expansion of TC's Cowin Financial Literacy Program,



SUZANNE M. MURPHY Vice President, Development & External Affairs ▶

REAPING BIGGER REWARDS *Building on the College's 125th anniversary, the Campaign has re-energized our*



AN UPDATED STATE OF GRACE

The Grace Dodge Society honors those who, like TC's founder (left), plan for the College in their wills. Anne-Gayles Felton (M.A. '47), a Grace Dodge Society member, has established a current scholarship for students like Curriculum & Teaching doctoral candidate Angel Acosta.

funded by Trustee Joyce Cowin — are featured on pages 26 and 10 of this issue.) For now, though, here's a sampling of recent Campaign highlights that showcases the extraordinary diversity of our donors and their ideas. Each gift also builds on longstanding TC strengths, speaks to a critically important need in our society and reflects our commitment to social justice.

HELPING STUDENTS NOW

Since 1914, when our founder, Grace Dodge, endowed a scholarship that is still paying dividends, TC's supporters have planned for the College and its students in their wills. Today, with education costs rising for our increasingly diverse student population, we are encouraging such

future-minded donors to pay it forward by making gifts now to establish named, endowed scholarships. The reward is seeing their gifts supporting a current student, whom they can meet and even accompany across the stage at TC's Convocation. The result is an astounding increase in new planned gifts, including the decision by four of our existing planned giving donors to make outright gifts establishing their scholarships now. They are:

- Former TC Alumni Council member **Joan Amron** (M.Ed. '76, M.A. '70), who has created a need-based scholarship for a TC student interested in pursuing studies in Applied Science of Learning & Special Education and/or Intellectual Disabilities/Autism, in the department of Health & Behavior Studies.

extended TC community, reconnecting alumni around the world with their alma mater and each other.



CROWD-SOURCED FACES

In 2014, TC President Susan Fuhrman's visit to Seoul prompted alumni to establish the Korea 125th Anniversary Scholarship Fund. Left: 2015 and 2016 Korea 125th Anniversary Scholars Hyeyan Chung (left) and Carmen Jang. Right: Seoul's "Taste of TC" event.

■ Drs. **Lily E. Christ** (Ed.D. '67) and **Duane M. Christ**, who have structured their investment in the College's Charitable Gift Annuity Fund and the Pooled Income Fund to endow a new HI-TECH PREP Math Endowed Scholarship Fund for students in Math Technologies. The award is designed to "encourage, motivate, interest and award future elementary and secondary school teachers and administrators and professionals" to "influence education at all levels in a better understanding of mathematics."

We have raised
\$267 million
toward our Campaign
goal of
\$300 million*
*AS OF NOVEMBER 1, 2016

■ **Anne Gayles-Felton** (M.A. '47), Professor Emerita at Florida A&M University and recipient of TC's 2015 Distinguished Alumni Award, whose generous gift will support a need-based scholarship for a doctoral stu-

dent in the Curriculum & Teaching Department.

■ Curriculum & Teaching alumna **Thelma Shafran** (M.A. '54), who has endowed a need-based scholarship to support "students who do not come from privileged backgrounds," with a particular focus on African-American women or graduates of majority African-American public schools who have demonstrated a sustained commitment to the education of African-American girls.

IMPROVING COLLEGE ODDS FOR ALL STUDENTS

Quality college guidance is critically important in helping young people make it to college — particularly students of color and those from low-income families. Yet research

OUR HATS OFF TO YOU *We are just facilitators. The Campaign's success is the result of a community*

finds that counselors often spend as little as 38 minutes per year with each student. As of 2013, only 42 of the 466 master's programs in school counseling in the United States offered an elective course in college advising.

With generous support from the Jack Kent Cooke Foundation, TC's Department of Counseling & Clinical Psychology will launch a new online college advisement program aimed at professionalizing this essential field. The program will offer continuing education for high school counselors, college advisers, teachers and school paraprofessionals, with a particular emphasis on increasing their multicultural and social justice competencies so that they can better serve high-achieving students with financial need.

"Strong college advising programs are critical to achieving educational equity and opportunity," says Riddhi Sandil, Assistant Professor of Practice in the Department of Counseling & Clinical Psychology, who is spearheading development of the program. "This program is also squarely aligned with Teachers College's work toward achieving

social justice in education and in society."

A LEARNING LIBRARY

Since TC's Gottesman Libraries opened its doors in 2004, it has led the way in incorporating technology and interactivity into the library experience. In spring 2017, the College will open the Smith Learning Theater, a new multi-purpose teaching and exhibition space on the Gottesman's fourth floor. Created with an \$8 million gift from education philanthropists Camilla and George Smith, "the Learning Theater represents our continuing efforts to reimagine the role of the academic library," says Gary Natriello, Ruth L. Gottesman Professor in Educa-

tion Research, and Gottesman Libraries Director. "It will be an experimental and demonstration space that positions students to become sophisticated, self-directed learners and supports TC faculty in their most imaginative and ambitious teaching."

Talk about someone funding her passion: Camilla Smith who earned her TC master's degree in Language,

Your TC Moment Is Now

Our Campaign's biggest priority continues to be supporting current and future students. You can:

- Pledge \$50,000 to create a new endowed scholarship in your own name or someone else's
- Contribute to an existing tribute or program fund scholarship
- Support a TC Fund Scholar or designate your TC Fund gift to financial aid

Contact Linda Colquhoun (212 678-3679) or visit www.tc.edu/future today.

Grace Dodge Would Be Proud

As members of TC's Grace Dodge Society, the following current and former faculty and staff provide for the College through planned gifts:

O. Roger Anderson, Professor of Natural Sciences and Chair of the Department of Mathematics, Science & Technology; **Ann Boehm**, Professor Emerita of Psychology & Education; **W. Warner Burke**, Edward Lee Thorndike Professor of Psychology & Education; **Judith Burton**, Professor and Program Director of Art & Art Education; **Katie Embree**, the College's Vice Provost; **John Fanselow**, Professor Emeritus of Language & Education; **Celia Genishi**, Professor Emerita of Early Childhood Education; **Debra Noumair**, Associate Professor of Psychology & Education and Director of Executive Education Programs in Change & Consultation; **Kathleen O'Connell**, Isabel Maitland Stewart Professor of Nursing Education, and Program Director of the Nursing Education Program; **Janice Robinson**, Vice President for Diversity & Community Affairs; **Marie Volpe**, Adjunct Assistant Professor of Adult Learning & Leadership; and **Lyle Yorks**, Professor of Adult & Continuing Education and AEGIS Program Director. **Robert Crain**, Professor Emeritus of Sociology & Education, who passed away in March 2016, was also a Grace Dodge Society member, and his wife, **Nan Guptill Crain**, continues to support the College.

in which people are funding their passions.



Literature & Social Studies, is Director of the Friends of the San Francisco Public Library and a member of the Advisory Board of the Bancroft Library at the University of California at Berkeley, where she edits *Bancroftiana*, the library’s newsletter.

TEEN SEXUAL/REPRODUCTIVE HEALTH LITERACY

The United States has the highest teen birth rate in the industrialized world, with roughly one in four girls becoming pregnant at least once by age 20. Teen pregnancy results in 400,000 births annually. More than half of teen mothers fail to graduate from high school, and a quarter become pregnant again within two years. African-American and Hispanic girls are more than twice as likely as their white peers to become pregnant and to give birth.

Through the generosity of alumna Mary Edlow (M.A. ’67) — a New York City psychoanalyst and board member of Sanctuary for Families, which provides assistance to victims of domestic violence — TC is launching a new Sexual/Reproductive Literacy Project. Over the next three years, faculty leaders of our Sexuality, Women & Gender Initiative, based in the Department of Counseling & Clinical Psychology, will create a platform to train current and future health educators in shaping and evaluating comprehensive sexuality/reproductive curricula. The

effort will combine resources from different TC departments and include partnership with New York City schools and other nonprofits.

Research shows that school-based sex education is effective in reducing teen pregnancy, and that comprehensive programs — which initiate a lifelong process of acquiring information and forming attitudes, beliefs and motivations about identity, relationships and intimacy — are more effective than those that are abstinence-based. TC’s new program will be unique in focusing on the graduate-level training of sex/reproductive health educators. Currently, even teachers in middle and high school who subscribe to a Comprehensive Sex Education curriculum are unsupported in developing and implementing accurate, age-appropriate holistic courses. TC’s program will also include an emphasis on psycholog-

ical/mental health aspects of sexual/reproductive health, helping teens gain insight into their own attitudes and experiences.

“We all have a psychological relationship to our reproductive experiences, and the more we can explore that, the more we can make decisions about pregnancy and parenting based on an understanding of our own readiness,” says TC faculty member Aurelie Athan, whose research and teaching focuses on the transition to parenthood.

Or as Mary Edlow so eloquently puts it: “Every pregnancy and every child, a wanted one.”

A List That Tells TC’s Story

With names like the late **George Bond**, who helped tell the stories of indigenous African peoples; **Morton Deutsch**, who helped launch the field of conflict resolution; and former faculty member **Donna Shalala**, who has fought for equity in education and health, TC’s lineup of tribute scholarships reflects the breadth and diversity of our efforts to shape a better world. Make that list even longer by endowing your own tribute scholarship — or adding to an existing one — today.

George Bond



Morton Deutsch



Donna Shalala



PAYING IT FORWARD — NOW *We want future-minded donors to make a gift establishing*



PREPARATION FOR LIFE

Teen pregnancy in the United States results in 400,000 births annually. Alumna Mary Edlow (M.A. '67; right, with faculty member Aurelie Athan) is funding a new TC Sexual/Reproductive Literacy Project to help young people understand their own attitudes toward sex and parenting.

STRENGTHENING OUR HISTORIC CONNECTION WITH CHINA

Since the early 20th century, when a group of remarkable Chinese students came to the United States to study at TC, the College has forged a powerful connection with China that has profoundly benefitted both nations. The flow of ideas has included the fields of economics, higher education, music and the visual arts, and education technology.

This past summer, the China-America Friend-

ship Association launched a \$3 million fundraising drive to rename TC's Center on Chinese Education as the Tao Xingzhi Center on Chinese Education, for the TC alumnus who was perhaps the greatest of China's education architects. The effort is aimed at ensuring that the Center's work — which has included helping to ensure free public education for millions of rural students in China — will continue after the retirement of its founding director, Mun Tsang, Professor of Economics & Education Policy. (See the story on page 49.)

a named, endowed scholarship that benefits a student right now.



STUDENTS OF NOTE

TC has a proud music education legacy. Left: This past summer, Music & Music Education doctoral student Julia West chatted with radio host and TC alumnus Robert Sherman. Right: Master's degree student Ayanda Dalamba, TC's inaugural Milman Music Education Fellow.

BUILDING A COMMUNITY OF MUSIC EDUCATORS

The great arts educator Elliot Eisner wrote that the arts “are among the most powerful ways we become human, and that is reason enough to earn them a place in our schools.”

Teachers College's long and proud tradition of leadership, innovation and teaching excellence in the arts includes a remarkable legacy in music education. TC offered the first graduate-level course in the nation to include jazz, taught by renowned educator Robert Pace. Our current faculty have forged school

collaborations with symphony orchestras, developed programs for young children at Lincoln Center and in Head Start, and developed music education partnerships with universities in China.

Most recently, at the Teachers College Community School (TCCS) in West Harlem, Associate Professor Lori Custodero has created an innovative new music curriculum that takes a developmental view of music communities. In pre-K, activities offer the freedom to explore; in kindergarten, the program responds to children's emerging interest in patterns and form; and in first grade, children begin learning about music's symbolic nature.

ON THE RIGHT TRACK *There is no clearer sign that an institution's mission is of profound relevance than*

And the Scholarships Keep on Coming

Alumni and friends have created 46 scholarships this past year and 147 during TC's Campaign.

Now a generous gift from Evalyn Milman (M.A. '64) is supporting the expansion of Dr. Custodero's curriculum to other northern Manhattan schools in the College's REACH partnership. The new Evalyn Edwards Milman Music Education Fellowship allows TC to advance music education at TCCS, expand its work in REACH schools and support rich, hands-on field learning experiences for a dedicated and talented contingent of TC Music & Music Education students whose ranks will grow over time.

The Milman Music Fellowship — modeled after the successful Milman Literacy Fellowship — is facilitating the REACH expansion by enabling TC to pilot its music program at PS 154.

Dr. Custodero envisions shaping that program with PS 154 faculty and the aid of a hands-on Milman Music Education Fellow to meet the needs of the school and reflect the culture and values of its families. Through Dr. Custodero's connection to the NY Philharmonic, the program may include trips to Friday dress rehearsals for the Very Young People's Concerts.

The inaugural recipient of the Milman Music Education Fellowship is Ayanda Dalamba, a first-year M.A. student and Toronto high school music teacher. Ayanda, whose TC adviser is Dr. Kelly Parkes, is passionate about social justice and the ways in which music education can foster community and empathy among students of all ages and backgrounds.

Again, this gift is close to the donor's heart. Evalyn, a former early childhood teacher, curator and television producer, is deeply passionate about the arts.

THE BUCKS START HERE

There is no clearer sign that an institution is pursuing a mission of profound relevance and importance than when faculty step forward as donors.

At TC, faculty support of our Campaign has

when faculty step forward as donors.

- Joan Amron Endowed Scholarship Fund
- Arnhold Endowed Scholarship in Dance Education
- Barker Family Endowed Scholarship Fund at the Rita Gold Early Childhood Center
- Rebecca Binder & Charles Cohen Scholarship Fund
- George Clement Bond Endowed Scholarship Fund
- Morton Deutsch Endowed Scholarship Fund
- Duquès Social Justice Endowed Scholarship
- Arlene & Daniel Fisher Scholarship
- Gabelli Family Endowed Scholarship
- Dr. Anne Gayles-Felton Scholarship
- Helen Wilcox Goldsmith Memorial KIPP Scholarship Fund
- Debra Heinrich Scholarship
- Beatrice Hillard Nursing Education Scholarship
- Myah & Jaime Irick Scholarship Fund
- Japan Scholars Award Fund
- Jonas Nurse Leader Scholars
- Korea 125th Anniversary Scholarship
- Christie Krase Scholarship Fund
- Mary Gwendolyn Laidlaw Endowed Scholarship
- Roy & Deborah Lewicki Scholarship
- Dr. Ruth Watson Lubic & William Lubic Endowed Scholarship
- Barbara M.V.H. Martindale Scholarship
- Mollie McIntyre & John Wesley Combs, M.D. Endowed Scholarship
- Evalyn Edwards Milman Fellowship in Music Education
- Morse Teaching Fellowship Fund
- Roger A. Myers Scholarship in Counseling Psychology
- Debra A. Noumair Endowed Fellowship Fund
- Abby M. O'Neill Endowed Fellowship Program
- Sharon Gay Pierson Endowed Scholarship
- Sandra Segala Endowed Scholarship
- TC Annual Fund Scholarships (13)
- Thelma Shafran Endowed Scholarship Fund
- Donna E. Shalala Endowed Scholarship Fund
- Sue Ann Weinberg Scholarship





TC ON THEIR MINDS

Among TC community members making planned gifts to the College are (from left) O. Roger Anderson, Professor of Natural Sciences; Janice Robinson, Vice President for Diversity & Community Affairs; W. Warner Burke, E.L. Thorndike Professor of Psychology & Education; Katie Embree, Vice Provost; and Judith Burton, Professor of Art & Art Education.

never been stronger, particularly through the Grace Dodge Society, whose members provide for TC in their wills or trusts or through other planned gifts.

As Grace Dodge Society member O. Roger Anderson, Professor of Natural Sciences and Chair of TC's Math, Science & Technology Department, puts it, "As a faculty member, I see every day the talent and enthusiasm of TC students who are dedicated to improving society and the lives of those who they serve professionally. There's no greater satisfaction than knowing that my gift to TC might make the difference in enabling a student to come here and to realize life-long professional goals."

On page 41 we list current and former faculty and staff who are Grace Dodge Society members.

To sum it all up, the gifts to our Campaign range from eight-figure contributions that have remade the face of the College to general support from those who just want to help. The common thread: All of our donors share the desire to contribute, by being part of a larger enterprise that is making a positive impact on so many lives.

You, too, can make a difference through TC's Campaign. Join us as we set our sights on our final goal — and as we shape the future, today.

SUZANNE M. MURPHY (M.ED. '99, M.A. '96)
VICE PRESIDENT, DEVELOPMENT & EXTERNAL AFFAIRS

THE COMMON THREAD *Our donors seek involvement in a larger enterprise making a positive impact.*

Spotlighting the work of TC's dedicated Trustees

The Consultant Is In

Caroline Rosen (M.Ed. '89, M.A. '87) takes a big-picture view of the individual student



CAROLINE ROSEN ATTENDED NEW YORK City's prestigious Nightingale-Bamford School and later taught 10th grade, directed student evaluation, served as assistant middle school head and, when her daughter attended, led the Parent Association. She also earned two psychological counseling degrees at Teachers College, learning from Ann Boehm and Jeannette Fleischer about the use and interpretation of sophisticated testing instruments such as the Wechsler Intelligence Scales. Concurrently, she worked with a school psychologist who consulted at four New York City private schools.

Several years ago, Rosen combined that experience to co-found Your Child in Focus, a consulting firm that looks at test results and neuropsychological assessments as a part of a comprehensive way to help New York City parents find the right independent schools for their children.

"The pressure on parents today to help children succeed and excel is exorbitant, sometimes overshadowing their ability to choose the best environment for their child," she says. "I feel lucky that, with my background from TC, I can help put this in perspective."

Now Rosen is joining TC's board because "I'm interested in also looking at the bigger picture — at education as a whole, including public schools." Student evaluation, for example, is front and center in the national education debate — something Rosen has mixed feelings about.

"We should hold schools to standards, but tests offer only a snapshot of a child. My TC professors asked about aspects of success that cannot be measured in a test — creativity, motivation, ability to generate ideas."

Meanwhile, TC's psychology faculty are collaborating in new and powerful ways, while key hubs such as the Klingenstein Center for Independent School Leadership, the Dean Hope Center for Educational and Psychological Services and the Teachers College Community School dovetail with Rosen's strengths.

As Rosen herself might say if she were wearing her evaluative hat: Sounds like a good fit. — **JOE LEVINE**

Inbox

JEFFREY PUTMAN (ED.D. '11),
ALUMNI COUNCIL PRESIDENT,
SHARES HOW ALUMNI MET THEIR

BEST TC FRIENDS

AS A BIG SOCIAL MEDIA FAN, I KNOW THAT FRIENDS MATTER. AS VICE PRESIDENT FOR STUDENT AFFAIRS AND DEAN OF STUDENTS AT SUNY DOWNSTATE MEDICAL CENTER, I KNOW THAT FRIENDS ARE ESPECIALLY IMPORTANT TO ONE'S ACADEMIC EXPERIENCE. SO IN THIS ISSUE OF *TC TODAY*, WE ASKED ALUMNI ABOUT THEIR BEST TC FRIENDS AND HOW THEY MET THEM. LOVE THEIR ANSWERS AND HOPE YOU DO, TOO!

“Molly Hassler and I are both recent master’s degree graduates in Gifted Education, both taught fifth grade last year, and now I live in her old apartment.”

— Amalia Schiff (M.A. '16)

“My husband, Walter Sowden, and I met (and later got married) at TC!”

— Erin Sowden (M.A. '07)



“Serena Xu, Carrie Lieberthal and I used to go for margaritas and nachos. I only realized during graduation that the restaurant is called Amigos, not Three Amigos. I always associated it with us!”

— Margaret H. Connelly (M.A. '16)

“Jenna and I met in class. Having an American as my bestie in NY was beautiful. We learned so much from each other’s cultures and had a blast! I miss you, Jenna.”

— Pooja S. Shah (M.A. '14)

“I roomed with Sayu Bhojwani, NYC’s former Deputy Commissioner of Immigrant Affairs and founder of The New American Leaders Project, at our English Education retreat. She’s young, from an Indian family in Belize; I’m Assistant Principal at Bronx Science, Caucasian, from Iowa and retirement-aged.”

— Marci Mann (M.A. '92)

TC
Today

Next up: What’s the most important thing you learned at TC, and why? Respond via [facebook.com/TeachersCollege.Alumni/](https://www.facebook.com/TeachersCollege.Alumni/) and Twitter (@TeachersCollege).



Invoking a Legend

A DRIVE TO RENAME TC'S CENTER ON CHINESE EDUCATION FOR TAO XINGZHI

In 1915, young Tao Sing Wen came to TC to study with John Dewey, Paul Monroe and William Heard Kilpatrick. He returned to China, changed his name to Tao Xingzhi, which means “doing, then knowing” — a direct reference to Dewey’s philosophy — and led the modernization of China’s school system.

(CONTINUED ON PAGE 50)

Alumni Focus



Invoking a Legend *(continued from page 49)*

Tao was perhaps the greatest of “the 42,” an extraordinary group of Chinese educators who were TC alumni. Now the China-America Friendship Association has launched a \$3 million fundraising drive to rename TC’s Center on Chinese Education — founded and directed by education economist Mun Tsang — as the Tao Xingzhi Center on Chinese Education.

IN AGREEMENT

(From left): China-America Friendship Association Executive Chairman Yunfei “Frank” Xiao; Ting “Crystal” Zhou, the Association’s Secretary General; and TC President Susan Fuhrman

Of course, the TC-China story has been ongoing. TC faculty members have helped reshape art and music education in China; advised the government on educating China’s diverse minorities; and created cultural and academic exchanges between the two countries. And in 1993, Tsang mounted a project in Yunnan Province that helped convince the Chinese government to fund public education for more than 25 million rural children.

To ensure the continuation of the Center after Tsang’s retirement, Cheng Davis, Special Adviser on China to TC President Susan Fuhrman, arranged for a delegation led by Yunfei “Frank” Xiao, Executive Chairman of the China-America Friendship Association, to visit TC. Among the guests: Tao’s granddaughter, Tao Zheng (herself a teacher).

At an agreement signing in August, Fuhrman pronounced “a new chapter in one of the world’s most fruitful education partnerships.” Xiao saluted TC for not only educating Tao Xingzhi but also helping to bring his ideas to the wider world. “Tao knew that we needed a more literate population to enter the industrial era,” he said. “He made schools the center of society.”

Tsang, too, expressed his gratitude.

“I’m particularly happy about this new agreement, not because I regard the Center as my legacy, but because I see it as an asset to both TC and China,” he said. “I believe it’s essential that the Center’s work continue — and now I know that it will.” — **JOE LEVINE**



[ANOTHER PAGE FROM THE TAO XINGZHI STORY]

TEAMING UP TO RAISE CHINA’S LITERACY RATE

Tao Xingzhi accompanied the great TC international scholar **Paul Monroe** on a series of educational surveys in the Chinese cities of Beijing, Tianjin and Shanghai in 1921. Among the findings by the two men was the revelation that the rate of urban illiteracy in China exceeded 70 percent. As a result of that discovery, Tao Xingzhi decided to devote much of his thought and energy to the mass literacy movement.

[A COLLEGE SAMPLER]



A TASTE OF TC IN SEOUL

In August, TC's Office of Alumni Relations and the TC Alumni Association in Korea welcomed Teachers College's newest South Korean students — part of Enrollment Services "Taste of TC" series. In Seoul are: Hal Abeles, Professor of Music & Music Education; Mary Hafeli, Professor of Art & Art Education; and Sin Cha Hong (M.Ed. '72) a leading South Korean performance artist.

[AN ARTISTIC LEGACY]



BIG GIGS FOR TC ARTISTS MARTIN, O'KEEFFE AND THOMAS

This fall, New York City's Guggenheim Museum mounted a retrospective of more than 100 works by the late TC alumna Agnes Martin (M.A. '52; at left), one of the great painters of the Abstract Expressionist period. Meanwhile, works by two other late alumni, Georgia O'Keeffe and Alma Thomas (M.A. '34), were showing, respectively, at the Tate Modern in London and the Studio Museum of Harlem. In late October, TC's Office of Alumni Relations hosted a Curator's Tour of the Thomas exhibition, followed by a Reception. A special alumni tour of the Martin exhibit was planned for mid-December. TC also claims artists Ad Reinhardt, William Daley, Charles Alston and Raphael Montañez Ortiz as alumni.

[BACK TO OUR ROOTS]

Taking TC to the Berkshires



With TC launching a new arts education program in creative technologies and announcing the return of dance education to its offerings, it was only fitting that this summer the College hosted a celebration of its commitment to music at the famed Tanglewood Music Center in the Berkshires. ■ Noting that TC offered the country's first graduate-level courses in jazz, President Susan Fuhrman called Tanglewood a "fitting venue to celebrate TC's legacy of innovation and excellence in the arts." Alumni, faculty, donors, friends, parents and trustees connected (and reconnected) with one another and basked in the New England sun while Music & Music Education doctoral student Julia West spoke about scholarship support: "It would not have been possible for me to experience the supportive and creative community of learners at TC had it not been for the generosity of people who care." ■ Many in attendance had also recently visited the spectacular home and gardens of TC Board Co-Chair Jack Hyland and architect Larry Wenthe, about an hour to the south in Millerton, New York. There, Fuhrman cited TC's "roots" in the Kitchen Garden Association in the early 1880s. Pictured here: At right, Mitchell Thompson (M.A. '96) with Dann Kenefick.

Arts & Humanities

APPLIED LINGUISTICS

Mirta Martes-Rivera (M.A. '87) published *English Language Teaching: A Political Factor in Puerto Rico?* (Xlibris 2015), a brief historical overview of language teaching and policies in Puerto Rico's public schools.

ART & ART EDUCATION

Fine Arts alumna **Suzanne Reese Horvitz** (Ed.D. '77) has been a practicing artist and teacher around the globe. In May 2016, Legends Gallery in Philadelphia presented "Deep Waters," an exhibition featuring her work.

[ARTS & HUMANITIES]

Jessica A. Ingrassellino (Ed.D. '15), founder of a video game and computer programming education nonprofit for at-risk students, was named one of the **Top Female Executives, Professionals & Entrepreneurs by Worldwide Branding.**

In February, TC faculty member **Sean Justice** (Ed.D.C.T. '15) visited 'Iolani School in Hawaii for Ignite Innovation 2016,

a professional development conference for K-12 educators to encourage and foster student innovation.

HISTORY & EDUCATION

Rabbi **Zev (William) Eleff** (M.A. '11) has been named to the fifth annual "Double Chai in

[ALUMNI FOCUS]

Why and How to Retain Teachers of Color

Travis J. Bristol has emerged as a national expert

Two years ago, **Travis J. Bristol** began championing a simple but powerful idea: The nation must retain, as well as hire, more black, male teachers.

In studying Boston Public Schools, Bristol (Ph.D. '14) learned why these educators often quit: responsibility for "difficult" students; administrative surveillance and micro-management; lack of curricular flexibility. Working with



the Boston Teacher Residency program, he piloted what's now Boston's Male Educators of Color Executive Coaching Program to help them thrive socio-emotionally and improve their practice.

Now Bristol — assisted by Marcelle Mentor (Ph.D. '16) — is Principal Investigator for NYC Men Teach, a three-year program to recruit, support and retain 1,000 male teachers of color. Senior teachers of color

mentor new teachers to better connect with students and families.

In *The Washington Post*, Bristol has urged teacher certification programs to recognize candidate demographics and reduce credentialing costs. As Assistant Professor at Boston University's School of Education, he challenges the "hyper-masculinity and heteronormative structures that harm students and compromise an inclusive teaching space."

He cautions: "Policies to diversify the teacher workforce should inform a system-wide approach to increase expectations and resources for adult and student learning." — **SIDDHARTHA MITTER**

the Chi: 36 Under 36” list of young Jewish movers and shakers in Chicago.

MUSIC & MUSIC EDUCATION

Rhea Francani (M.A. '15) is making her mark in the country music industry with her single, “Shotgun Baby,” which debuted this summer.

Patrick Freer (Ed.D. '03) was inducted into Westminster's Music Education Hall of Fame. Freer is a Professor of Music at Georgia State University. He has guest-conducted or presented in 36 states and 16 countries, presented at six national conventions of the American Choral Directors Association and seven national conferences of the National Association for Music Education.

Jessica A. Ingrassellino (Ed.D. '15, M.Ed. '09), founder of TeachCode, a nonprofit that uses the Python language to provide video game and computer programming education for students in at-risk areas, was named one of the Top Female Executives, Professionals & Entrepreneurs by Worldwide Branding. The honor recognizes dedication, leadership and excellence in education and curriculum design. A former school teacher and current engineer, Ingrassellino believes that all students deserve access to quality technology instruction.

The second edition of *Middle School General Music: The Best*

Part of Your Day, a text by **Elizabeth McAnally** (M.A. '92), was released this spring by Rowman & Littlefield. This new edition is aligned with the National Core Arts Standards.

Mark Tonelli (Ed.D. '15, M.Ed. '14) was appointed Assistant Professor of Music at Millikin University in Decatur, Illinois, where he coordinates the Guitar Studies Program.

Annabella (Woonha) Yang (M.Ed. '10, M.A. '07) and her husband, Andrew Lee, welcomed a daughter, Heidi, in 2014. Yang was accepted for Fall 2016 to the University of Pennsylvania's Graduate School of Education in School Leadership + Principal Certification.

PHILOSOPHY & EDUCATION

Kerry Brennan (M.A. '83) is in his 13th year as Headmaster of Boston's The Roxbury Latin School, the oldest school in continuous existence in North America. He currently serves as President of the International Boys' Schools Coalition, an organization of more than 300 schools worldwide dedicated to advancing best practices in support of boys and boys' education.

RELIGION & EDUCATION

College Summit CEO and Co-Founder **Keith Frome** (Ed.D. '94) recently appeared on *PBS NewsHour* to discuss the power of College Summit's

(CONTINUED ON PAGE 54)

[ALUMNI FOCUS]

Taking “Curriculum” from Theory to Practice

Esther Yoon is turning what experts know into tools to help children learn

Esther Yoon did well in math, but it never came easily. “That’s why I’m interested in learning,” says Yoon (Ph.D. '15). “How do you go from not knowing how to do something to knowing it?”

Yoon majored in education; taught grade school in Palo Alto, California; co-founded a LEGO summer camp; and developed curriculum for McGraw-Hill. But Teachers College, where she studied with psychologist Herb Ginsburg, an expert on young children’s math learning, gave her deeper answers.



SO REMAINDERED

“I understand ‘curriculum’ as any kind of instructional tool, except for textbooks. No one should say ‘Open to textbook page 35’ anymore.”

TC gave Yoon an exceptional base to conduct research and develop educational materials. She sees her current job, producing educational content for apps and TV at the Hispanic Information and Telecommunications

Network (HITN), a national public media group with a television network that targets the U.S. Latino market, as a great way to bring theory into practice.

“Sometimes people think theory is impractical, but to me, it opens up possibilities,” says Yoon, who also teaches math education courses at Fairleigh Dickinson University. “Thinking only about instructional practice and procedures is confining because it’s linear in nature — and learning is not linear.” — **JOE LEVINE**

“Herb pushes you to connect the theory and practice of how kids develop math skills,” she says.

Supported by Arthur Zankel and Cleveland Dodge Foundation Fellowships, Yoon helped develop MathemAntics, Ginsburg’s learning software for kids, and test it at the Teachers College Community School. Her takeaway: Good technology brings math alive.

“I understand ‘curriculum’ as any kind of instructional tool, except for textbooks, which are more or less obsolete in the elementary classroom. No one should say ‘Open to textbook page 35’ anymore.”

TC gave Yoon an exceptional base to conduct research and develop educational materials. She sees her current job, producing educational content for apps and TV at the Hispanic Information and Telecommunications

Network (HITN), a national public media group with a television network that targets the U.S. Latino market, as a great way to bring theory into practice.

[EDUCATION POLICY & SOCIAL ANALYSIS]

The World Economic Forum has recognized TC alumna and current doctoral candidate **Yao Zhang**, CEO of ROBOTERRA, as a 2016 Young Global Leader for her commitment and contribution to robotics education.

peer-driven model, a concept that has roots in his Teachers College education.

Biobehavioral Sciences

SPEECH & LANGUAGE PATHOLOGY

Jules Csillag (M.S. '10) published *Differentiated Reading Instruction: Strategies and Technology Tools to Help All Students Improve* (Routledge 2016). Csillag learned to merge theory and practice while studying Speech-Language Pathology at TC and working in the College's Neurocognition of Language Lab. She presented a TC Alumni Career Development Webinar this summer titled "Differentiated Reading and Writing Instruction: Free Tools to Help All Students Improve." www.tc.edu/alumni/careerwebinars

Paloma Izquierdo-Hernandez (M.S. '79) received the 2016 Heritage Award at the Latino Alumni Association of Columbia University (LAACU) El Regreso Gala this past spring. Izquierdo-Hernandez is the

President and CEO of Urban Health Plan, Inc., a network of federally qualified community health centers in the South Bronx and Queens.

TEACHING OF ENGLISH

Cynthia Moore (M.A. '08) recently appeared in *Town and Country Magazine*, sharing her experiences joining the New York Chapter of the Daughters of the American Revolution (DAR) and chairing its literacy committee.

Lauren Jensen (M.A. '08), a 10th and 12th grade English Language Arts teacher at Glen Cove High School in Glen Cove, New York, recently received the Milken Educator Award and \$25,000.

Jennifer Martin (M.A. '12) draws on her TC education in writing ELA literacy curriculum; as a member of a flipped classroom team, grades 9-12; as a member of a digital content initiative; as an adviser to Students Against Destructive Decisions; and as an active participant in educational consulting for undergraduate and graduate students through

Stratus Prep in New York City.

TEACHING OF SOCIAL STUDIES

Judy Dick (M.Ed. '10) contributed eight pieces of art for *More Shalom Coloring: Bible Mandalas for Contemplation and Calm* (Behrman House 2016), an adult coloring book released this fall.

Counseling & Clinical Psychology

CLINICAL PSYCHOLOGY

Jephtha Tausig-Edwards (Ph.D. '04, M.Phil. '00, M.S. '98), a clinical psychologist, was named At-Large Member of the Governance Committee of the Association of Junior Leagues International. The Association is one of the oldest, largest and most effective women's volunteer groups in the world, encompassing more than 150,000 women in 291 Leagues in four countries.

COUNSELING PSYCHOLOGY

Richard Campagna (M.A. '92) was called out of "existential retirement" in Iowa City to do a semester of college teaching.

He developed a variety of courses, including "Judicial Realism," "Applied Optimistic Existentialism," "The Role of Karaoke and YouTube in Higher Education," and "Travel To Cuba By U.S. Nationals — A Cultural and Legal History."

Curriculum & Teaching

CURRICULUM & TEACHING

Donna M. Volpitta (Ed.D. '05) creates programs to help teach resilience. She published a book called *The Resilience Formula: A Guide to Proactive Not Reactive Parenting*, and this past February completed "The Resilient Mindset Model," a simple model to teach people about the brain and help them make more mindfully resilient choices. "Pathways to Empower," Volpitta's curriculum to teach the model, was taught in several locations this spring, and she will offer certification to a limited number of educators.

EARLY CHILDHOOD EDUCATION

Josie Mittleman (M.A. '97) was promoted to Professional Development and Curriculum Specialist for Edcite, a free online platform that enables teachers to create and customize assessments and assignments, providing students with digital practice both in and out of the classroom.

EDUCATION OF THE EMOTIONALLY DISTURBED

Angela White (M.A. '85) realized at Teachers College that

she wanted to work in special education giving students strategies to deal with social and emotional as well as academic challenges. Since retiring from the Ossining Union Free School District, she has worked with the childcare agency Leake & Watts and received the “Pathways to Leadership Scholarship” of the New York State Council of School Superintendents.

ELEMENTARY & CHILDHOOD EDUCATION
Since 2014, **Matthew Dillon**

(M.A. '86) has spearheaded a Lower Ed Lab at Tolani, a private K-12 school in Honolulu.

Beth Levin (M.A. '91) has written curriculum for Macmillan/McGraw-Hill School Division, Pearson Education, KinderCare Education (formerly Knowledge Universe), Renaissance Learning, Education.com and other educational publishers.

This past summer, **Julia Gelormino** (M.A. '12) was

awarded the “Fulfilling the Promise” Teaching Award for elementary educators by Oakland, California Mayor Libby Schaaf at the Oakland Public Education Fund’s Thank an Oakland Teacher event. In her acceptance remarks, Gelormino thanked people she met at Teachers College, including **Johanna Berman Brody** (M.A. '11) and **Natalie Guandique** (M.A. '12).

GIFTED EDUCATION
William Batcher (Ed.D. '92,

M.A. '89, M.A. '63), a retired teacher, led a writers group in Riverhead, New York. Batcher’s poetry has been published in magazines, anthologies and online collections and has won several awards. His third book, *Imagings*, is available on Amazon.

Carrie Isaacman (M.A. '15) taught Shakespeare at The Garden School this summer in Jackson Heights, New York.

(CONTINUED ON PAGE 56)

[ALUMNI FOCUS]

Helping Cancer Patients Go the Distance

Ellen’s Run has changed lives – including its founder’s

Julie Ratner (Ed.D. '96, M.A. '92) always planned to work in higher education, even after her sister, Ellen Hermanson, succumbed to breast cancer. Then, just as she was completing her doctorate at Teachers College, Ratner began planning a run in Ellen’s memory. The first Ellen’s Run was held in August 1996, raising more than \$62,000 for support services for cancer patients and giving rise to The Ellen Hermanson Foundation. Soon, Ratner left a job at Marymount Manhattan College to serve as the Foundation’s Executive Director and Chair.

“It just took over my life,” she says.

Today Ellen’s Run draws more than 1,000 runners annually, while the Foundation has awarded more than \$3.5 million in grants. Most of the focus is on providing patient services in the Hamptons, which has a disproportionately high number of breast cancer cases and, contrary to popular perception, is not just a vacation playground for the wealthy.

“There’s a great need on Eastern Long Island for the services we provide, and we are determined to keep the money in the community,” Ratner says.

Built in 2009, the Ellen Hermanson Breast Center at Southampton Hospital combines the “rigor and technology of a teaching hospital with the warmth of a support group,” Ratner says, and cannot turn away anyone in need. A full-time outreach coordinator helps newly diagnosed patients navigate their options. “When my sister was diagnosed, she was largely left to figure out her options and treatment. Someone to walk you through that information, especially at such an emotional time, is important.”

Ratner is a member of TC’s Grace Dodge Society and Campaign Committee. She credits the College for her success in achieving the Foundation’s goals. “TC gave me the ability to analyze problems and made me better at connecting with people and leading teams,” she says. “It provided a lens for how I see the world. I could not be who I am today without that experience.” —**AMANDA LANG**

SERVING PATIENTS

“There’s a great need on Eastern Long Island for the services we provide, and we are determined to keep the money in the community.”



Photograph: Courtesy of Julie Ratner

LITERACY SPECIALIST

Stacey Shubitz (M.A. '07) recently published *Craft Moves: Lesson Sets for Teaching Writing with Mentor Texts* (Stenhouse Publishers 2016), a professional development book for educators in grades K-5.

Education Policy & Social Analysis

ECONOMICS & EDUCATION

Yao Zhang (M.Phil. '14, M.A. '09), doctoral candidate and the CEO of ROBOTERRA, Inc., was recently recognized as a 2016 Young Global Leader by the World Economic Forum. Zhang received the honor, which celebrates leaders who are pushing boundaries and rethinking the world around them, for her commitment and contribution to robotics education.

EDUCATION POLICY

Irene Cruz (M.A. '16) has been named an inaugural Summer Scholar at the Postsecondary National Policy Institute

CORRECTION:

In the Spring 2016 issue, on page 55, our story, "A Century and Counting," incorrectly stated Maryalice Mazzara's title and professional affiliation. In her current role as Director of Educational Programs for SUNY's Office of Global Affairs, Dr. Mazzara (Ed.D. '84) is the Founding Director of the JFEW SUNY International Relations and Global Affairs Program and the American Director of SUNY's Confucius Institute for Business. *TC Today* regrets the error.

[HEALTH & BEHAVIOR STUDIES]

Susan Greenberg Weiner (M.S. '86) received the 2016 Dare to Dream Award from the Diabetes Research Institute Foundation. She is the first registered dietitian-nutritionist and certified diabetes educator to receive the award.

(PNPI), founded and led by 2016 TC Distinguished Alumni Award recipient **MaryEllen McGuire** (Ph.D. '02).

SOCIOLOGY & EDUCATION

Samson MacJessie-Mbewe (M.A. '01), former Associate Professor at the University of Malawi, is now Director of Higher Education at Malawi's Ministry of Education, Science & Technology.

Judy Pryor-Ramirez (M.A. '05) was appointed Executive Director of the Elma Lewis Center for Civic Engagement, Learning & Research at Emerson College in Boston. She also received the Petticoat Award of the Sadie Nash Leadership Project, a young women's leadership development organization. Pryor-Ramirez was a summer institute faculty member in 2012 and serves on the organization's leadership council.

Health & Behavior Studies

APPLIED PHYSIOLOGY

Jill Bauman (M.A. '90) joined

Kripalu Center for Yoga & Health as Vice President of Strategy and Growth last year. Bauman has more than 20 years experience driving revenue growth in the fitness, wellness and hospitality industries. Previously, she was the Regional Vice President for YogaWorks in New York City and has held top positions at Reebok Sports Club and properties for ClubCorp.

Amerigo Rossi (Ed.D. '15) published a letter to the editor in *The New York Times* responding to a piece about the benefits of exercise. Rossi serves as Assistant Professor of Health and Exercise Science at Long Island University in Brooklyn.

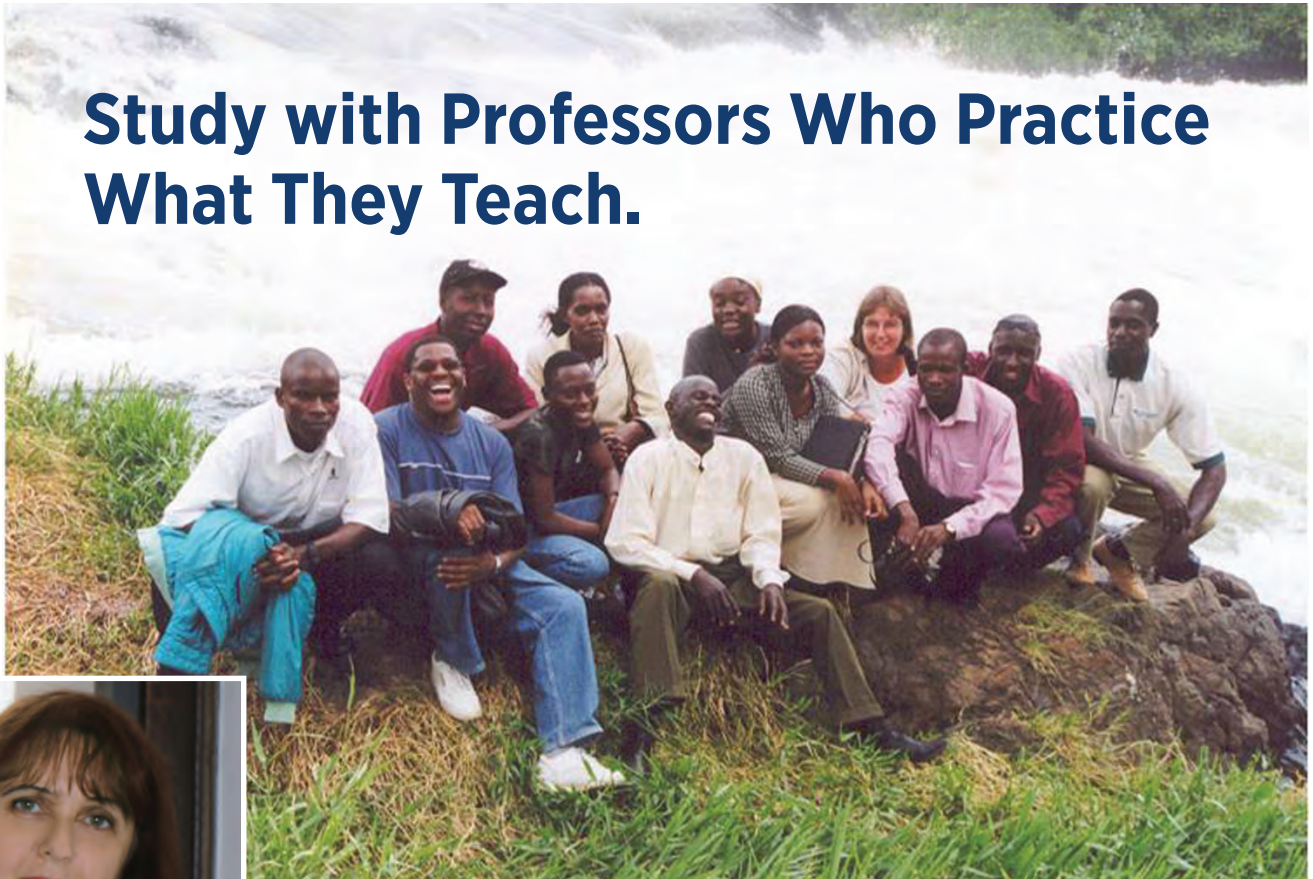
APPLIED PHYSIOLOGY & NUTRITION

Susan Greenberg Weiner (M.S. '86) received the 2016 Dare to Dream Award from the Diabetes Research Institute Foundation. She is the first registered dietitian-nutritionist and certified diabetes educator to receive the award. Greenberg Weiner has a private practice on Long Island (Susan Weiner Nutrition, PLLC) and is an adviser for a number of diabetes-related organizations including: DiabetesSisters, Marjorie's Fund and THE BETES. She has written two books on diabetes,

(CONTINUED ON PAGE 58)



Study with Professors Who Practice What They Teach.



TC Psychologist Lena Verdeli offers cutting-edge Continuing Professional Study options by bringing real world issues from the front lines of places like Syria and Uganda.

Dr. Verdeli has helped refugees and others afflicted by disaster cope with crippling depression. Learn her methods firsthand when you register for TC's Global Mental Health workshop. Dr. Verdeli is just one of many distinguished professors whose life's work can transform yours.

TC offers other culturally and socially relevant Continuing Professional workshops such as "School Violence & Intervention," "Making Conflict Work" and "Digital Learning for K-6 Classrooms."

Get with the program by continuing your professional education — the TC way. Stay involved with **TC for life!**
tc.edu/cps

Continuing Professional Studies

TEACHERS COLLEGE COLUMBIA UNIVERSITY

[MATHEMATICS, SCIENCE & TECHNOLOGY]

TC alumnus and current Interdisciplinary Studies doctoral student Anthony Clemons has been leading a team of curriculum developers in the rewrite of the U.S. Army's ROTC curriculum.

The Complete Diabetes Organizer: Your Guide to a Less Stressful and More Manageable Life (Spry 2013) and *Diabetes 365: Tips for Living Well* (Demos Health 2015).

APPLIED SCIENCES OF LEARNING & SPECIAL EDUCATION/CURRICULUM & TEACHING

Carrie Snow (Ed.D. '10, M.A. '04), author of *Creativity and the Autis-*

tic Student, uses creativity as a lens to explore the meaningful learning experiences of autistic youth. Snow evaluates and challenges common conceptions about autism and offers a strengths-based demonstration of the many ways that autistic people express creativity and imagination.

HEALTH EDUCATION

Jennifer Weiss (M.A. '95)

recently published *Hurts Like A Mother: A Cautionary Alphabet* (Doubleday April 2016). The book, a parody of Edward Gorey's *The Gashlycrumb Tinies*, focuses on the perils of parenting. www.hurtslikeamother.com

HEARING IMPAIRMENT

Emily (Borgsmiller) Moxey (M.Ed. '06), a teacher of the deaf and hard of hearing who works at Brown Elementary in the Hazelwood School District, has been named the St. Louis Special School District's 2016 Teacher of the Year for her dedication to students and her innovative efforts to help them achieve their full potential. Moxey was also selected as one of the district's 10 Key to the Classroom Award winners in February.

NURSING EDUCATION/ ANTHROPOLOGY & EDUCATION

On May 5th, **Ruth Lubic** (Ed.D. '79, M.A. '61, B.A. '59) was honored by the Museum of Motherhood and inducted into the Motherhood Hall of Fame. A MacArthur "Genius Grant" recipient, Lubic co-founded the National Association of

Childbearing Centers. She is a champion of community-based birthing and considered one of the leaders of American midwifery.

NUTRITION EDUCATION

Jump with Jill, created by **Jill Jayne** (M.S. '07), the Rockstar Nutritionist, was nominated in the Children/Youth/Teens News Feature category by the Michigan Chapter of the National Academy of Television Arts and Sciences and has been performed for over three quarters of a million kids around the world.

NURSING EXECUTIVE

Since graduation, **Annemarie McAllister** (Ed.D. '12, M.A. '08) has published "Inside Track of Doing Historical Research: My Dissertation Story" and "Learning the Historical Method: Step by Step" in *Nursing Research Using Historical Methods: Qualitative Designs & Methods in Nursing* (Springer 2014), and *Nursing History for Contemporary Role Development* (Springer, forthcoming).

Human Development

DEVELOPMENTAL PSYCHOLOGY

The Patton Veterans Project, founded by **Benjamin Patton** (M.A. '15), uses collaborative filmmaking as a tool to assist veterans and military families coping with Post-Traumatic Stress (PTS). Since January, the project has held several "I Was There" film workshops at U.S. military bases and in Israel for wounded Israeli veterans.

GLOBAL TC DAY
Think Globally » Celebrate Locally

#GlobalTCDay | Summer 2017
Stay tuned for details about the event nearest you!
tc.edu/globaltcday

WHERE THE FUTURE COMES FIRST

Patton says that “data indicates that participating vets experience a significant reduction in PTS symptoms along with other qualitative improvements over the course of the workshop.”

International & Transcultural Studies

ANTHROPOLOGY & EDUCATION

Louis Cristillo (Ph.D. '04,

M.Phil. '00, M.A. '99) co-edited “Global Perspectives on Educational Leadership in the Middle East and North Africa: The View from Palestine,” a recent special issue of the online *American Journal of Educational Research*. Cristillo served as the lead writer for two of the six papers. The publication seeks to address “a huge gap” in the theoretical and empirical literature on educational leadership in the Middle East and North

Africa. www.sciepub.com/EDUCATION/content/4/2A

INTERNATIONAL & COMPARATIVE EDUCATION

Cinco Puntos Press released *Animal Talk: Mexican Folk Art Animal Sounds*, a children’s book by **Cynthia Weill** (Ed.D. '11, M.Ed. '05), in both English and Spanish. Weill dedicated the book to her “dear friend and adviser” **Judith Burton**, TC Professor of Art & Art Education.

NYU Professor **Colette Mazzucelli** (M.Ed. '11) hosted a working breakfast at NYU for the International Visitor Leadership Program, the U.S. State Department’s premier professional exchange program, comprising four Peer 2 Peer (P2P) finalist teams from Azerbaijan, Belgium, the College of Europe and the Netherlands.

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[ALUMNI FOCUS]

Providing a Safe Space for Seeking Truth

St. Thomas Aquinas College President Margaret Fitzpatrick champions values-based education based on questioning

“At orientation, I tell students it’s their social and ethical responsibility to create positive change, because of the world’s 6.3 billion people, they’re among the privileged few gaining a college education,” says **Margaret Fitzpatrick**, President of St. Thomas Aquinas College (STAC) in New York’s Rockland County.

It’s a message that resonates with a broader audience. “I’m seeing a real revival of interest in schools like ours,” says Fitzpatrick (Ed.D. '86), who has led STAC for 22 years. “Parents want their young adults to be in values-centered institutions. Major corporations want employees who can bring ethical backbone to their decision-making. Non-religious institutions do that preparation, too, but we name it more clearly.”

Growing up in Wellesley, Massachusetts, Fitzpatrick attended schools run by the Sisters of Charity, who believe in “reaching out to the most vulnerable members of society and raising them up through education.” She became a Sister herself and earned a master’s degree in religious studies at Fordham University. After serving as campus minister at Queensborough Community College, she wrote her Teachers College doctoral

thesis on the centrality of social justice in the founding missions of American universities.

“Even then I knew that what really transforms students’ lives is thinking about society as well as about themselves.”

She’s since led creation of STAC’s Global Center for Ethics and Social Responsibility and created an Environmental Institute for rising high school seniors and college freshman. Meanwhile, all of STAC’s nearly 3,000 students — roughly a third of whom are first-generation college attendees — perform community service.

The college has won many honors for its good works, but for Fitzpatrick, the questioning is what defines a STAC education. “St. Thomas said we must enlighten the mind through truth. That means asking, what is truth in this time and place? People develop different answers. So we provide a safe space to discover truth — for students of all faiths and of no faith at all.” — **JOE LEVINE**



Photograph: Courtesy of St. Thomas Aquinas College

Masha (Mary) Turchinsky (M.Ed. '12) will assume the Directorship of the Hudson River Museum after 19 years at the Metropolitan Museum of Art in January 2017. Turchinsky is working with current director Michael Botwinick on the design phase of the Museum's \$5.5 million expansion in partnership with the City of Yonkers.

Mathematics, Science & Technology

COMMUNICATION & EDUCATION

Mary Hawk (M.Ed. '10, M.A.

'04) credits the work of TC Professor Emeritus **Edmund Gordon** in Supplementary Education with empowering her to see "the significance of outdoor education and co-curricular experience to enrich the lives of students." As founding board member and on-water educator for East River C.R.E.W. Inc. (Community Recreation & Education on the Water) for the past 11 seasons, and as the Rowing Club adviser at Borough of Manhattan Community College, Hawk has introduced diverse learners of all ages to New York City's marine harbor estuary.

COMMUNICATION, MEDIA & LEARNING TECHNOLOGIES DESIGN

Anthony Clemons (M.A. '15), an M.Ed. student in TC's program in Interdisciplinary Studies in Education, has been leading a team of curriculum developers in the rewrite of the U.S. Army's ROTC curriculum. Clemons, who has also developed a new method to quantitatively measure cognitive achievement in curriculum, presented his findings at the 2016 International Conference on Technology in Collegiate Mathematics, held in Atlanta.

Dean Fusto (M.A. '12) was recently appointed Head of School at Atlanta's Brandon Hall School, a co-ed, global day and boarding school whose mission is to "provide a challenging college preparatory experience immersed in technology." Fusto has also founded a globally recognized edu-library at www.teachlearnlead.org

Kyle Dorian Younger (M.Ed. '10) is currently pursuing a Doctorate of Education in Higher Education at Seton Hall University.

[ALUMNI FOCUS]

A Principal Goes to Washington

Alicia Pérez-Katz develops a new appreciation for federal policy

Principal **Alicia Pérez-Katz** couldn't secure clearance to attend last spring's White House Science Fair, where her Baruch College Campus High School students presented President Obama with an invention for cleaning New

York City's subway tracks. Yet Pérez-Katz (M.Ed. '98) hardly felt excluded. On leave as a full-time Principal Ambassador Fellow at the U.S. Department of Education, she was holding workshops for educators nationwide, bringing principals to Washington,

reviewing the Education Secretary's guidance and speeches, and voting on departmental policy. "Federal policy is not the day-to-day a principal faces," Pérez-Katz says, but adds that with the 2015 signing of the new Every Student Succeeds Act and confirmation of new Secretary John King (Ed.D. '08), "I really saw the trickle-down. The time is ripe for principals to advocate and use the bully pulpit as a means to make real change in schools."

In April, Pérez-Katz convened Mississippi's first Educator Equity Lab, prompted by a federal requirement that states ensure poor and minority students aren't disproportionately taught by unqualified teachers. Back at Baruch, she's even more aware of federal policy. "The new focus is on the fact that principals are no longer administrators, they're instructional leaders," she says. "But it's not like the administrative work went away."

Her own principles are unchanged: "We continue to focus on good teaching."

—SIDDHARTHA MITTER

EXECUTIVE ACTION

With changes in Washington, "the time is ripe for principals to advocate and use the bully pulpit as a means to make real change in schools."



[ORGANIZATION & LEADERSHIP]

Tian-Ming Sheu (Ed.D. '93), former Dean of the College of Education at National Taiwan Normal University, was promoted to President of Taiwan's National Academy for Educational Research.

MATHEMATICS EDUCATION

Matthew Caputo (Ed.D. '10) recently published his second novel, titled *A Finger and a Foot: A Sequel to The Queen and The Monster* (Trafford Publishing). The book follows the FBI investigation into the abduction of two children and a millennia-old mystery.

SECONDARY SCIENCE EDUCATION

Zora Wolfe (M.A. '00) co-authored *The Feedback Loop: Using Formative Assessment Data for Science Teaching and Learning* (NSTA Press 2016), aimed at in-service and pre-service teachers.

Organization & Leadership

ADULT LEARNING & LEADERSHIP

Isabel Rimanoczy (Ed.D. '10) published her sixth book, *Stop Teaching: Principles and Practices for Responsible Management Education* (Business Expert Press 2016). Rimanoczy conducted her TC doctoral research on the learning process of business

leaders who champion sustainability initiatives. She has since developed the concept of the "sustainability mindset," launching a network of academics

interested in developing the concept. The network is now a United Nations PRME Working Group, with over 48 members in 22 countries on five continents.

EDUCATIONAL ADMINISTRATION

Tian-Ming Sheu (Ed.D. '93) was promoted to President of the National Academy for Educational Research in Taiwan. Previously, Sheu was Dean of the College of Education at National Taiwan Normal University and a professor in the Department of Education and the Graduate Institute of Educational Policy and Administration.

Dania Vazquez (Ed.D. '01) has been named to the Board of Directors of the Nellie Mae Education Foundation, the

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ACADEMIC FESTIVAL 2017
TEACHERS COLLEGE COLUMBIA UNIVERSITY
SATURDAY ★ APRIL 8 ★ SAVE THE DATE
TC SIGNATURE HOMECOMING EVENT

- ▶ Sessions for all, featuring Alumni, Students & Faculty
- ▶ Celebrate Distinguished Alumni & Early Career Award Recipients
- ▶ Experience TC Kids Camp
- ▶ Engage in the Student Research Poster Session
- ▶ Enjoy Networking & so much more!

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largest philanthropic organization in New England focused exclusively on education. Vazquez currently serves as the Headmaster of Margarita Muñiz Academy in Jamaica Plain.

HIGHER & ADULT EDUCATION

The late **Debra Amidon** (M.A. '72), received an Honorary Ph.D. from Bangkok University in Thailand. Amidon, founder and CEO of ENTOVATION International Ltd., was an international author and global motivational speaker. She published eight books, including *The Innovation Superhighway*, called the “innovation book of the decade.”

HIGHER & POSTSECONDARY EDUCATION

“Lift Off,” a speech delivered by **Donovan Livingston** (M.A. '11) as student speaker for Harvard Graduate School of Education's 2016 Convocation, has been viewed more than 11 million times and widely shared across multiple news outlets.

ORGANIZATIONAL PSYCHOLOGY

Peter Coleman (Ph.D. '98, M.Phil. '97), TC Professor of Psychology & Education and Director of the College's Morton Deutsch International Center for Cooperation and Conflict Resolution (ICCCR), has re-

ceived the 2016 Outstanding Book Award from the International Association of Conflict Management for *Making Conflict Work: Harnessing the Power of Disagreement* (Houghton Mifflin Harcourt 2014).

Neelu Kaur (M.A. '09) has incorporated her passion of Yoga and Ayurveda into her wellness and professional development coaching. She has developed her own line of all-natural, organic and chemical-free oils. These can be used as a replacement for perfume but also have therapeutic properties. neelukaur.com

Sean Murphy (M.A. '13) helped

launch the consumer version of Inside8™ at inside8.com. This consumer website has blogs, eBooks, a forum and other content to help people lead more fulfilling lives.

Share Your News with Us

Like reading about your fellow TC alumni? Let them read about you, too. Share your news with us:

Office of Alumni Relations
www.tc.edu/alumni/update
or email tcalumni@tc.edu



“Teachers College played a most important part in my education and in my professional life. I wanted to make sure that I was able to give a planned gift to our College, so I made TC the beneficiary of one of my life insurance policies. It was a very easy way to give back.”

— *Carmine Gibaldi, Ed.D.*
Higher Education, Alumni Council Member
Grace Dodge Society member since 2015

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[TEACHING FOR CHANGE]

Patricia Cranton



Patricia Cranton, a longtime Adjunct Professor in TC's program in Adult Learning & Leadership, passed away in August at age 67. ■ Cranton co-edited *The Handbook of Transformative Learning* (Jossey-Bass 2012) and in June published the third edition of her book *Understanding and Promoting Transformative Learning* (Stylus). Her online TC courses, "Transformative Learning and Imagination" and "Authenticity in Teaching and Learning" were perennial favorites. ■ Cranton supervised more than 100 doctoral dissertations. A wilderness enthusiast, she was also a skilled nature photographer. A Canadian native, she was named to the Order of Canada this year.

[EARTH MATTERS]

Warren E. Yasso



Warren E. Yasso, former Chairman of what was then TC's Department of Mathematics & Science Education, died in early September at the age of 85. Yasso earned both his master's and doctoral degrees at Columbia University and taught at Teachers College from 1966 to 1998, with an emphasis on oceanography, environmental issues, the shoreline of the New York Bight and science pedagogy. He co-authored *Matter: An Earth Science and Earth Science Activities: A Guide to Effective Elementary School Science Teaching*, and was a contributor to *Sedimentology*, *Science Activities* and other publications. Yasso "contributed much to the development of earth sciences teachers," said O. Roger Anderson, TC Professor of Natural Sciences.

[A SPORTING LIFE]

Hally Beth Poindexter



Hally Beth Poindexter (Ed.D. '57), Professor Emerita and former Chair of the Kinesiology Department at Rice University (her undergraduate alma mater), died in July at 89. She helped establish women's intercollegiate athletics there, volunteering to organize and coach the school's first women's sports teams. ■ Poindexter initially taught at Teachers College and consulted for Teachers for East Africa, TC's program that

preceded the Peace Corps. She served as a District Adviser for Central and Northern Japan Girl Scouts and Director of the USA Women's Delegation to the Tokyo Olympic World Youth Camp, in conjunction with the 1964 Olympic Games. Her books include *Physical Activities for College Women* (W.B. Saunders Co. 1964, with Maryhelen Vannier) and *Coaching Competitive Team Sports for Girls and Women* (W.B. Saunders Co. 1973). She was an early proponent of preventive health through good nutrition, regular exercise, stress management and substance abuse prevention. ■ Poindexter received the 2012 TAHPERD Pathfinder Award for excellence and leadership in her field. She was a Rice Laureate and Athletics Hall of Fame Honoree. The National Association for Kinesiology in Higher Education annually bestows a Hally Beth Poindexter Young Scholar Award.

[GREAT ADAPTATIONS]

Morton Schindel

A children's animator who honored the text

Morton Schindel (M.A. '47), who made animated films of children's stories by Robert McCloskey, Maurice Sendak, Tomie dePaola, Isaac Bashevis Singer and Ezra Jack Keats, died in August at 98. ■ Schindel founded his film company, Weston Woods (later part of Scholastic), to "bring kids back to the book." He initially filmed static book illustrations, simulating movement through lighting techniques and manipulation of background elements. ■ Weston Woods aired its many films and recordings through libraries, schools and, eventually, children's television. Parts were voiced by actors such as John Lithgow, Sarah Jessica Parker, James Earl Jones, Mary Beth Hurt, Meryl Streep and the musical satirist Peter Schickele (P.D.Q. Bach). ■ Early films by Schindel, who studied media at Teachers College, helped the U.S. State Department promote the post-World War II rebuilding of Europe. His honors included the 1996 Andrew Carnegie Medal for Excellence in Children's Video and the 1994 Teachers College Distinguished Alumni Award.



[THE LAST WORD: TC STUDENT VOICES]

STAYING THE COURSE



HERE IS SOMETHING ABOUT making it to the final lap of a long race. Perhaps it's knowing the end is near, or that failure seems farther away. I recently recalled running the mile in sixth grade to my husband. There I am, on the final curve of the final lap, and I just can't continue. I can see my coach, my dad and my teammates cheering me on, but there isn't enough push left in me. I stop and walk to the finish line.

This story is a metaphor for where I am today — on the final lap once again. But this time I am at-

tempting to fulfill a lifelong dream, one propelled by a deep and strong feeling which for more than 20 years has taken me across continents and through various disciplinary domains in its pursuit. Now I am about to complete my Ph.D. in anthropology at Teachers College and cross the finish line.

I came to TC with the intention to research a South Korean expatriate community in Beijing. However, I took a detour with my master's thesis, studying Korean-American adoptees in New York City, only to return to the project on the South Koreans in Beijing as

proposed dissertation work, before fully turning away from it. I saw these shifts as failures, and it wasn't until I built my current project, an ethnographic study of China's first Internet radio station, that the threads from those first years made sense. That is, I began to recognize and embrace the core of my intellectual interests: how categories are established and thrive as living things.

To this end, my dissertation project analyzes the category of the Chinese state, examining how individuals in a state-monitored media organization talk about and interact with their government. Within the landscape of this work, and with the un-failing support of my adviser, Dr. Lambros Comitas, the pieces of the last nine years and beyond have fallen

FINIS

After a journey across continents and disciplinary domains, "I am about to complete my Ph.D. in anthropology at Teachers College and cross the finish line."

— Shana Colburn

into place. Through my commitment to this project, amidst the grant proposals, research permissions, committee approvals and all the uncertainty, I have learned how to cross that finish line. — SHANA COLBURN



Teachers College anthropology doctoral student Shana Colburn is writing her dissertation on a state-monitored Chinese media organization.

THE TALKING THERAPIST

To bond with her Latina/o clients, **Marisol Buque** is learning to “self-disclose”

Marisol Buque is good at learning about others. Arriving at age five in the United States from the Dominican Republic, she learned English and became a stellar student. She's since worked on a suicide hotline and with children with cerebral palsy. ■ Now a fourth-year doctoral student in TC's program in Latina/o Mental Health, Buque is “extracting and using cultural information to help people navigate therapy.” Yet she's also working outside her comfort zone. “As a counseling psychologist, you're taught to strive for neutrality,” she says, “but with Latinas/os, you must engage in personal small talk. Otherwise they won't come back.” ■ Buque believes Latinas/os who receive counseling are more likely to get medical care. Backed by a federal grant, she sees clients at Columbia University Medical Center. She has lots to tell them — but she's listening, too.

THE FUTURE of Our Fields

Spotlighting students who will extend TC's legacy

Photograph: Bruce Gilbert

Learn more about TC's Latina/o Mental Health program at <http://bit.ly/2eF21jy>