Meeting the Challenges of Our Era

In a puzzling world, TC offers answers
President's Message: Meeting the Challenges of Our Era
From responding to refugees worldwide to helping returning veterans, TC is on the case.

Seeding — and Speeding — Innovation
TC’s Office of the Provost is backing faculty innovation through new Rapid Prototyping Awards.

Year in Review
Game-changing accomplishments by each of TC’s academic departments and leadership.

Campaign Update: The Promise of Our Rising Stars
Our talented students reflect an intellectual lineage that extends back over generations. Let’s support them now!

What’s In a Name: TC’s Endowed Tribute Scholarships

Honor Roll of Donors

Financial Statement Highlights; Trustees, Officers, Senior Staff & Councils
Like all great institutions, the College has produced many compelling ideas—but what distinguishes us is our track record of applying them to each new era’s most profound challenges. That legacy begins with our founding mission in 1887 to prepare a new kind of teacher to serve immigrant children, and it ranges from our creation of nursing education and nutrition education during the early 20th century to the work of Kurt Lewin’s pupil, TC Professor Emeritus Morton Deutsch, who shaped the field of conflict resolution after the Second World War.

Today, I feel privileged to lead an institution that is sufficiently broad, deep and nimble to address so many of the world’s most pressing challenges and promising opportunities. Here are some examples of how we’re doing that, all of them critically important.

Stability in a Displaced World

The global refugee crisis has displaced more than 60 million people. Immediate efforts have focused on providing food, shelter and medical care, but the longer-term psychological and educational needs of those living in transition have largely been neglected.

At TC, psychologist Lena Verdeli and international education scholars Mary Mendenhall and Susan Garnett Russell are creating a service model for addressing this frightening “new normal.” Dr. Verdeli, Director of TC’s Global Mental Health Lab, is the world leader in helping nations apply Interpersonal Therapy (IPT), a group-based approach shown to counteract depression’s paralyzing effects. The World Health Organization’s manual on IPT largely reflects her ideas and practices. Based on her work in Kenya’s Kakuma Refugee Camp, Dr. Mendenhall has led development of the UN’s Refugee Teacher Working Group’s new teacher training pack for newly
recruited refugee and displaced teachers. Dr. Russell has studied how Rwanda and South Africa teach about their violent pasts and is leading civic education workshops for teachers in Kenya, Malawi and South Africa.

If there is hope for addressing the deeper causes of the refugee crisis, it may lie in work like that of psychologist Peter Coleman, Director of TC’s Morton Deutsch International Center for Cooperation & Conflict Resolution. Dr. Coleman is a leading expert on resolving intractable conflict — the self-perpetuating cycle that characterizes about five percent of the world’s wars. As described this past spring in Nature, he has adapted a mathematical tool called dynamical systems theory to identify and tease apart the perfect storm of factors that shapes extended conflict. Dr. Coleman received the American Psychological Association’s 2015 Morton Deutsch Conflict Resolution Award.

Wherever there is conflict in the world, poverty is part of the equation. In the United States, we look primarily to education to help people build better lives — and one of the truly positive changes on the education scene in recent years is the growing consensus to support increased investment in early childhood education and development. Teachers College has helped lead that charge. Our work has ranged from brain studies showing the potential for early language learning to advances in understanding how young children regulate themselves emotionally, while our own Rita Gold Early Childhood Center models preschool experience that appropriately balances structured learning with an emergent curriculum growing out of children’s interests and spontaneous play.

We have also launched a new doctoral specialization for those who teach teachers and conduct related research. Our value proposition, which sounds very simple, nevertheless...
of low-income mothers translates into increased brain surface area for their children. That finding, she says, “would be a step toward refuting the argument that poverty is a symptom, not a cause.”

Health educator Charles Basch has spent years documenting the connections among poverty, health and fitness, and academic outcomes. In a report recently distributed by the Education Commission of the States, he notes that the proportion of adolescents living in poor and near-poor families increased from 35 percent to 41 percent between 2007 and 2013. With the Children’s Health Fund, Dr. Basch is piloting school-based programs in New York City to demonstrate the impact of systematic screening and management of health-related barriers to learning. In related work, TC’s Campaign for Educational Equity, led by Professor of Practice Michael Rebell, has proposed a new financing strategy that would enable New York State to reduce its share of costs for existing school-based health centers. And in a study in PLOS ONE, Assistant Professor Sonali Rajan has shed new light on gun violence by youth. Where previous work has focused primarily on mental illness, Dr. Rajan’s study identifies more than 40 other behavioral factors connected with gun possession by teens — many of which, including substance abuse and having been injured in a fight, are strongly associated with poverty.

As the United States continues to deploy its armed forces to the world’s most violent regions, the psychological well-being of our courageous men and women in uniform is a pressing concern. Veterans offer society tremendous dedication, skill and experience, but many amounts to radical thinking in some circles: Better classroom teaching starts with better teacher educators. Meanwhile, our faculty in other fields continue to build a powerful case for the critical importance of investing in children of all ages. In a paper in Nature Neuroscience, TC neuroscientist Kimberly Noble found an association between family income and children’s brain structure that appears strongest in lower-income families. She is now evaluating whether a boost in the monthly income regulation has helped spark increased investment in early childhood education and development.
struggle with the transition to civilian life. Generously funded by visionary donors David and Maureen O’Connor, TC has established a new Resilience Center for Veterans & Families, directed by Professor George Bonanno, the world’s leading authority on human response to loss and trauma. Looking beyond post-traumatic stress disorder, which affects only a very small percentage of veterans, the Resilience Center focuses on understanding the broad spectrum of veterans’ experience. Through the College’s Dean Hope Center for Educational & Psychological Services, led by Dinelia Rosa, the Resilience Center also prepares TC Counseling & Clinical Psychology students to understand military culture and counsel veterans and families.

A SAFE SPACE FOR DIFFICULT DISCUSSIONS

While war and displacement dominate headlines worldwide, the United States has been riven at home by racial violence and injustice. In his recent book, Race Talk and the Conspiracy of Silence, TC psychologist Derald Wing Sue argues that difficult discussions about race must begin with the effort to understand ourselves as racial, cultural and emotional beings.

I am especially proud that Teachers College has been conducting precisely this kind of searching dialogue. Representing our departments of Arts & Humanities, Math, Science & Technology, and Counseling & Clinical Psychology, Yolanda Sealey-Ruiz, Lalitha Vasudevan and Laura Smith have led a Civic Participation series, funded by our Provost’s Office, that has offered our community a safe space to respond to events in Ferguson, Missouri, Staten Island and Baltimore. Also with Provost’s funding, Professor Amy Stuart Wells

The Funding that Supports the Work A breakdown of the total grant volume for TC in fiscal year 2015

<table>
<thead>
<tr>
<th>TOTAL GRANTS</th>
<th>NEW AWARDS</th>
<th>RENEWAL AWARDS</th>
<th>SUPPLEMENTAL AWARDS</th>
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Sealey-Ruiz has helped create a safe space at TC for responding to events in Ferguson, Baltimore and elsewhere.
has mapped academic offerings at TC that deal with race, ethnicity and inter-cultural understanding — areas which are not formal categories in our catalogue, but in which we rank as a national leader. And TC’s Institute for Urban and Minority Education (IUME) continues to model schooling that inspires young people of color to become civically engaged to engineer social change.

“Race is the elephant in the room,” IUME’s Director, Ernest Morrell, Macy Professor of Education, has said. “Wherever cities are burning, I guarantee you it has to do with bad public schools. So for me, it’s all about what we can do through education to affirm the substance and power of black life.”

Whether dealing with challenges or opportunities, no single institution has all the answers. Instead, TC convenes conversations and provides tools for making inroads against even the most daunting problems. I’ll leave you with a particularly wonderful example: the work of TC Research Assistant Professor Joey Lee and his students on “gamification” and its application to the issue of global warming. In a study this year in *Nature Climate Change*, Dr. Lee and doctoral student Jason Wu found that digital games can “serve as engaging tools that allow players to experience the complexities of climate systems...participate in decisions affecting climate change and immediately see the resulting outcomes.” Dr. Lee, who has designed a number of these games himself, believes they are “uniquely suited to get people to understand, care about and take action on climate issues.”

As I think Kurt Lewin would agree, it’s a great theory. Here’s to putting it to work.

Carolyn J. (Carol) Benson
Associate Professor of International & Comparative Education

Christine B. Cha
Assistant Professor of Psychology & Education

Sarah Cohodes
Assistant Professor of Education & Public Policy

Bob Fecho
Professor of English Education

Carol Scheffner Hammer
Professor of Communication Sciences & Disorders

Nicholas Limerick
Assistant Professor of Anthropology & Education

Ioana Literat
Assistant Professor, Communication, Media & Learning Technologies Design

Kelly A. Parkes
Associate Professor, Music & Music Education

Lori Quinn
Associate Professor of Movement Science & Kinesiology

Rigoberto Marquez
Minority Postdoctoral Fellow

Bonanno is leading the exploration of veterans’ experiences in transitioning to civilian life.

New Faculty

*TC hired the following new faculty members for Fall 2015:*

Carolyn J. (Carol) Benson
Associate Professor of International & Comparative Education

Christine B. Cha
Assistant Professor of Psychology & Education

Sarah Cohodes
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Bob Fecho
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Kelly A. Parkes
Associate Professor, Music & Music Education

Lori Quinn
Associate Professor of Movement Science & Kinesiology

Rigoberto Marquez
Minority Postdoctoral Fellow
Since its creation in 2007, the TC Provost’s Investment Fund has seeded hundreds of innovative, collaborative faculty projects.

This year the Provost’s Office has added a new Rapid Prototyping Grant program to promote the development of non-credit, master’s degree or certificate offerings that produce innovative learning settings and access for new enrollments. Rapid Prototyping awards allow for six months of feasibility analysis before faculty begin larger-scale implementation.

One of the first Rapid Prototyping grants is supporting development by Professor Amy Stuart Wells of a 2016 Summer Institute on Teaching and Learning in Racially Diverse Educational Contexts. The grant builds on Provost’s Investment Fund backing Dr. Wells previously received to map TC’s course offerings on race, ethnicity and inter-cultural understanding.

Other Rapid Prototyping efforts under way include a certificate program to help school personnel better serve immigrant populations; asynchronous online non-credit courses for teachers of reading; and a Teacher Tinker: 21st-Century Skills and Technology Boot Camp to help teachers more effectively use technology in the classroom.

Meanwhile, the Provost’s Investment Fund, which seeds cross-disciplinary faculty work, helped launch a new journal, Philanthropy and Education; an International Conference on Robot and Human Interactive Communication and a joint engineering and science summer program with Massachusetts Institute of Technology for rising minority high school seniors; an assessment of “learning agility” to meet changing work demands; and creation of an advanced, for-credit certificate in medical education.

“TC is an epicenter for pedagogy and curriculum on race, ethnicity and cultural understanding,” says Amy Stuart Wells. “We want to tell the world.”
Teachers College extended its remarkable legacy of working across disciplines to identify and apply solutions to local and global challenges. During 2014-15:

- The journal Nature spotlighted work by TC's Peter Coleman, Kimberly Noble and Joey Lee, addressing intractable conflict, poverty and climate change.
- Loot Inc.: The Cowin Financial Literacy Project, funded by TC Trustee Joyce B. Cowin, made its free curriculum available (lootinc.org).
- The College launched a new Resilience Center for Veterans & Families.
- Susan Fuhrman will continue as TC's President through June 30, 2018.
- The College's Campaign, Where the Future Comes First, passed the $200 million mark.
- Global TC Day was celebrated in 41 cities worldwide.
- TC mourned emeriti professors Jack Mezirow (special education), Frances Connor (special education; Ed.D. '53) and Winthrop Adkins (psychology; Ph.D. '63) and Ronald Tikofsky, Adjunct Professor of Speech Pathology.
School & Community Partnerships

TC’s Office of School & Community Partnerships (OSCP) coordinates engagement with New York City public schools, directing resources and expertise to address pronounced disparities in educational access and achievement, especially in Harlem. OSCP helps our community’s children succeed while we strengthen TC’s knowledge, teaching and research.

- The Office continued developing the Teachers College Community School (TCCS) up through grade 3, and improving four other schools in the Raising Educational Achievement Coalition of Harlem (REACH).
- TC provided all TCCS students with enriched learning experiences. Through a strings program established by gifts from the Morse and Nelson families, all students explored music and third graders received violin instruction from TC students advised by Lori Custodero. TC students led hands-on science exploration, engineering and coding classes during and after school.
- OSCP prioritized physical and mental health and family engagement for REACH schools through parent workshops, family health fairs and GED courses organized by Community Impact at Columbia University. Nearly 600 students received vision and/or dental screenings, plus mental health services from TC’s Dean Hope Center or the New York Foundling. The Columbia School of Social Work placed social workers and student interns at two partner schools.
- Work placed social workers and student interns at two partner schools.
- OSCP raised $3.6 million in grants to add two new REACH schools and solidify TC’s interventions at another through 2018.
- The Office evaluated its initiatives with Douglas Ready and TC’s National Center for Restructuring Education, Schools & Teaching.
- Twenty-eight faculty members representing all TC departments worked with OSCP Counseling & Clinical Psychology faculty designed multidisciplinary mental health training and service projects for TC students to implement in partner schools. Other Columbia University faculty and staff collaborated on research and service projects.
- Nearly 100 TC students taught, tutored, assisted, developed teaching practices, undertook research or coordinated projects in OSCP partner schools or served as school psychology and science interns or student teachers. OSCP allocated $518,000 in salaries, stipends and scholarships to 78 of the students.

Photographs: Top, Heather Erny; Left, Bruce Gilbert, Nelson, Michael Rubenstein, Ready, Bruce Gilbert; Illustration: CSA Archives/Stock by Getty Images
Diversity & Community Affairs

Teachers College’s Office of the Vice President for Diversity & Community Affairs (ODCA) continued its efforts to address, enhance and invigorate Teachers College’s engagement in fostering a climate of diversity, community and civility and efforts to address gender-based misconduct concerns, including the appointment of a new confidential Ombuds.

- As part of his web series “The Conversation,” TC doctoral student Brennan DuBose convened the panel “Young Women, Empowerment, & Leadership,” featuring TC’s Michelle Knight-Manuel and leading female scholars from Barnard, Columbia and other institutions.

- Erica Walker (Beyond Banneker: Black Mathematicians and the Paths to Excellence), Melanie Brewster (Atheists in America: Narratives from an Invisible Minority) and Derald Wing Sue (Race Talk and the Conspiracy of Silence) delivered faculty book talks.

- Through the Black and Latino Male Doctoral Education Initiative, senior faculty members offered advice to doctoral students, while advanced doctoral students advised master’s and first-year doctoral students.

- With the enactment of The Violence Against Women Reauthorization Act, the College named Counseling & Clinical Psychology faculty member Riddhi Sandil to the new confidential position of Ombuds for Gender-Based Misconduct.

- ODCA provided Sexual Assault and Gender-Based Misconduct trainings for staff and students, and Title IX gender-based misconduct compliance trainings for new employees and faculty. The Office continued its Title IX Coordinator poster campaign for Consent Awareness and Sexual Assault Prevention throughout the College and presented, with the Men’s Peer Education and the CU Sexual Violence Response & Rape Crisis/Anti-Violence Support Center, programs on Teaching Consent, Healthy Relationships and Bystander Intervention.

- The Office showed students, faculty and staff the Personal Empowerment Through Self-Awareness (PETSa) video.

- To continue highlighting Senior Staff engagement with the campus community, ODCA implemented Town Hall Meetings intended to communicate and highlight the work of key administrators, including those in Human Resources, Payroll and Computer Information Services.

- ODCA collaborated with the Offices of International Affairs and International Services to more thoughtfully integrate the increased enrollment of international students into the TC community.

- The Office showed students, faculty and staff the Personal Empowerment Through Self-Awareness (PETSa) video.

Photographs: Knight-Manuel & Sandil, TC Archives; Book, Don Hamerman; Illustration: Ellen Weinstein
Arts & Humanities

The department believes intellectual and creative ideas and practices extend beyond traditional schooling concerns. Its nine academic programs share a focus on learners’ knowledge construction, the art and methods of teaching, the contemporary classroom, schools’ relationships with communities and school reform philosophies.

In Arts Administration (ARAD), Steven Dubin was awarded a residency at the Rockefeller Foundation’s Study Center in Bellagio, Italy. Jennifer C. Lena chairs the Sociology of Culture Section of the American Sociological Association. ARAD’s Distinguished Speaker Series featured Metropolitan Museum of Art Senior Vice President Cynthia Round and LaPlaca Cohen CEO Arthur Cohen.

In Music & Music Education, Randall Allsup’s summer fieldwork class visited China; Nicole Becker and Jeanne Goffin-Fynn reestablished the TC Community Choir; and Lori Custodero and Hal Abeles launched the New Teaching Artists Certificate Program with support from the Morse, Nelson and Greenberg families.

TC doctoral students, in-service teachers, academics and local high school students presented at “Youth & Well-Being,” the Racial Literacy Roundtable, founded by Yolanda Sealey-Ruiz.

The Teaching of Social Studies program launched the course “Social Inquiry: Central Park,” for initial certification M.A. students.


In Bilingual/Bicultural Education, Carmen Martínez-Roklán led the event “A Focus on Mobilization of Knowledge and Boundary Crossing.”

Philosophy & Education alumnus Rev. Daniel Hendrickson is Creighton University’s President.
Biobehavioral Sciences

The department probes the biology of human communication, movement and related disorders, and offers programs focusing on the application of research to clinical, educational and community settings. Graduates become speech-language pathologists, exercise physiologists, trainers, cardiac rehabilitation specialists, occupational and physical therapists, researchers and administrators.

- The department hired Carol Scheffner Hammer, Professor of Communication Sciences & Disorders; Lori Quinn, Associate Professor of Movement Science & Kinesiology; Kim Noble, Associate Professor of Neuroscience & Education; and Michelle Troche, Assistant Professor of Communication Sciences & Disorders.
- Cate Crowley, Director of the Bilingual Extension Institute, became Professor of Practice. Kathleen Youse, Director of the Edward D. Mysak Clinic for Communication Disorders, became Assistant Professor of Practice. Lisa Edmonds, Associate Professor of Communication Sciences & Disorders, became Communication Sciences & Disorders Program Coordinator.
- Andrew Gordon and Erika Levy continued testing the efficacy of Constraint-Induced Therapy (CIT) and Hand-Arm Bimanual Intensive Therapy (HABIT) on children with hemiplegia and led CIT and HABIT camps for youngsters.
- Joseph Ciccolo continues his highly innovative, multi-year NIH-funded study of the effectiveness of resistance exercise in assisting people to quit smoking.
- Honor O’Malley, an authority on normal ear function, psychoacoustics and auditory physiology, and monitoring of hearing during neurotologic surgery, retired after 37 years on TC’s faculty. Justine Joan Sheppard, an expert on dysphagia (swallowing and feeding disorders), retired after 40 years.
- Based on review of classes, clinical experiences and student performances, the American Speech-Language-Hearing Association’s (ASHA) Council on Academic Accreditation reaccredited TC’s Program in Communication Sciences & Disorders until March 2023 and determined that it meets or exceeds all expected ASHA standards.
- The National Academy of Kinesiology (NAK) ranked TC’s doctoral program in Movement Sciences & Education/Kinesiology fourth among 55 programs for 2010-2014.

LIFESTYLE MEDICINE Through an anonymous alumna’s gift, TC’s Movement Sciences laboratories will include a clinic to test and counsel people at all levels of fitness.
Counseling & Clinical Psychology

Through its four degree programs, the department prepares students to investigate and address the psychological needs of individuals, families, groups, organizations, institutions and communities, with a growing emphasis on multicultural competencies. Graduates seek positions in teaching, research, policy, administration, psychotherapy and counseling.

- Lena Verdeli led a Summer Institute in Global Mental Health and Psychosocial Support for mental health, health and allied professionals working with populations that have endured severe adversities and trauma, such as domestic and political violence, extreme poverty, armed conflict, epidemics and natural disasters.

- Derald Wing Sue published Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race. Sue received the American Psychological Foundation 2015 Gold Medal for Life Achievement in Psychology in the Public Interest.

- The new Teachers College Resilience Center for Veterans & Families, established with a $1 million gift from David and Maureen O’Connor and directed by George Bonanno, pairs groundbreaking research on human emotional resilience with clinical training of students to assist veterans and their families as they transition back to civilian life. Training occurs through TC’s nationally regarded

Dean Hope Center for Educational & Psychological Services, directed by Dinelia Rosa.

- The College won New York State approval for a certificate program in Sexuality, Women & Gender for educators, researchers, practitioners, administrators and activists interested in learning new theories and practices to improve well-being for LGBTQ individuals and women.

- TC received New York State Education Department approval for a new Bilingual Latina/o Mental Health concentration — the state’s only program offering culturally appropriate training in delivering mental health services in Spanish to Latinas/os.


- Marie Miville published Multicultural Gender Roles: Applications for Mental Health and Education, her edited volume of interviews that she and her students conducted with African-American, Latino/a and Asian-American subjects.

IN A DISPLACED WORLD TC’s Global Mental Health Lab is in the forefront of addressing the psychological and emotional needs of refugees around the world.
Curriculum & Teaching

The department explores the nature, purpose and design of curricula and the theory and practice of teaching, and prepares outstanding educators to reimagine schools and other educational settings. Preservice and in-service teachers are committed to ensuring that all children receive the kind of education historically reserved for those of privilege.

- The department launched a new doctoral specialization in Teacher Education, for those who prepare teachers and conduct research on related issues.
- The department orchestrated this year’s TC Sachs Lecture series, “Landscape for Preparing Teacher Educators: Whose Knowledges? What Visions?”
- The Teachers College Inclusive Classrooms Project, created by Celia Oyler to help New York City integrate special-needs students into mainstream classrooms, partnered with the Santa Clara, California Office of Education’s Inclusion Collaborative program.
- The Early Childhood Education Assembly of the National Council of Teachers of English established the

Mariana Souto-Manning Teacher Scholarship for early childhood teachers who honor diversities and engage in equitable practices. Souto-Manning is a TC Associate Professor of Early Childhood Education.

- TC hosted “Seize the Moment: Rise to the Challenge of Pre-K,” a conference on New York City’s first year of offering free, full-day pre-kindergarten to all four-year-olds.

Detra Price-Dennis received the 2014 Janet Emig Award for Exemplary Scholarship for her article, “Urban Fiction and Multicultural Literature as Transformative Tools for Preparing English Teachers for Diverse Classrooms,” in English Education.

- A. Lin Goodwin, Evenden Professor of Education and Vice Dean, was elected by Singapore’s National Institute of Education to become the first Dr. Ruth Wong Hie King Teacher Education Professor.

- The Teachers College Reading & Writing Project (TCRWP), led by Lucy Calkins, agreed to provide teacher training to Connecticut’s Darien and Groton school systems — the latter funded by a $1 million Department of Defense grant.
Education Policy & Social Analysis

The department focuses on how governments, markets and societal conditions shape schooling and educational opportunities, as well as how they contribute to creating an informed population able to critically analyze its own areas of need and interest and work in concert toward creating a better world.

Jay Heubert, Jeffrey Henig and Michael Rebell hosted a national conference on legal challenges to teacher tenure, seniority and dismissal rules.

Jeffrey Henig, Michael Rebell and Jessica Wolff to report on urban cross-sector collaborations to reform education.

Aaron Pallas received a grant from the Spencer Foundation to study how teachers and principals are experiencing the New York City teacher evaluation system.

In a report funded by the Century Foundation and the Poverty & Race Research Action Council, Jeanne L. Reid and Sharon Lynn Kagan found racial, ethnic and economic disparities in preschools and proposed policy to address these.

In Senate testimony, Judith Scott-Clayton said the complex federal student aid process deters many low-income, minority and first-generation college goers.

Amy Stuart Wells and Douglas Ready published “Divided We Fall: The Story of Separate and Unequal Suburban Schools 60 Years after Brown v. Board of Education.”

Thomas Bailey, Shanna Smith Jaggers and Davis Jenkins published Redesigning America’s Community Colleges: A Clearer Path to Student Success.

In Senate testimony, Judith Scott-Clayton said the complex federal student aid process deters many low-income, minority and first-generation college goers.

Priscilla Wohlstetter, David M. Houston and Brandon Buck published “Networks in New York City: Implementing the Common Core.”

WT Grant funded Peter Bergman for a study on the long-run impacts of school integration.


The Wallace Foundation provided additional funding for Carolyn Riehl,}

THE GENDER FACTOR TC economist Mun Tsang published a study of differences in academic performance between boys and girls in rural southwestern China.

WORTH IT? TC’s Center for Benefit-Cost Studies of Education, led by Henry M. Levin, received federal funding to share its methodologies and train other researchers.

Photographs: Top, xPacifica/Getty Images; Riehl, Deborah Feingold; Heubert, Courtesy of Jay Heubert; Book, Bruce Gilbert; Illustration: Bill Butcher
Health & Behavior Studies

This multidisciplinary department seeks to improve the health, learning and social well-being of individuals throughout their lifespan. The department generates research and also prepares scholars and practitioners to help people realize their own potential, make informed decisions and attain the very best quality of life.

- Led by Kathleen O’Connell, TC won New York State approval for a new Ed.D. program — its first fully online doctoral program — to enable nurses with master’s degrees to become nurse educators in academic or staff settings, and an online Academic Certificate Program in Nursing Education, for nurses with doctorates seeking to become better nurse educators.

- Blackman Lecturer Lynn Kern Koegel, Clinical Director, Koegel Autism Center, University of California, Santa Barbara, spoke on “Pivotal Response Treatment for Autism Spectrum Disorder.” Professor Emeritus Leonard Blackman, his wife, Frances, and friends and family fund the lecture.

- Sonali Rajan received TC’s 2015 Strage Junior Faculty Prize.

- John Allegrante was elected a Fellow of the Society of Behavioral Medicine.

- Hsu-Min Chiang spoke on Sinovision’s “New York Lounge” about the Center for All Abilities, which she co-founded to serve special needs students and their families through creative, educational and spiritual enrichment.

- The Education Commission of the States distributed “Health Barriers to Learning and the Education Opportunity Gap,” a report co-authored by Charles Basch, to education policymakers and health officials.


- A study in Health Education & Behavior by TC’s Tisch Center for Food, Education & Policy, finding that obesity rates and eating behaviors were more similar within New York City elementary schools than across different schools (possibly due to wellness policies and local food availability), could help future nutrition studies.

- Susan Masullo conducted the second annual “Cutting-Edge Reading and Writing Techniques” summer workshop.

TARGETING GUN VIOLENCE
Sonali Rajan, recipient of TC’s Strage Junior Faculty Prize, has probed causes of gun violence by youth.
Human Development

The department’s research centers on fundamental issues in human development, human cognition, and measurement and applied statistics to increase scientific knowledge and help solve educational and social problems. It emphasizes cognitive approaches to measurement and assessment, digital learning environments, and the cognitive, social and neuroscience bases of learning and development.

The department received New York State approval for its master’s program in Learning Analytics.

Xiaodong Lin gave an invited presentation at the American Educational Research Association’s annual conference on using students’ fear of failure to improve their motivation and STEM learning.

Jeanne Brooks-Gunn received the Matilda White Riley Award of the Office of Behavioral and Social Sciences Research (OBSSR) at the National Institutes of Health for contributions to behavioral and social scientific knowledge.

Matthew Johnson became program chair for the National Council on Measurement in Education annual meeting and joined the Design & Analysis Committee of the National Assessment of Educational Progress.

With Heising-Simons Foundation funding, Herbert Ginsburg teamed with alumna Alice Wilder to launch new touch-screen math learning stories through the education technology start-up Speakaboos.


In her essay “Thinking Together and Alone,” published in Educational Research, Deanna Kuhn argued that education must foster collaborative skills to help students meet the intellectual demands of the 21st century.

James Corter co-authored “Striving for Perfection and Falling Short: The Influence of Goals on Probability Matching” in Memory and Cognition.


Ryan Baker won the Best Paper Award at the 17th International Conference on Artificial Intelligence in Education.
International & Transcultural Studies

As people, information, goods and services increasingly flow within and across national and regional boundaries, the department’s two programs — International & Comparative Education, and Anthropology — explore individual and institutional identities reflecting diverse cultural values, globalization and education in developing countries.

Through an international competition co-sponsored by the United Nations Academic Impact and the UnHate Foundation, students Atenea Rosado-Viurques, Amanda Braga, Cristina Gonzales and Kendra Strouf won funding for their project, Migrant Words Collective: Locating the Voices of Female Immigrants in a Transnational Context.

Supported by TC’s Provost’s Investment Fund, Oren Pizmony-Levy and Gita Steiner-Khamsi hosted the second seminar of the Laboratory of International Assessments, a network funded by the Economic & Social Research Council.

Hervé Varenne hosted “On Putting Anthropology to Work in the Contemporary World: A Conference on Applying Anthropology and Its Dilemmas.”

Regina Cortina and alumna Katy De La Garza co-edited Education, Indigenous Peoples and Interculturality in Latin America, papers from the 2013 International Working Group on Indigenous Intercultural Bilingual Education, organized by TC and Chile’s Centro de Políticas Comparadas de Educación, Universidad Diego Portales.

Celebrating the TC graduation centennial of scholar, educator, university president and statesman Kuo Ping Wen — the first Chinese recipient of a U.S. education doctoral degree — the department declared 2014-15 the year of China. Kuo was China’s first U.S. doctorate recipient.

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Celebrating the TC graduation centennial of scholar, educator, university president and statesman Kuo Ping Wen — the first Chinese recipient of a U.S. education doctoral degree — the department declared 2014-15 the Year of China and Education. Beijing Normal University’s Jun Teng taught “A Colloquium in International Educational Development: Focus on China and Education.” Henan Cheng taught “Educational Development and Policy in China.” A TC symposium on Kuo, spearheaded by his great-grandniece, Carolyn Hsu-Balcer, introduced the Kuo Ping Wen scholarship.

Susan Garnett Russell and Mary Mendenhall hosted the Steering Group and three Working Groups for the Inter-Agency Network for Education in Emergencies, representing UN agencies, donors, NGOs and academic institutions.

The College renamed its Center for African Education as The George Clement Bond Center for African Education, honoring the late anthropologist, who identified the historical narratives of indigenous African peoples.
Mathematics, Science & Technology

Current reforms in education place increasing emphasis on broad-based public understanding of the department’s three core fields. The department focuses on issues of educational practice and related professions in mathematics, science, technology and cognate human sciences, including the relationships among these disciplines.

- Erica Walker delivered the prestigious Etta Z. Falconer Lecture, on mathematical identity, at the centennial meeting of the Mathematical Association of America in August 2015.


- Through TC’s Communication, Media & Learning Technologies Design (CMLTD) program, Professor Emerita JoAnne Kleifgen hosted “Linguistics and Education,” the 60th Annual Conference of the International Linguistic Association, which honored recently retired TC linguistic faculty member Franklin Horowitz. A simulcast exchange between renowned sociolinguists Michael Halliday and William Labov will be published in the journal WORD.


- New York City and TC’s Center for Technology & School Change, directed by Ellen Meier, are creating technology instruction programs in 10 public schools.

- The CMLTD program started a Media and Social Change Lab, directed by Lalitha Vasudevan, for multimodal and digital exploration of media and social change; and the Snow Day Learning Lab, directed by Nathan Holbert, to understand how children make sense of their world through play.

- O. Roger Anderson co-hosted a conference on water quality with Kartik Chandran, Associate Professor of Earth & Environmental Engineering at Columbia University, which included presentations by TC students.

- The Greenify Project, led by Joey Lee, was a winner of the Columbia Business School Innovation and Entrepreneurship Competition. Greenify, an online social platform, fosters flourishing sustainable communities.

- Erica Walkeridentified factors that shape our “mathematical lives.”

- Nicholas Wasserman

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Organization & Leadership

Across all of its programs, the department understands leadership as an ethical imperative that is inextricably linked to learning, and groups and organizations as communities of diverse individuals who bring unique perspectives to the collective endeavor of promoting the common good.

- **Debra Noumair** and **Caryn Block** called for papers for *The Journal of Applied Behavioral Science* on “Understanding Diversity Dynamics in Systems: Social Equality as an Organization Change Issue.”

- **Peter Coleman** received the American Psychological Association’s Morton Deutsch Conflict Resolution Award and co-authored *Making Conflict Work: Harnessing the Power of Disagreement*.

- **Bill Pasmore** published *Leading Continuous Change: Navigating Churn in the Real World*.

- **Corbin M. Campbell** received the National Academy of Education/Spencer Foundation postdoctoral fellowship.

- **Noah D. Dreznner** received CASE’s John Grenzbach Award for Outstanding Research in Philanthropy for Educational Advancement.

- With Teagle Foundation funding, **Anna Neumann** and students **Liza Bolitzer, Jolie Woodson** and **Dianne Delima** launched MetroCITI to enhance instructors’ first- and second-year humanities, arts, sciences and social sciences teaching at local high-diversity colleges and universities.

- **Elaine Rigolosi** was included in 2,000 Outstanding Intellectuals of the 21st Century.

- **Elissa Perry** co-authored “Generational Differences: Let’s Not Throw the Baby Boomer Out with the Bathwater” in *Industrial and Organizational Psychology: Perspectives on Science and Practice*.

- **TC’s Klingenstein Center** for Independent School Leadership, Columbia Business School and INSEAD launched accelerated dual-degree programs in private school leadership and business administration.

- **Eleanor Drago-Severson** received a Provost’s Rapid Prototyping Grant to develop a “Leadership Institute for School Change” series.

- **Martha A. Gephart** and **Victoria J. Marsick** will publish *Strategic Organizational Learning: Using System Dynamics for Innovation and Sustained Performance*.

- **The Mind Trust** will annually fund two new school proposals by TC Summer Principal Academy students.

- **Alex J. Bowers** co-authored *Challenges and Opportunities of Educational Leadership Research and Practice: The State of the Field and Its Multiple Futures* and was Principal Investigator or co-PI on over $1 million in National Science Foundation research funding.
Our best young minds reflect an intellectual lineage that extends back over generations — or, as we like to put it, the legacy of our luminaries is in the promise of our rising stars.

As our historic Campaign, Where the Future Comes First, approaches its $300 million target, we want to thank you — our extended TC community — for your incredible support. We also want to affirm that our number one priority is to ensure the success of our current and future students and free them as much as possible from the burden of debt. All of our scholarships at Teachers College provide vitally important support — but our endowed and named scholarships, often created in tribute to our very greatest thinkers, attract and support students committed to extending our most important work.

**Progress occurs** when institutions bring great minds together. Decade after decade, Teachers College has changed the world by attracting exceptionally talented students who have built upon the innovative work and ideas of our faculty.

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**Valuing All Educators**

Take doctoral student Deidre Flowers, recipient of our Lawrence A. Cremin History of Education Scholarship. Deidre came here to shed new light on historically black colleges and universities (HBCUs), which have been under-researched and undervalued. At TC, Cremin, a Pulitzer Prize-winning historian, argued that all societal institutions can improve people’s minds and create equal opportunities for learning. And at TC, internationally known black scholars such as Edmund Gordon and the late George Bond have left a lasting imprint.

**GOAL NUMBER ONE** The top priority of our historic Campaign is to ensure that our exceptionally talented
CAMPAIGN UPDATE

GOAL NUMBER ONE

The top priority of our historic Campaign is to ensure that our exceptionally talented students graduate as free as possible from the burden of debt.

Deidre, who graduated from Virginia’s historically black Hampton University, is interested in the role women have played at HBCUs — and, in particular, their importance in the Civil Rights movement. She is writing her dissertation on Bennett College for Women in Greensboro, North Carolina, where students fought segregation in movie theaters during the 1930s and helped to lead the famed lunch-counter sit-ins in 1960. Deidre hopes her research will help to set a larger historical context for the rich tradition of black student protest, with women center stage.

Meanwhile, she is hopeful that, thanks to the Cremin scholarship, she will be able to complete her doctorate by 2017. “HBCUs have played such an important role in African-American identity,” she says. “I’m honored to hold a scholarship named for someone who believed so strongly in the power of education.”

A TRANSFORMATIVE EXPERIENCE

Though second-year master’s student Michael Palmieri does not hold TC’s Professor Jack & Edee Mezirow Endowed Scholarship, he did choose TC for its top-ranked program in Adult Learning & Leadership, created by Jack Mezirow, the father of transformative learning theory.

An entertainment industry veteran who has written and produced for film and television and served as a coach and consultant, Michael wanted to expand his knowledge in emotional intelligence, students graduate as free as possible from the burden of debt.

An Urgent Call to Action

Supporting our current and future students is the number one goal of TC’s Campaign, and we are counting on each and every one of you to contribute right now. There are three ways you can give:

By pledging $50,000 to create a new endowed scholarship that bears either your own name or that of someone whom you wish to honor.

By contributing to an existing tribute or program fund scholarship (see page 23).

By supporting a TC Fund scholar.

The need has never been more urgent, nor the potential reward so great. So please consider a gift of scholarship — today.

CONTACT
Linda Colquhoun
(212-678-3679)
or visit our Campaign site, www.tc.edu/future.
executive coaching and the latest theories of how adults learn. As the College’s first LGBTQ Scholar, funded through a partnership with the Tyler Clementi Foundation, he has developed an hour-long training module for adults to neutralize bullying behavior in the workplace. The module, which raises money for the Clementi Foundation, has been distributed to companies nationwide.

“No one is born a bully — bullying is a learned behavior,” Michael says. “By creating empathy for everyone involved — the so-called ‘bullied,’ the ‘bullier’ and the ‘witness’ — we’ve created an entry point for all three.

“Jack Mezirow believed that grown-ups grow by questioning their most deeply held assumptions,” he adds. “Thanks to Teachers College’s LGBTQ scholarship, I’ve been able to apply that idea to my own career.”

**ORGANIC EXPERIENCE**

Katie Leonard and Carrie Russo speak passionately about getting their hands dirty growing food when they were kids. Carrie learned about the superiority of organically-grown tomatoes in her grandmother’s garden in Ohio. Katie discovered composting and built raised garden beds as a volunteer on a small urban farm in Brooklyn. Both were 2014-15 Nutrition Ecology Scholarship students at Teachers College, where Professor Emerita Joan Gussow — whom their scholarship honors — has long championed the idea that healthy eating starts with hands-on experience growing and preparing healthy food.

Acknowledging that enlightening the next generation will require more than cultivating home-grown vegetables, Katie and Carrie echo ideas that Gussow advanced in her 1978 book, *The Feeding Web: Issues in Nutritional Ecology*.

“Everything is connected to food,” says Carrie, who is earning an interdisciplinary Ed.D. in Nutrition and Family/Community Education. “It’s important to develop a

**SMART MOVE** By investing in our remarkable students who are creating a brighter future, you, too, can help
nutritional-ecology mindset that imagines new possibilities."

Katie and Carrie are promoting just that kind of thinking through their work at TC’s Lauri M. Tisch Center for Food, Education & Policy, which views schools as critical levers for learning and social change.

“We’re counting on kids to make the right decisions to slow or reverse what we’re doing to our food system, our environment and our own bodies,” says Katie, who is pursuing an M.S. in Nutrition Education. “If kids grow up aware of the connections, they’re likelier to make choices that help.”

SEIZE THE MOMENT

Deidre, Michael, Katie and Carrie are doing truly amazing things that are benefiting people in New York City and beyond. What is most amazing of all, though, is that — year after year, decade after decade — TC is filled with equally talented students in every field who aren’t just planning to change the world but already are hard at work doing precisely that.

So as you think about supporting Where the Future Comes First, I sincerely hope you will consider supporting our endowed and named “tribute” scholarships. By investing in our remarkable students who are working to create a brighter future, you, too, can help to change the world. That’s a legacy that will pay tribute to us all.

SUZANNE M. MURPHY, (ED.M. ’99, M.A. ’96)
VICE PRESIDENT, DEVELOPMENT & EXTERNAL AFFAIRS
Burnishing Their Legacy: TC’s Tribute Scholarships
(CONTINUED FROM PAGE 23)

- Judith Berman Brandenburg Scholarship
- Raymond Burrows Music Scholarship
- Cahn Fellowship Program
- Anthropology Research Fund in Honor of Lambros Comitas
- Professor Frances Connor Scholarship
- Renee Darvin Memorial Scholarship
- John F. Fanselow Scholarship
- The Rita Gold Scholarship
- I. Ignacy Goldberg Scholarship
- Miriam L. Goldberg Scholarship
- Dr. Priska Gysin International Memorial Scholarship
- Leland B. Jacobs Scholarship
- Carroll F. Johnson Scholarship
- Klingenstein Center Scholarships
- Korea 125th Anniversary Scholarship
- Jodie Lane Fund
- Drs. Elizabeth & Francis Lawlor Scholarship in Honor of Mary Budd Rowe
- LGBTQ Diversity Scholarship
- Edward D. Mysak Memorial Fund
- Samuel R. Powers Scholarship
- Mary Swartz Rose Scholarship
- Professor Rosalea Schonbar Scholarship
- Margaret Jo Shepherd Scholarship
- Walter E. Sindlinger Scholarship
- Isabel Maitland Stewart Fund
- Teaching as Applied Behavior Analysis Scholarship
- Donald G. Tewksbury Memorial Fund
- Albert S. & Ruby Thompson Scholarship

For a full description, visit tc.edu/tribute
Financial Statement Highlights

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with standards established by the Financial Accounting Standards Board (FASB) for external financial reporting.

The balance sheet presents the College’s financial position as of August 31, 2015. The College’s largest financial asset is its investment portfolio, representing approximately 55% of the College’s total assets, with a fair market value of $282 million as of August 31, 2015. The investment portfolio includes $263 million relating to the College’s endowment, which represent contributions to the College subject to donor-imposed restrictions that such resources be maintained permanently by the College or designated to the endowment by the Board of Trustees. The endowment is managed to achieve a prudent long-term total return (dividend and interest income and investment gains). The Trustees of the College have adopted a policy designed to preserve the value of the endowment portfolio in real terms (after inflation) and provide a predictable flow of income to support operations. In accordance with the policy, $12 million of investment return on the endowment portfolio was used to support operations in fiscal year 2015.

The College’s second largest and oldest asset is its physical plant, consisting of land, buildings, furniture and fixtures, and equipment. As of August 31, 2015, the net book value of plant assets was approximately $153 million, representing approximately 30% of the College’s total assets. The College’s liabilities of $202 million are substantially less than its assets. As of August 31, 2015, long-term debt represented the College’s most significant liability at $111 million. In accordance with FASB standards, the net assets of the College are classified as either unrestricted, temporarily restricted, or permanently restricted. Unrestricted net assets are not subject to donor-imposed restrictions. At August 31, 2015, the College’s unrestricted net assets totaled approximately $110 million. Temporarily restricted net assets are subject to donor-imposed restrictions that will be met either by actions of the College or the passage of time and appreciation on donor endowment funds. The College’s permanently restricted net assets consist of endowment principal cash gifts and pledges.

The statement of changes in net assets presents the financial results of the College and distinguishes between operating and non-operating activities. Non-operating activities principally include investment return, net of amounts appropriated as determined by the College’s endowment spending policy changes in non-operating pension and postretirement liabilities and campaign contributions. Unrestricted operating revenues totaled approximately $203 million. The College’s principal sources of unrestricted operating revenues were student tuition and fees, net of student aid, representing 56% of operating revenues, and grants and contracts for research and training programs, representing 25% of operating revenues. Investment return, auxiliary activities, and other sources comprise the remaining 19% of operating revenues. Operating expenses totaled $191 million.

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<thead>
<tr>
<th>BALANCE SHEET August 31, 2015</th>
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<tbody>
<tr>
<td><strong>ASSETS</strong></td>
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<tr>
<td>--------------------------------</td>
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<tr>
<td>Cash .......................................... 43,277,657</td>
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<tr>
<td>Student accounts and other receivables, net 6,464,639</td>
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<tr>
<td>Contributions receivable .......... 8,266,720</td>
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<tr>
<td>Inventories and other assets ........... 1,648,111</td>
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<tr>
<td>Contributions receivable, net ........ 12,051,817</td>
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<tr>
<td>Funds held by bond trustees and escrow agent .. 3,623,676</td>
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<tr>
<td>Investments ............................... 282,431,584</td>
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<tr>
<td>Student loans receivable, net ............ 3,111,664</td>
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<tr>
<td>Plant assets, net ......................... 153,071,688</td>
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<tr>
<td><strong>TOTAL ASSETS</strong> ......................... $1,073,907,536</td>
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<tr>
<th>LIABILITIES AND NET ASSETS</th>
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<tbody>
<tr>
<td><strong>LIABILITIES</strong></td>
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<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>Accounts payable and accrued expenses ...... 23,022,457</td>
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<tr>
<td>Deferred revenues .......................... 20,166,596</td>
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<tr>
<td>Long-term debt ............................ 111,309,484</td>
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<tr>
<td>Accrued pension &amp; other benefits obligations 41,194,727</td>
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<tr>
<td>Other Liabilities .......................... 3,082,396</td>
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<tr>
<td>U.S. Government grants refundable ........ 2,791,410</td>
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<tr>
<td><strong>TOTAL LIABILITIES</strong> ................. $201,559,060</td>
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<table>
<thead>
<tr>
<th><strong>NET ASSETS</strong></th>
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<tr>
<td>Unrestricted net assets .................. 109,566,164</td>
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<tr>
<td>Temporarily restricted ................... 111,189,213</td>
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<tr>
<td>Permanently restricted ................... 319,981,099</td>
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<tr>
<td><strong>TOTAL NET ASSETS</strong> ................. $513,138,476</td>
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<tr>
<th>STATEMENT OF CHANGES IN NET ASSETS Fiscal Year ended August 31, 2015</th>
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<tbody>
<tr>
<td><strong>OPERATING REVENUES</strong></td>
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<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td>Student tuition and fees, net of student aid .................. 112,493,640</td>
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<tr>
<td>Grants and contracts ..................... 50,072,344</td>
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<tr>
<td>Contributions ......................... 2,574,390</td>
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<tr>
<td>Endowment return appropriated and other investment income .... 12,181,328</td>
</tr>
<tr>
<td>Sales and services of auxiliary enterprises ............ 19,659,236</td>
</tr>
<tr>
<td>Other sources ............................ 3,181,880</td>
</tr>
<tr>
<td>Net assets released from restrictions ............ 2,493,362</td>
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<tr>
<td><strong>TOTAL OPERATING REVENUES</strong> ........... 202,655,980</td>
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<tr>
<th><strong>OPERATING EXPENSES</strong></th>
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<tbody>
<tr>
<td>Instruction ............................ 6,799,359</td>
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<tr>
<td>Research, training and public service .... 43,270,884</td>
</tr>
<tr>
<td>Academic support ...................... 16,944,196</td>
</tr>
<tr>
<td>Student services ........................ 10,361,881</td>
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<tr>
<td>Auxiliary enterprises .................. 22,552,671</td>
</tr>
<tr>
<td>Institutional support ................... 34,708,071</td>
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<td><strong>TOTAL OPERATING EXPENSES</strong> ........ 195,771,062</td>
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<tr>
<th><strong>INCREASE IN NET ASSETS FROM OPERATIONS</strong></th>
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<tbody>
<tr>
<td>6,882,918 (2,493,362) 4,389,556</td>
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<tr>
<th><strong>NON-OPERATING ACTIVITIES</strong></th>
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<tbody>
<tr>
<td>Contributions ........................ 264,492</td>
</tr>
<tr>
<td>Investment return, net of amounts appropriated ........ (5,470,367)</td>
</tr>
<tr>
<td>Pension and postretirement changes other than net periodic benefit costs 34,262,424</td>
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<tr>
<td>Net assets released from restrictions 111,860</td>
</tr>
<tr>
<td>Other net ............................... 611,550</td>
</tr>
<tr>
<td><strong>INCREASE (DECREASE) IN NET ASSETS</strong></td>
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<tr>
<td>5,062,531 (6,264,037) (591,956)</td>
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<tr>
<th><strong>NET ASSETS AT BEGINNING OF YEAR</strong></th>
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<tbody>
<tr>
<td>109,566,164 111,189,213 91,583,099 312,338,476</td>
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<table>
<thead>
<tr>
<th><strong>NET ASSETS AT END OF YEAR</strong></th>
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<tbody>
<tr>
<td>109,566,164 111,189,213 91,583,099 312,338,476</td>
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</table>
SATURDAY, APRIL 2

- Sessions for all ages featuring Alumni, Students and Faculty
- Celebrate Distinguished Alumni
- TC Kids Camp
- Networking and much more

Academic Festival 2016 will highlight TC’s role as an emerging leader in creative technologies and underscore our support for adding the Arts to the nation’s focus on STEM (science, technology, math and engineering). Join us, and together we’ll explore the intersection of imagination and theory… Full STEAM Ahead!

tc.edu/festival #TCAcFest