

# TC Today

The Magazine of Teachers College, Columbia University

SPRING/SUMMER 2014

ENGLISH ED

$$= \frac{\Delta x}{NCREST} = \frac{x^2 - x'}{\sqrt{\text{smiley}}}$$

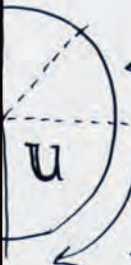
#StudentsFirst ♀♂

LEARNING SPACE

$$x_L = \frac{H\&BS}{BBS}$$

Ph.D. + {DODGE}

GENDER ED



$$I = \frac{E_c}{\alpha}$$

# E = TC<sup>2</sup>

EDUCATION

C&T  
A&H

O&L

NUTRITION + POLICY =  
The Laurie M. Tisch Center

EpSA

$$\sqrt{125} \frac{\text{dewey}}{L}$$

$$\frac{K-12}{(-NCLB)} = \frac{1}{SPT}$$

$$E = \frac{1}{2} h \sqrt{HUD} \beta = \frac{\Delta CCRC}{\Delta CEE}$$

{TCCS} LEARNING AGILITY  
XMA

OUR EQUATION FOR TRANSFORMING THE FUTURE OF TC - AND THE WORLD

GLOBAL COLLABORATION

UNIVERSITY PARTNERSHIPS

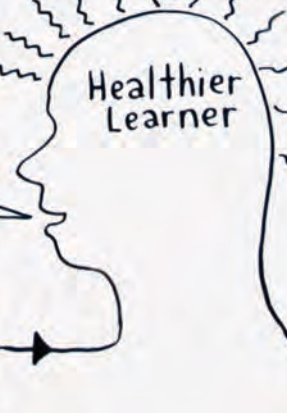
INCLUSIVE EDUCATION

$$f_0 = \frac{\text{SCHOLARSHIPS}}{\$300,000,000}$$

MATH LEARNING COMMUNITIES



CULTURES & LITERACIES

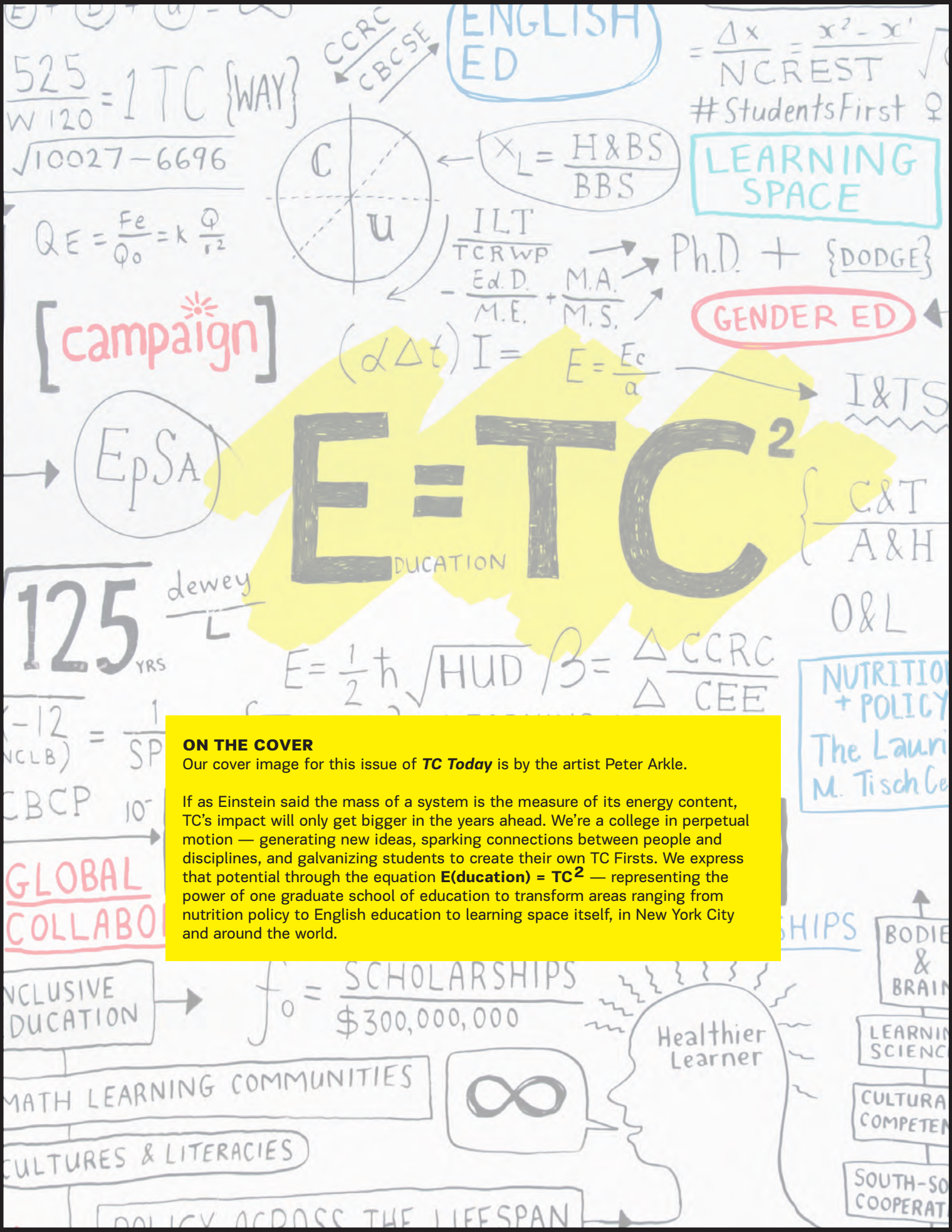


POLICY ACROSS THE LIFESPAN

+







**ON THE COVER**

Our cover image for this issue of *TC Today* is by the artist Peter Arkle.

If as Einstein said the mass of a system is the measure of its energy content, TC's impact will only get bigger in the years ahead. We're a college in perpetual motion — generating new ideas, sparking connections between people and disciplines, and galvanizing students to create their own TC Firsts. We express that potential through the equation **E(ducation) = TC<sup>2</sup>** — representing the power of one graduate school of education to transform areas ranging from nutrition policy to English education to learning space itself, in New York City and around the world.



## BUILDING TC'S FUTURE

After our year-long celebration of TC's 125th anniversary, we're focusing on the future and how the College will help change the world in the next 125 years. By extending our tradition of connecting the dots across programs and disciplines, between faculty and students, and in our communities and around the globe, we're helping to create a smarter, healthier and more just world.

As you will read in this issue, we're working on very diverse fronts. The Laurie M. Tisch Center for Food, Education & Policy, for example, is developing healthier communities in New York City, while advancing nutrition education and shaping policy at the local, state and federal levels. The Center builds on our longstanding leadership in nutrition education and reflects the vision of TC Trustee Laurie Tisch that access to healthy food, as well as to education and the arts, should not be determined by zip code.

TC's model of university-assisted public schools seeks to advance those same goals by bringing the best of the College's teaching, research and resources to a network of schools in our neighborhood, anchored by the Teachers College Community School (TCCS). It has been wonderful to see children at TCCS flourishing academically and developmentally in the school's supportive and enriched environment. Imagine the difference we could make if every university partnered with schools in their neighborhoods.

Meanwhile, we're preparing our future teachers to expand the definition of literacy for a generation that reads on their iPhones and taps messages in text-speak. Bidding adieu to the traditional five-paragraph essay, TC's English Education faculty are fashioning new tools and strategies to help marginalized students recognize the personal relevance and importance of literature and writing.

Through research, education and action, we're also renewing the TC legacy of according individuals respect and dignity and recognizing the richness of

diversity and its great value to society. To that end, the College's emerging Sexuality, Women, & Gender Project is incorporating issues and concerns that relate to women and LGBTQ individuals into all areas of study.

International engagement is yet another mainstay of the TC legacy we plan to grow in the years ahead. While many institutions work internationally, the TC difference lies in our intense focus on capacity-building and helping nations and communities develop and retain their own expertise. For example, the growing education sector in Brazil — now the world's seventh-largest economy — presents myriad opportunities for TC faculty and students to work with their Brazilian counterparts and through Columbia's Global Center in Rio de Janeiro.

Back home along the newly christened Teachers

**The campaign focuses our energies as never before to support our talented students, reinvigorate our legacy and galvanize ideas and collaborations that will help shape the 21st century.**

College Way, we're preparing our campus for the future. We're creating a suite of smart classrooms and a library learning theater, renovating our leading-edge Neurocognition of Language Lab, and otherwise enhancing infrastructure in our historic buildings. In the virtual sphere, we're exploring the use and effectiveness of technology-based education, such as MOOCs, which can reach millions.

To enable all this exciting work — and more — we recently launched our \$300 million campaign *Where the Future Comes First: The Campaign for Teachers College*. The campaign focuses our energies as never before to support our talented students, reinvigorate our legacy and galvanize the ideas and collaborations that will help shape the 21st century. With the campaign as our foundation, we are ready to lead. The TC future begins now.

A handwritten signature in black ink that reads "Susan Fuhrman".

SUSAN FUHRMAN (PH.D. '77)

# spring+summer/2014

[FEATURES]

- 14 Beyond the Campus**  
TC's new learning environments blend the real and the virtual
- 15 Even the Classrooms Are Smart**  
A high-tech campus makeover Dewey would love
- 17 The Lab of the Future**  
A new space for brain research
- 18 May We Recommend the Vegetables?**  
A new TC center guides government policy on food
- 20 A New Spin on English**  
*What students read matters less than how they read it*
- 
- 24 Partnering with U**  
TC is working on multiple fronts to help public schools
- 25 A School Where Dreams Come True**  
Inside the Teachers College Community School
- 29 Replicating a Good Idea**  
Universities and public schools
- 29 A Gala Debut for REACH**  
JPMorgan Chase backs TC's work with schools in Harlem

- 30 Diversity Hits the Books**  
A new academic focus on women and LGBTQ individuals
- 33 A Place Where People Can Be Themselves**  
Diversity has long been a focus in the TC community
- 34 Planting the Seeds of Global Change**  
TC helps nations around the world help themselves
- 36 Q & A: John Allegrante**  
AVP for International Affairs
- 37 Helping China Educate Its Minorities**  
TC's Xiaodong Lin lends her expertise
- 37 On the Ground, Seemingly Everywhere**  
Portia Williams and Cheng Davis help TC connect around the globe
- 38 Brazil Rising**  
Growing involvement with the world's fifth-largest nation
- 39 Growing TC's Global Legacy**  
The new international faculty advisory committee

## Editor's Note

With this issue of *TC Today*, we introduce new sections focusing on innovative faculty work, recent alumni in the field and profiles and viewpoints of current students.

# TC

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## Today

The magazine of Teachers College is produced by the Office of Development and External Affairs at Teachers College, Columbia University.

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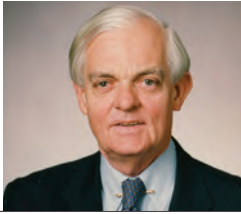
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**MOURNING A  
TC STALWART**  
Trustee **James  
Benkard** passed  
away in April (p56).

[ DEPARTMENTS ]

**5 @TC**

**6 News**

TC's 125th Anniversary Gala; a new student scholarship program; a grant to prepare STEM teachers; and more

**10 TC's Board  
The Next Generation**

Welcoming four new trustees

**Our New Trustees Emeriti**  
Honoring three stellar veterans

**13 Commentary**

**Christopher Emdin** on the late science educator **Sreyashi Jhumki Basu** (Ph.D. '06)

**40 Unconventional  
Wisdom**

Paradigm-changing work by TC faculty members

40 **Andrew Gordon** illuminates the brain-hand connection

42 **Ryan Baker** mines data about virtual learning environments

43 **Jeanne Brooks-Gunn** on harsher mothering in tough times

43 Education anthropologist **Hervé Varenne** is honored as a latter-day de Tocqueville

**44 Early Risers**

Recent TC graduates are shaping numerous fields. Meet seven working in higher education

**48 Campaign Update**

*Where the Future Comes First: The Campaign for Teachers College* puts the focus on support for students



**50 Future Leaders**

Like her famous ancestor, policy student **Amanda Washington** is trying to fix more than schools for poor students of color

**51 Alumni News  
Academic Festival 2014**

**53 Class Notes**

**55 Alumni Association**

**56 In Memoriam**

**ALUMNI FOCUS**

59 **Doing What Mothers Do**  
**Phyllis L. Kossoff** advocated for her daughter and others with cystic fibrosis

60 **Top-Drawer Entrepreneur**  
Former psychology researcher **Lida Orzeck** runs a values-driven lingerie business

61 **The Art of Overcoming**  
Music inspired pianist and music educator **Frances Walker-Slocum**

62 **Helping a School Find Its Voice**  
**Rashid Davis** wins presidential plaudits for leading a unique technology school

63 **What He Could Do For His Country**  
Kennedy insider **Stanley Salett** has fought for civil rights, school reform and an end to poverty

**64 The Last Word**



Student Senate President and first-generation college graduate **Bobby Cox** reflects on his TC experience



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# Big Ideas, Dreams & Plans for the Future

## **THE TC FUND MAKES BIG THINGS HAPPEN.**

Thousands of alumni participate in the annual fund each year, ensuring that our faculty and students have the support they need to lead the way as innovators and pioneers in shaping the future of teaching and learning. The future starts with you. Make a gift to the TC Fund today and be a part of something big.

Please visit us online at [www.tc.edu/GiveToTC](http://www.tc.edu/GiveToTC) or call **Susan Scherman**, Director of the TC Fund, at **212-678-8176** for more information.



## @tc

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**News**   **6**   *The making of TC's 125th Anniversary Gala and a new student scholarship program*

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**Special Report**   **10**   *Four new trustees join TC's board as three who are stepping down are named Trustee Emeriti*

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**IN NOVEMBER**  
TC President **Susan Fuhrman** and Board Co-Chair **Bill Rueckert** honored philanthropists who have transformed the College.

# A GALA EVENING FOR TC... and students are the beneficiaries

*“Welcome to our celebration of 125 years on 125th Street. Tonight we turn the page to the next chapter in TC’s illustrious history, as we set the stage for our sensational future.”*

Speaking on November 12 to some 600 alumni, faculty, students and friends of TC at the legendary [Apollo Theater](#) on 125th Street in Harlem, President Susan Fuhrman capped a yearlong celebration of the College’s founding and [announced a \\$300 million fundraising campaign](#) that will bolster the College’s capacity to transform education and learning throughout the 21st century.

*Where the Future Comes First: The Campaign for Teachers College*, the largest-ever campaign for a graduate school of education, was already halfway toward its goal, including \$1.4 million raised at the Gala to benefit student scholarships and fellowships. Fuhrman also announced [the Emanuel and Barbra Streisand Scholarship Fund](#) created through a bequest intention by the famed singer. (See page 48 for more about the Campaign for TC.)

The evening’s highlight was, in Fuhrman’s words, “a knockout Broadway-style” musical review that celebrated the College’s history of creating new fields and paid tribute to [the Gala’s](#) five honorees: TC Trustee and pioneering school reformer James Comer; philanthropist and TC Board Vice Chair Laurie M. Tisch; Jeffrey Immelt, Chair and CEO of GE; and the wife-husband team of educator and TC alumna Susan Benedetto and singer Tony Bennett, who co-founded Exploring the Arts, a nonprofit that strengthens the role of the arts in public high schools.

Lori Custodero, Associate Professor of Music Education, provided creative direction for the show, which featured an original script by veteran Sesame Workshop writer Scott Cameron (M.A. ’96). Food Network host Ellie Krieger (M.S. ’94) served as the evening’s master of ceremonies, and distinguished guests toasted the honorees. Former New York Governor Mario Cuomo praised both Bennett and Benedetto for creating a “new reality that supports the arts in public high-school education by giving students the chance to develop all their talent.”

PHOTOGRAPH BY BARBARA ALPER





#### STUDENTS AT THE GALA

From left:

Clifton E. Shambry Jr.,  
Amanda Washington,  
Rita Sanchez Gonzalez,  
Kenneth Graves,  
Charise Richards,  
Allen Wright

TC Trustee E. John Rosenwald toasted the GE leader by quoting Vince Lombardi's maxim that "the only place where success comes before [hard] work is in the dictionary," adding that he believes Lombardi was thinking of Immelt — "one of the world's hardest working CEOs." Psychology Professor Emeritus Edmund Gordon offered a toast to "my younger brother, Jimmy Comer, for rallying the whole village." And TC Board Co-Chair Jack Hyland called Tisch, who serves on the board of the New York Giants football team, "TC's giant," whose passion is "New York City, the great city we live in."

In perhaps the evening's most magical moment, Bennett sang an *a capella* rendition of "Imagination." When Fuhrman called for TC to become "an even more dynamic community," the audience obliged by flooding the stage for a dance party that lasted into the late hours. [TC](#)

Watch excerpts from the TC Gala at [tc.edu/news/9260](http://tc.edu/news/9260).

#### A GALA SALUTE TO VISIONARIES

"Tonight, we celebrate an extraordinary group of visionary philanthropists whose generosity and leadership have transformed the College and set the stage for an even stronger TC."

Speaking at the Apollo Theater in November, Board Co-Chair Bill Rueckert introduced TC's 21st-Century Visionaries: Trustee Emeriti **Dinny Morse**, **John Klingenstein** (and wife **Pat**), and **Abby O'Neill** (represented by O'Neill Fellow **Kimberly Iwanski**); Trustees **E. John Rosenwald**, **Joyce Cowin** (M.A. '52), **Ruth Gottesman** (M.A. '52, Ed.D. '68), **Elliot Jaffe** (represented by Jaffe Peace Corps Fellow **Tiffany Williams**), **Camilla Smith** (M.A. '72), **Sue Ann Weinberg** (M.E., M.A. '82, Ed.D. '97), **Jack Hyland** (Co-Chair) and **Laurie M. Tisch** (Vice Chair); Professor Emerita **Ann Boehm**; the **Riady Family** (represented by Riady Scholar **Muhamad Iman Usman**); the late TC Board Vice Chair **Arthur Zankel** (represented by TC Zankel Fellow **Christina Salgado**); and all members of TC's three leadership giving societies, represented by **Beverly Johnson** (Ed.D. '97), **Elisa Gabelli Wilson** (M.A., M.E. '97) and **Vijayshree "Shonu" Pande** (M.S. '03). And of course — though he would never have said it himself — **Bill Rueckert** and the **Cleveland H. Dodge Foundation**.

## A SCHOLARSHIP FOR THE AGES

TC has established a new 125th Anniversary Scholarship with funds raised through the College's benefit gala at the Apollo Theater in November. The new 125th Anniversary Scholarship Program totals \$900,000. There will be 90 awards of \$10,000 to current students. A first round of scholarships was granted for the 2013-14 academic year.

Continuing master's and doctoral students are eligible to apply. Scholarship recipients are evaluated on academic merit, satisfactory academic progress and financial need.

Increasing financial support for students is the largest funding goal of TC's \$300 million campaign *Where the*

*Future Comes First: The Campaign for Teachers College*. The campaign will seek to raise \$110 million for scholarships and fellowships so that, free of the burden of debt, TC's talented students can pursue careers that make a positive difference in the world.

"That evening at the Gala we sent the message loud and clear that TC students deserve our strong support to pursue their dreams," President Susan Fuhrman wrote in an email to the TC community in January. "We raised \$1.4 million for student support at the gala, the majority of which we can distribute through this new scholarship."

### A GRANT TO PREPARE STEM TEACHERS

The National Center for Restructuring Education, Schools & Teaching (NCREST) at Teachers College has won a \$12 million grant from the U.S. Department of Education for its STEM Early College Expansion Partnership. The partnership provides high-quality professional development to teachers in the STEM disciplines (science, technology, engineering and mathematics) who work with high-need students to boost their enrollment in these subject areas and in early college programs. Its purpose is to boost enrollment of high-need and minority students in the STEM areas and in early college programs.

The five-year grant, the largest-ever single federal grant to TC, is the College's first award from the DOE's prestigious federal Investing in Innovation competition.

NCREST will administer the grant with TC faculty members Erica Walker, Ellen Meier and Christopher Emdin collaborating on the design of professional development for STEM teachers in partner districts in Connecticut and Michigan. The project will serve as many as 22,000 students in 15 schools across the targeted districts.



### ED HEAD FOR THE FED

Anand R. Marri, Associate Professor of Social Studies and Education, has been named Vice President and Head of Economic Education for the Federal Reserve Bank of New York. Marri now serves as the Fed's highest-ranking officer for education nationwide.

In 2010, Marri led the development of "Understanding Fiscal Responsibility: A Curriculum for Teaching about the Federal Budget, National Debt and Budget Deficit." More recently he created The Cowin Financial Literacy Project, a professional development program for teachers funded by TC Trustee Joyce Cowin that is now expanding nationwide.

In his new role, for which he has taken a research leave from TC, Marri oversees programs to improve public knowledge about the bank's role and monetary policy, provide professional development to university faculty, and interest young people in economics and finance careers. He also directs the museum at the bank's headquarters in New York City.



### SPIRITUALITY AS ANTIDEPRESSANT

A study by Lisa Miller, Professor of Psychology and Education, has found that people who accorded religion or spirituality importance in their lives had a thicker brain cortex than nonbelievers who were at high risk for depression. Cortical thinning has been previously linked with depression.

"The new study links this extremely large protective benefit of spirituality or religion to previous studies that identified large expanses of cortical thinning in specific regions of the brain in adult offspring of families at high risk for major depression," said Miller, Director of TC's Spirituality Mind Body Institute.

In 2012, Miller found a 90 percent decrease in "major depression" in spiritually inclined adult children of depressed parents.



## EXTENDING A TRADITION

Professor Emeritus Edmund W. Gordon (front, right) and his wife Susan Gordon were on hand for TC's inaugural Gordon Lecture, delivered by Charles Payne (left, rear) and introduced by Ernest Morrell (right, rear).



## EXPLORING TC'S LEGACY IN TESTING

"Testing Then and Now," a conference in early December hosted by TC's Assessment and Evaluation Research Initiative (AERI), traced the historical roots of educational assessment — a field launched at the College — and sought to bridge the gap between the psychometricians who design tests and the policymakers and educators who implement them.

AERI Director Madhabi Chatterji, Associate Professor of Measurement, Evaluation & Education, called for greater understanding of the contexts in which tests are administered and for the use of tests for the purposes for which they were designed. "Validity, test use and consequences are inseparable," she said.

"Assessment has become the driver of education," said Edmund W. Gordon, Professor Emeritus and Chair of [The Gordon Commission on the Future of Assessment in Education](#), which co-sponsored the event. "If we don't get assessment right, I suspect we won't get education right."



## NEW LECTURE SERIES HONORS EDMUND GORDON

At TC's [inaugural Edmund Gordon Lecture](#) last fall, noted African-American historian Charles M. Payne sought to puncture the stereotype of "the wounded Negro."

"There's a reduction going on," said Payne, the Frank P. Hixon Distinguished Service Professor in the University of Chicago's School of Social Service Administration and former Chief Education Officer for Chicago Public Schools. Even among well-intended activists for progress, "black people are reduced to their oppression."

Payne said the "wounded-Negro" trope has been used by everyone from abolitionists mobilizing slaves to tell "horrible personal stories" to Depression-era communists portraying blacks as oppressed workers rather than as protagonists "developed enough" to be capable of Marxist "scientific analysis of society." In the 1970s, he said, the stereotype was perpetuated by the claim that African-American children were handicapped by cultural factors and the purported breakdown of the black family. Today it lurks in arguments that poverty and related factors "overwhelm the capacity of schools" to deliver positive outcomes.

**"WE ALL AGREE THAT POVERTY SHOULD BE ADDRESSED. BUT THAT HAS NOTHING TO DO WITH WHAT SCHOOLS CAN OR CANNOT DO."**

—Charles M. Payne

Payne's lecture, which honored Edmund Gordon, Richard March Hoe Professor Emeritus of Psychology and Education, was part of the [Educating Harlem project](#), a collaboration between the College's Program in History and Education and the [Institute for Urban and Minority Education](#), which Gordon founded in 1973. The Project is also supported by TC's Center on History and Education. [TC](#)

To support the Edmund Gordon Lecture Fund with a gift of any amount, contact Kerry Dillon at 212-678-3980 or [dillon@tc.edu](mailto:dillon@tc.edu)

## TC'S BOARD [THE NEXT GENERATION](#)

# Teachers College is known for having a savvy, committed Board of Trustees

## That tradition continues with four new members



### INVESTING IN EDUCATION **LISE EVANS**

Lise Evans (M.A. '06) never taught after earning her TC degree in English education, but she credits the College for launching her career

as an education philanthropist.

"I enrolled at TC when I was in my thirties, because I felt I would have taught had I not become a mother when I was so young," says Evans, who had two of her children while she was in college.

Indeed, though she worked as a fashion model in her teens and stayed in the industry while raising her children, Evans always cared deeply about education and social justice. Born and raised in Norway, she believes strongly in that country's commitment to universal education. In her early thirties, she made several trips to Africa to educate people there about HIV/AIDS prevention. As a journalism student at New York University, she was dismayed by public schools with metal detectors and shocked at the inequities of the American school system.

"Every child is owed the opportunity to learn," she says. "It's so destructive not to invest in people's futures."

While at TC Evans did her student-teaching at The [Children's Storefront](#), an independent, tuition-free school in Harlem. She subsequently served on the school's board for nine years and then joined the board of [Turnaround for Children](#), a nonprofit that helps schools confront the challenges of poverty. The organization recently honored Evans and her husband, Michael, who is former Vice Chair

of Goldman Sachs, for their work. Today she is regarded as one of the city's leading supporters of public education.

Why join TC's board now?

"Having been on the boards of different schools, my goal now is to increase my impact by learning more about how teachers are prepared and what they face working in the inner city," she says.

She's particularly excited about the [Teachers College Community School](#) and TC's [REACH \(Raising Educational Achievement Coalition of Harlem\)](#) project, through which TC and Columbia provide comprehensive academic, social and health services to six public schools in Harlem.

"I think the idea of bringing TC faculty and students into these schools to lend their expertise and apply cutting-edge ideas is absolutely brilliant," she says. "I hope other universities follow suit."



### THE INNOVATION TUTOR **GEORGE CIGALE**

In 1980, at age 11, George Cigale took apart the Commodore VIC-20 computer he bought for \$300 — "my life savings."

"Experimenting with technology helped me develop a sense of how things worked and how the pieces of things fit together," says Cigale, founder and CEO of [Tutor.com](#).

Cigale, who joined TC's board last June, has made the most of that talent. Arriving in the United States at age seven from the Soviet Union by way of Israel, he didn't speak a word of English. He learned about tutoring by helping his parents



navigate a new culture and language and, as a teenager, by working at The Princeton Review, which was then developing its test-prep business. “I learned that you can provide education in different ways, including by helping paying customers to improve their test scores,” he says.

Cigale paid for college by working as an SAT and LSAT tutor. When the Internet subsequently took off, he recognized the opportunity to “connect people who needed instructional help with people who could provide it to them.” Tutor.com has since delivered more than 10 million tutoring sessions online, using student feedback to constantly improve its methods.

Now Cigale, who previously served on a technology advisory committee at TC, will help the College develop some of its own innovative ideas and inventions.

“This country needs creative minds to improve education at every level,” he says. “TC is filled with thoughtful, passionate people at the top of their fields. I can add a perspective of what pieces you need to put together — a new course, a website, a business model — to make something sustainable as a new business line or licensed product.”

Ultimately, Cigale believes success in education still comes down to people.

“It’s a false dichotomy to talk about online versus in-person learning,” he says. “The best approach is a thoughtful blend of both, well executed by dedicated people.”



## CREATING MENTORING SPACES CAMILLA SMITH

As editor of her high school newspaper, Camilla Smith (M.A. '72) was excused from taking English — except by her English teacher.

“She said, ‘You’ll write an essay for me each week,’” recalls Smith, who joined TC’s board in December.

Smith, who has spent her life in teaching and editing (including stints at Putnam and [Teachers College Press](#)), treasures that response as an example of what’s currently lacking in education: mentorship.

“As digital natives, kids could go deep with their learning,” she says. “But museums, libraries and schools need to serve as mentors.”

To that end, Smith and her husband, George, have given \$8 million to turn the fourth floor of [TC’s Gottesman Libraries](#) into a learning theater for high-end workshops, interactive

research and other collaborations. As a board member of NPR, the University of California-Berkeley’s Bancroft Library and the [Leakey Foundation](#), which researches human evolution, Camilla Smith nudges these and other institutions toward a similar sense of mission. She also belongs to the Friends of San Francisco Public Library, which has refurbished the library’s branches and significantly boosted use.

“It’s not the books,” she says of that achievement. “It’s the kids using the Internet. That’s the first step.”



## AN INDEPENDENT SCHOOL THINKER NANCY SIMPKINS

No one was surprised when Nancy Simpkins joined TC’s board in December. Simpkins’s father is Trustee Emeritus

John Klingenstein (see page 12), founder of TC’s [Klingenstein Center for Independent School Leadership](#). She has been a trustee at her children’s schools and at Miss Porter’s School, which she attended. “Dad wanted to make sure our schools did their best for their students,” Simpkins says.

But where her father approaches education as a supportive outsider, Simpkins prefers a more direct role. For example, she’s a founding trustee of [The Wild Center](#), a natural history museum near her vacation home in the Adirondacks.

“One of the leading local citizens canoed over and asked me if I’d be interested,” she says. “It’s been great to be in on the ground floor of shaping an institution.”

The year after Simpkins graduated from college, she lived in a town in Oregon. One day she crossed the street to the high school and volunteered her services.

“When they got over their shock, they made me an assistant teacher for art, remedial reading and forestry,” she recalls. “The school had 200 acres, and I spent a lot of mornings with boys with chainsaws.”

Simpkins ultimately decided both that she lacked what it takes to be a great teacher — “I didn’t have a clue about management and discipline” — and that she wanted to do something about the nation’s two-tiered education system.

“None of those kids ever cracked a book outside of school or saw their parents reading,” she says. “I love the Klingenstein Center, and I’ve never met a graduate who didn’t feel it had improved her professional or educational life. But the vast majority of U.S. kids go to public schools, which are in an appalling state. If you want to fix them, Teachers College is the place to be.” [TC](#)



## Meet Our New Trustees Emeriti

Together they possess 70 years' experience on TC's board

**I**ve seen the difference that an American-style education can make — a liberal arts education in which people learn to listen, to respect each other's points of view and debate ideas on their merits," says **Antonia Grumbach**.

Grumbach, partner in the law firm Paterson, Belknap, Webb & Tyler, has worked extensively with American educational institutions in the Middle East and joined TC's board in 1985. She has served on its Audit, Compensation, Development, Library, Student Affairs and Executive committees, and was Co-Chair from 1997 to 2003. She has generously supported [TC's Annual Fund](#) and the Antonia Grumbach Endowed Scholarship Fund.

While serving on the board, Grumbach envisioned that other nations would "leverage what TC can do in terms of graduate education for educators — the development of curriculum, the training of teachers, the teaching of pedagogy."

That vision has become a reality in recent years: "Susan Fuhrman has tried to work at the government or private level to address real societal problems and reach the greatest number of people."

**W**hen **John Klingenstein** received a special Lifetime Achievement Award from TC, Pearl Rock Kane, Director of the College's [Klingenstein Center for Independent School Leadership](#), praised him for his "gentle and self-effacing demeanor, his kindness and generosity, and above all his respect for learning and those who lead it."

Klingenstein joined TC's board in 1979 and served on its Academic Affairs, Business and Finance, Compensation and Executive committees. During the late 1970s, he established the Klingenstein Center, the preeminent program of its kind, and later endowed it with the largest gift in TC's history. He also funded the Klingenstein Family Chair Professorship.

Board Co-Chair Jack Hyland has described Klingenstein as "the closest thing we have to an all-around player," adding that his "loyalty, common sense and faithful attendance are legendary." TC President Susan Fuhrman has said that Klingenstein "set the standard for what it means to take an active and caring role in the life of an institution."

**M**y family and I have been involved in education for many years, so Teachers College was a natural fit for me," says **Abby O'Neill**, whose great-grandfather, John D. Rockefeller — also a TC Trustee — gave the College \$500,000 in 1902 for its endowment.

O'Neill, who joined the board in 2004, has continued this legacy of investing in TC and its students. In 2013, she established the [Abby O'Neill Fellowships](#) to support students committed to teaching in New York City and to remove financial barriers to fulfilling that commitment. This spring TC recruited the second class of O'Neill Fellows, who will earn dual certification in areas of great need for New York City schools, such as science/inclusive education, elementary education/bilingual or TESOL. With her husband, George, she also endowed the George & Abby O'Neill Professorship of Economics and Education.

O'Neill has spent more than 50 years on the board of [International House](#) and traveled to Poland, the Czech Republic and Hungary to help those nations build civic institutions following the collapse of the Soviet Union. Of the challenge of building a democratic society, she has said, "education is the secret to it all." **TC**



# “You Can’t Teach that Kind of Magic”

Remembering science educator Jhumki Basu (Ph.D. '06)

By Christopher Emdin

**Sreyashi Jhumki Basu** was a New York University professor of science education who died of breast cancer in 2008 at the age of 31. Last year, she posthumously received TC’s Early Career Award. [Mission to Teach: The Life and Legacy of a Revolutionary Educator](#) (2013), written by her father, Dipak Basu, tells the story of an impassioned young woman who created math and science programs for under-privileged teenage girls; developed a physics curriculum for high schools in South Africa; helped found a school based on the theme of democracy and leadership; and won a research fellowship to help new science teachers interpret and enact democratic science pedagogy. Her parents have since created the Jhumki Basu Foundation to promote equity in science education.

I can’t talk about Jhumki as a science educator without first talking about her as a friend and a person.

She was the most kind, insightful, creative, yet at the same time most buck-against-the-norm kind of person I’ve ever met.

She had such immense passion for what she was doing. She was the first person I’d ever seen bring a motley crew of students to present at a science education conference. And she was the first person I ever saw who, midway through making a scientific presentation, was moved to tears by her material.

As science educators we were kindred spirits. I came to TC just as Jhumki was leaving, but we became instant friends. We attended each other’s research meetings. We talked about our careers. We laughed about the similarities in our work. We were both firm believers in urban science education; we were both conceptual physicists and former physics educators. We had both helped to found the schools where we taught.

When Jhumki passed away, part of what was so painful to me was that she wouldn’t get to see our vision for urban science education come to fruition. We both wanted to showcase youth culture in the sciences; to connect science to the larger realm of engineering, technology and math in ways that come to life; and to empower young people from the inner city to walk the university campus as if they owned it. We both felt that science education could give a voice to the voiceless — to the kids from Brooklyn who have been told they’re not smart, they’re not going to college — and we wanted to create a cadre of new teachers who understand that teaching science in urban settings requires

a very special approach and mindset.

People often say that someone they lose was amazing, but with Jhumki it was really true. There are pictures of her coming back from chemo to teach her classes. In the very last email I received from her, she asked me to review a grant she was applying for. That was two days before she died. She fought till the last second, and she never once thought the cancer would defeat her.

Her biggest accomplishment was the lives she touched. The ninth graders she wrote about in her dissertation are now in college. They’re science majors, poets, thinkers. She flew them across the country to her wedding in California — kids from Brooklyn who would never have seen that part of the country, or experienced Indian culture, or glimpsed the world of a scientist.

In 2007, not long after I started teaching at TC, I called Jhumki and told her I was thinking about leaving, because my own sister had been diagnosed with colon cancer. I didn’t know anyone here, and I was feeling the pressure of being at an Ivy League institution. I was thinking that maybe academia wasn’t worth it — that I’d just go up to Buffalo and hang with my sister. That’s when Jhumki told me she had breast cancer and talked me into staying. I’ll never forget that act of selflessness. She said, “You’ll make it here.” She told me that cancer is not a death sentence.

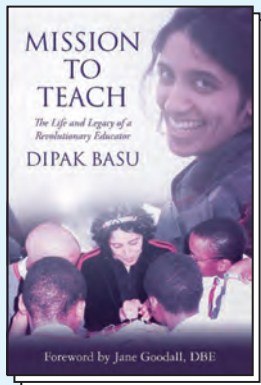
In the end, I lost them both — Jhumki and my sister. But Jhumki gave me my career.

The book about Jhumki gives you a wonderful sense of all the different layers of her life. But it’s also a beautiful book for

readers who want to know what makes someone like that tick. Still, there are things about a person you can’t really grasp from reading a book. You can’t teach that kind of magic. You can only retrace the constellation of experiences to see how they gave birth to that kind of a soul.

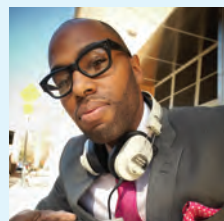
Sometimes at the end of the day I walk past the plaque in the TC lobby that has the names of all the [Distinguished Alumni Award winners](#). I see her name on it. And I think about how proud I am to have known her. [TC](#)

*Christopher Emdin is Associate Professor of Science Education.*



“HER BIGGEST ACCOMPLISHMENT WAS THE LIVES SHE TOUCHED.”

— Chris Emdin



# BEYOND THE CAMPUS

## IS THE CLASSROOM DEAD?

Will college campuses be replaced by MOOCs (massive online open courses) and other virtual platforms? That was the question put to speakers at “[More Clicks, Fewer Bricks](#),” a debate held at Columbia University this spring.

The answer, most agree, is: Probably not any time soon. But at TC, the view is that learning spaces — from smart classrooms to brain research labs to innovative library spaces to online courses — must blend the real and the virtual through technology that enables people to collaborate, build knowledge and tap all relevant sources of information.

Through [Where the Future Comes First: The Campaign for Teachers College](#), this vision of the 21st century campus is becoming a reality.



**HANDS-ON  
LEARNING, 2.0**

In HM 438, instructors and students build knowledge together.



## **EVEN THE CLASSROOMS ARE SMART**

TC's high-tech campus makeover aims to realize Dewey's century-old vision of teaching *By* **ROBIN EILEEN BERNSTEIN**

**W**ith its heavy oak doors and window casements, 16-foot ceilings and varnished wood floors, Teachers College's Horace Mann Hall conjures visions of bearded men in monocles and stiff collars lecturing to rows of obedient listeners.

But not HM 438. One chilly evening last fall, students in Ellen Meier's class on Technology and School Change clustered around conference tables of gleaming white board, watching a video on monitors on all four walls about an Internet app that enables real-time sharing of content from any smart device. Then they divided

into teams to develop technology-driven plans to help hypothetical schools create more dynamic, collaborative learning environments.

After a digital stopwatch on the monitors ticked to a halt, the teams wirelessly projected their presentations from laptops onto the wall screens. Kenny Graves, a professional development associate from TC's [Center for Technology and School Change](#), videotaped each presentation and displayed students' digitally organized comments on a chart that

would later be posted on the open-source learning platform Moodle.

"A technology-rich classroom provides new tools for creating learning environments," says Meier, who co-directs the Center and coordinates the College's Educational Technology Specialist Program. "Using it involves rethinking traditional

teaching and learning, but it's exciting to create an environment where students explore ideas and construct understandings. We know that kind of active learning is most effective."

Janine Bowes, an Australian school leader earning a master's in Instructional Technology & Media, agrees. "This room enables students to teach and lead discussions, but the instructor must design that kind of learning. The technology won't magically do it for you."

### **A NEW FRAMEWORK FOR LEARNING**

TC's campaign *Where the Future Comes First* calls for the creation of more smart classrooms in the coming years. Because these additional spaces will

**"YOU HAVE  
TO VISUALIZE  
INFORMATION IN  
NEW WAYS."** — *Tom Candler*

be tailored to more specific uses, each room will offer variations on the features of the prototype in HM 438 — but the intended result is every bit as dramatic.

“We have some of the leading minds in learning technology, so we must offer cutting-edge facilities,” says Harvey Spector, TC’s Vice President for Finance and Administration, who tapped New York City-based SHoP Architects to design HM 438. “The smart classrooms are central to our efforts to lead a revolution in teaching and learning.”

The essence of the revolution, says TC alumnus Matthew Pittinsky, founder of [Blackboard](#) and CEO of [Parchment](#), is “the fact that we are interconnected through IP, through networks that break down barriers of time and space.”

HM 438 makes those connections happen. The room boasts two projectors, two PCs, four cameras for video-conferencing and four wall displays, two of which are touchscreen and use SMART Notebook software. The walls are movable sliding white board, and the 11 tables, on casters for easy reconfiguration, can be flipped up for presentations.

The room’s hardware and cables are hidden behind a shell within the original walls. “Technology changes rapidly,” says Spector, “but the architects’ plug-and-play design lets us quickly adapt to potential new applications without gutting the room.”

With its wireless connectivity HM 438 often displays a live Twitter feed on one screen, a PowerPoint on another and handwritten instructions on a white board. Presenters can participate, virtually, from anywhere.

“One student in my class last summer had to leave early to teach in Taiwan,” recalls Adjunct Assistant Professor Tom Chandler (Ph.D. ’09), Associate Research Scientist at the [National Center for Disaster Preparedness](#) at Columbia’s [Earth Institute](#). “He did his final presentation via Skype and using Google Earth. Our screens and sound are so high-quality, it felt like he was in the room.”

Chandler, who helped create TC’s landmark 2007 [curriculum](#) about Hurricane Katrina and its aftermath, is an expert on the role of geography in disasters. Maps are key in his TC course, which

helps aspiring social studies teachers incorporate global energy sustainability issues into their teaching.

“To understand the scale of these problems and the solutions needed, you have to visualize information in new ways,” he says.

Chandler requires his students to take pictures of environmentally troubled local areas, such as the Superfund sites at Newtown Creek and the Gowanus Canal. In class, they further document what they’ve seen with Google Earth, which, through satellite and aerial photography captures details as small as specific streets and houses, and with real-time data on public health, weather and traffic.

“After Hurricane Sandy, they could really see the extent to which water contaminated by millions of gallons of toxic spillage flowed onto people’s property and caused them direct physical harm,” he says. Through census information and by using Google Earth to show geographic concentrations of people the census doesn’t name, the students can further spotlight the socioeconomic implications of disasters.

“Ultimately, this technology is all about the democratization of information,” Chandler says. “Students create their own visual interpretations of the world. It’s a profoundly powerful learning experience, and it dramatically changes their pedagogical practices, as well.”

#### NOT JUST FOR TECHIES

The subjects Meier and Chandler teach directly relate to technology. But can a smart classroom help faculty and students in English education or anthropology or languages?

“English or language teachers who think about using technology as a way to help build student knowledge will probably find creative uses for these tools,” says Meier. “It’s really not about the technology, per se, but rather how the technology helps support learning goals.”

Not long ago, Chandler saw students in his TC class messing with their cell phones while he was talking. “I thought they were texting friends,” he says. “But they were actually taking notes on their screens. So the question isn’t: ‘Why should I use this stuff,’ but rather: ‘How am I going to use it?’ Because our students are already there.” **TC**

## TC’S SMART CLASSROOMS ARE CENTRAL TO A REVOLUTION IN TEACHING AND LEARNING.



#### SMART FUNDER

“I believe in the power of education,” says **Amity P. Buxton** (M.A. ’52, Ph.D. ’62), whose [generous gift](#) is funding a smart classroom at TC.

“My trust in Teachers College is based on the fact that it continues to develop its training of excellent teachers to educate diverse populations,” says Buxton, who taught for 22 years in diverse urban districts. She also has supported the [TC Peace Corps Fellows Fund](#), the [TC Fund](#) and the Amity Buxton Scholarship Fund.





# THE LAB OF THE FUTURE

## In a new space for brain research, a world of expertise

By **JOE LEVINE**

### MAKING WAVES

Kids are unpredictable subjects. **Nadey Dakwar**, 8, participates in a practice run.

In Karen Froud’s [Neurocognition of Language lab](#) in Thorndike Hall even blue-eyed, black Madagascar lemurs have a voice. Recordings of their raucous burble are a frequent reminder that brain research demands a meeting of diverse minds.

“TC is unique in providing the opportunity to collaborate with so many different people, to study such a range of phenomena and behaviors, and to think about it all in the framework of what’s actually going on in society,” says Froud, Associate Professor of Neuroscience & Education and Speech & Language Pathology.

Froud and her students helped renovate the lab last summer to better support such work. “When you come here, you become part speech pathologist, part physicist, part electrical engineer,” says Ph.D. student and lab manager Trey Avery.

The reconfigured space gives Froud [room to expand research](#) and work toward launching a new Ph.D. program in Neuroscience & Education. A second 128-channel electroencephalography (EEG) system — the lab’s primary tool to pinpoint the brain’s real-time responses to specific stimuli — permits uninterrupted data collection.

“This is our concept of a classroom of the future, combining lab with teaching space,” Froud says. The resulting student apprenticeship is unique in a hierarchical and narrowly structured field. “I’m surrounded by people from around the world with expertise in education, the clinic, the policymaking arena. They ask: ‘How do children learn to read?’ ‘How does poverty affect education?’ ‘How does what we do in a speech/language clinic change the way children talk or perceive sound?’ We try to bring these huge questions, which can inform clinical interventions for populations in need, down to an actual experimental manipulation.”

The lemur recordings, for example, figure in research by Froud and former student Reem Khamis-Dakwar on a speech disorder called apraxia. Manifesting primarily as a difficulty

in producing complex sounds, the condition is widely considered one of motor coordination. However in linguistic analyses, the speech of adult stroke patients with apraxia lacks evidence of co-articulation, the capacity to physically shape and continuously sequence upcoming sounds while speaking.

Co-articulation, in turn, depends on under-specification — the brain’s ability to screen out unimportant speech sounds and attend to those most relevant. So perhaps children with apraxia don’t underspecify, Froud and Khamis-Dakwar reason.

Apraxia must then partly relate to problems in the brain’s sound processing systems or sub-systems. Hence the failure of traditional speech therapy, focusing on movements of the tongue and palate, to help children with the disorder.

Funded by the [Childhood Apraxia of Speech Association of North America](#), the two researchers have since brought children to TC

to listen as they wear electrodes that record their brains’ responses to contrasts among various sounds. Spikes on a read-out graph indicate when a child recognizes differences in speech sounds as distinctive and meaningful. The work requires patience and tight control of noise and light to ensure that brain activity recorded during EEG monitoring is in fact triggered by the stimulus being tested. The payoff is the chance to improve lives now.

“We’ve found that kids with apraxia do indeed specify differently than other children, though the logic of when and why is not yet clear,” says Khamis-Dakwar, who teaches at Adelphi University. “A condition thought to be very complex could hinge on something relatively simple. Although that may not make it any simpler to remediate.”

Froud takes the long view. “A wise man told me, ‘If you do research, you should end up with more questions than answers.’ By that measure, we’re doing it right.” **TC**

**“WHEN YOU COME HERE, YOU BECOME PART SPEECH PATHOLOGIST, PART PHYSICIST, PART ELECTRICAL ENGINEER.”**

— *Trey Avery*



May We Recommend the

# Vegetables?

A new TC center funded by Laurie M. Tisch guides government policy on food **By NANETTE MAXIM**

**a**s the battle heats up over the renewal of the federal Child Nutrition and WIC Reauthorization Act, the **Laurie M. Tisch Center for Food, Education & Policy** at Teachers College is playing a major role on Capitol Hill as New York City’s advocate for the legislation, which ensures food access for low-income children and families.

Established last year within TC’s Program in Nutrition through a gift from the **Laurie M. Tisch Illumination Fund**, the Center is emerging as an important player on city, state and federal food and nutrition policy. The new Center works on multiple fronts to increase demand for healthful foods, combat the overabundance of unhealthful ones and promote a sustainable food system.

The WIC reauthorization effort exemplifies the Center’s collaborative approach, involving government and community partners — along with TC alumni in the field. The Center is working with the nonprofit **City Harvest**, whose Director of Policy and Government Relations is Kate McKenzie (M.S. ’02), and the office of U.S. Senator Kirsten Gillibrand, where Lauren Au (M.S. ’10) is a key aide.

“Our ultimate aim is to change the behaviors most connected with health problems,” says Tisch Center Executive Director Pamela Koch. “We emphasize education to build demand for healthful, affordable and ecologically sustainable food, and we emphasize policy change to create environments where healthy choices are made easy. When education and access work synergistically, people embrace healthful eating.”

## HOW DOES YOUR GARDEN GROW?

Nutrition education programs abound these days, but which ones are really making a difference? To find out, Kate Gardner, the Center’s first doctoral fellow in nutrition education, is

working with initiatives like **Grow to Learn NYC**, the city program that provides mini-grants to schools and maintains a registry of school gardens, to identify the most successful gardens and the factors that make them effective.

“A lot of public funding is going into school gardens, so Kate’s research has huge policy implications,” says Koch. In fact, the nation’s future depends on work like Gardner’s.

“This is the generation of children who face the very real possibility of having shorter lifespans than their parents,” says Isobel Contento, TC’s Mary Swartz Rose Professor of Nutrition and Education, who coordinates the College’s Program in Nutrition and is Director of the Tisch Center. “One-third are expected to develop diabetes, with consequences that will include workplace absenteeism, poor vision and difficulty in walking. So it’s critically important that we develop and evaluate education and policy approaches to shape more positive outcomes.”

Advertising by soft drink and packaged food manufacturers, urban development that has created “food deserts” where few stores sell fresh produce, and the elimination of meaningful physical education from many schools are also factors, increasing the need for a comprehensive approach.

“We’re trying to build a national model for health-promoting schools,” says Koch.

The Center’s Kathleen Porter (Ph.D. ’13) has conducted a **first-ever study** of the scope and reach of nutrition education programs that are provided by a range of government, university and nonprofits to New York City public elementary schools. Porter found that only 39 percent of public elementary schools in the three boroughs studied had such programs and virtually none were reaching high-need schools. She also looked at a



**FOOD FIGHTERS** Representing a century-plus of nutrition leadership at TC are (clockwise from left) Isobel Contento, Pamela Koch, Joan Gussow and Mary Swartz Rose

CLOCKWISE FROM TOP LEFT: TC FILE PHOTO; PHOTOGRAPH BY ALICE PROJANSKY; TC FILE PHOTO





**SHE'S ALL ABOUT ACCESS**

When philanthropist **Laurie M. Tisch**, Vice Chair of TC's Board of Trustees, founded the **Laurie M. Tisch Illumination Fund** in 2007, her vision was that access to

education, the arts, services and, of course, healthy food, "should not be determined by zip code." The Illumination Fund consistently champions innovative approaches to address all of these issues and to illuminate strategies that can transform the urban landscape.

subset of effective nutrition education programs "to discover what schools were doing to get the programs and make them work, and then how they were making them stay."

Porter's research, released this spring, "could be a model that's used in the rest of the country," Koch says.

**MEASURING IMPACT, INFLUENCING POLICY**

"Prevention is important, and food is the best medicine," says Heewon Lee (Ph.D. '09), Adjunct Assistant Professor of Nutrition Education, who manages and analyzes all of the data generated by research studies at the Center and the Program in Nutrition.

In one project, Contento and Koch are assessing the added impact of "wellness policy" in 20 New York City schools that also offer a classroom nutrition program developed by TC. The policy included making foods and snacks brought from home more healthful and having 10-minute dance breaks twice a day.

Children in the study, which was funded by the U.S. Department of Agriculture, have been evaluated before and after the intervention for changes in height, weight and body fat; eating behaviors; levels of physical activity; and improvements in knowledge of healthful nutrition and fitness practices.

Preliminary results of the USDA-funded study found "most of the behaviors were predicted by whether [the children] perceived them as habits," Lee says. "The more regular the habit — whether that was eating well or eating junk food — the more they were apt to stick with it." Among the positive outcomes were reduced recreational time devoted to TV and video games and (for some participants) drinking fewer sugary beverages.

On the community front, TC served as the evaluators for the **New York City Food and Fitness Partnership**, funded by the W. K. Kellogg Foundation program, which works with residents and community organizations in areas such as central Brooklyn to create more healthful food outlets and spaces for physical activity.

And now, reflecting its *raison d'être* to unite the many organizations working on food issues, the Center is broadening its impact by serving as a resource for other grantees of the Laurie

# Kitchen Cabinet

*TC's century-plus of influencing nutrition education and policy*

TC has led the fight for better nutrition since 1909, when a young faculty member named Mary Swartz Rose taught the world's first courses in nutrition education. During the 1970s Joan Dye Gussow, now Professor Emerita, introduced the world to the notion of locally sustainable food systems, influencing current prominent food writers such as Michael Pollan and Mark Bittman.

Isobel Contento, the Mary Swartz Rose Professor of Nutrition Education and author of the first-ever nutrition education textbook, has focused the field on overcoming motivational and environmental barriers to healthful eating. She also is at the forefront of an effort to create national standards for nutrition education.

TC's Program in Nutrition has produced high-profile leaders in the field, including Christina Economos (M.S. '91), The New Balance Chair in Childhood Nutrition at Tufts University and Director of the nonprofit **ChildObesity180**; former TC faculty member Toni Liquori (Ed.D. '96), now Executive Director of **School Food FOCUS**; and Ellie Krieger (M.A. '95), *The New York Times* bestselling author and host of Food Network's "**Healthy Appetite**."

"We can't change the world all by ourselves," Contento says, "but we're definitely spreading seeds of change."

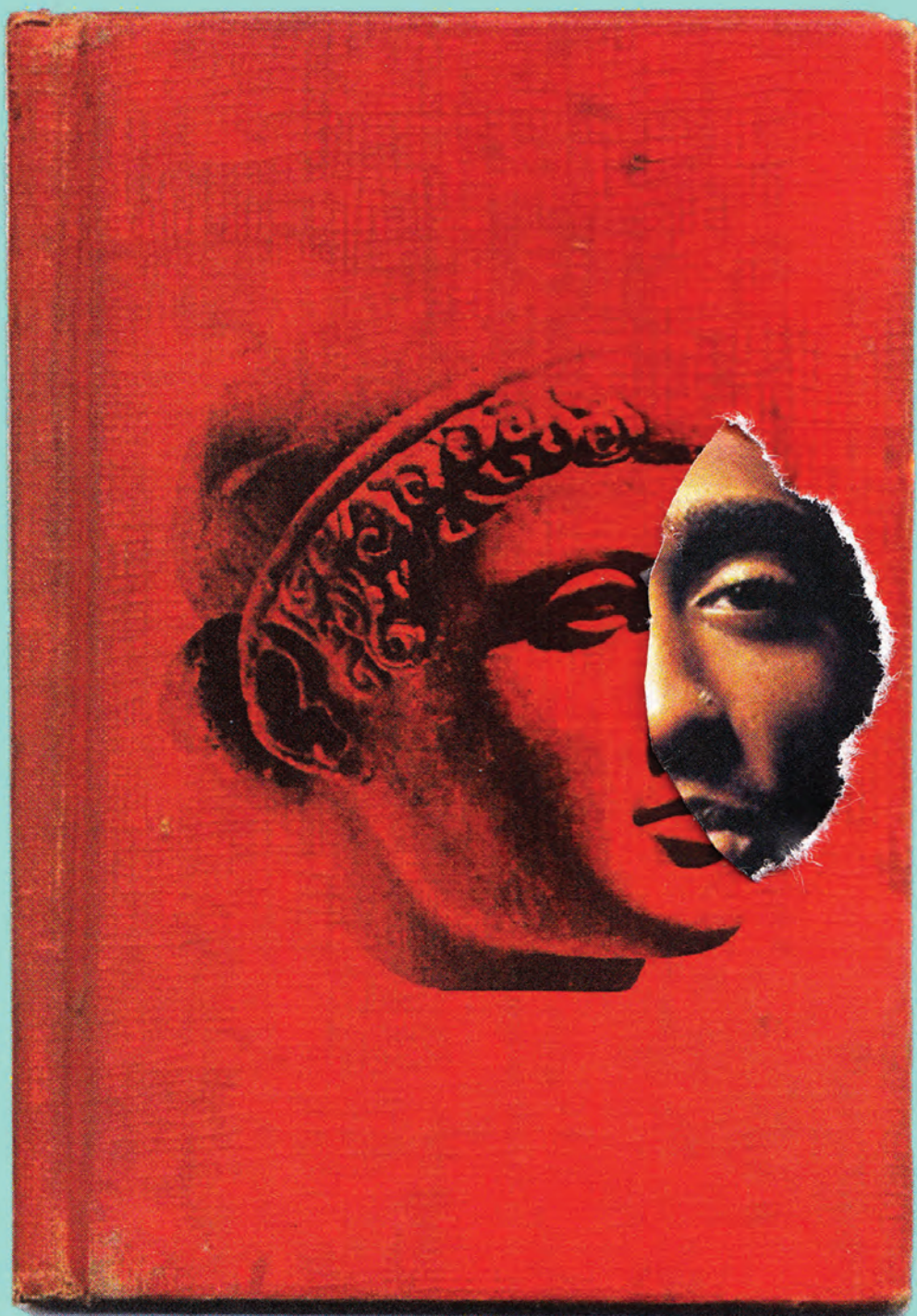


M. Tisch Illumination Fund's **Healthy Food & Community Change Initiative**, including **City Harvest**, **Local Initiatives Support Corporation** and **Wholesome Wave**.

"Suddenly a lot of food policy groups have emerged," says Contento, adding that what sets the Tisch Center apart is that where "the other programs focus primarily on increasing access to healthful food, we're linking food access and education."

Koch agrees. "We're good at and are known for developing innovative educational programs that help children understand the food system and their place within it. And now we're layering on policy. We won't lose that core." **TC**





*Illustration by*  
OLIVER MUNDAY

# A NEW SPIN ON ENGLISH

A new philosophy of teaching holds that *what* young people read may matter less than *how* they read it

By JONATHAN SAPERS

**I**t's funny how *Odysseus* says things that don't really happen. Should he man up and tell what really happens? No way, because he is the hero *Odysseus*... I am a hero that never backs down from anything. Why tell the truth and get all my credentials washed away cause I wimped out one time? My image will be erased from society and people will stop chanting my name. Do you know how it feels when the crowd stops chanting your name? It's depressing, man.

For Adele Bruni (M.A. '07), the above brief "commentary" by a ninth-grader who had previously declared he hated English represented a major victory.

"Anything they perceive to be hard to read, they'll discard," Bruni, a TC doctoral student teaching at [New York City's Lab School for Collaborative Studies](#), says of her students. "It's difficult for them to sustain attention on a text because they're so used to scrolling through screens."

Engaging hearts as well as minds is the central enterprise of English teachers. Students, who nowadays reflect an ever-wider range of cultures, backgrounds and orientations, must care deeply about reading or the battle is lost before it has begun — particularly when the choice is between long-dead, white male authors or entertainment available at the tap of a screen.

This challenge is prompting a reexamination of the field's basic assumptions.

"Why do we insist on teaching the novels, poems and plays of people who have long since perished and who may have held world views that implicitly demeaned the students now asked to read and cherish them?" asked Ernest Morrell, Professor of English Education and Director of TC's [Institute for Urban and Minority Education \(IUME\)](#), in his 2012 inaugural speech as President-Elect of the [National Council of Teachers of English \(NCTE\)](#). "Should English teaching change as the population of students changes and as communications technologies make life utterly unrecognizable to the worlds of many canonized authors? What in English is sacred and untouchable?"

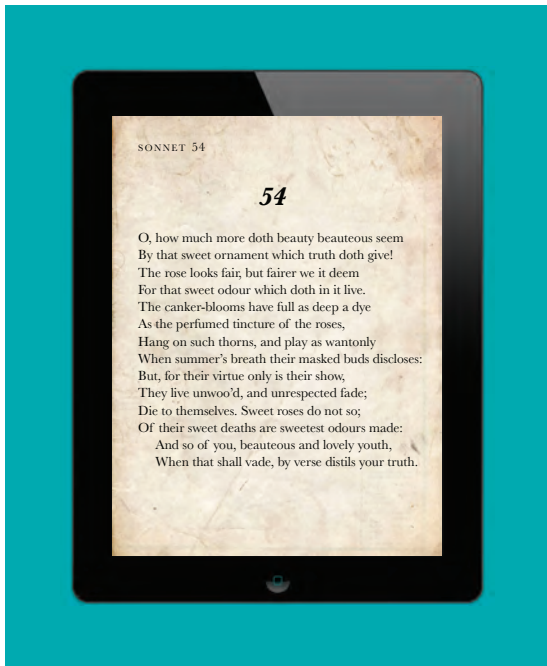
Morrell, who extols his favorite novel, Hemingway's *For Whom the Bell Tolls*, even as he counsels encouraging economically disadvantaged students of color to write what they know, urged his colleagues to "simultaneously champion and transform the discipline."

"I once received a reprimand during a job interview that continues to inform my thinking and practice," he says. "The interviewer kindly reminded me, 'You don't teach English, you teach *students* English.'"

Fulfilling that dictum means recognizing that *what* students read may be less important than *how* they read it.

"Whether they're reading the weather, a friend's gestures or a novel, part of the work of my classes is to create knowledge, sensitivities and a repertoire of





strategies to read and write the world,” says Ruth Vinz, TC’s Enid and Lester Morse Professor in Teacher Education.

In her award-winning book *Composing a Teaching Life*, Vinz confesses that in her first year of teaching she “talked about literature in classrooms” while “students mostly watched.” Unhappy with the results, she recalled her own childhood initiation into literature after her father’s death in World War II: “My grandmother, attempting to fill the space, shared with me the literature that she loved” — Mark Twain, the Brothers Grimm, *The Arabian Nights*, Bashi, Lao Tzu — “and I constructed a world of experience and imagining far beyond, where I lived and located myself within the spirit of the grandmother who led me into a life with literature.”

Vinz has since sought to tap the power of young people’s “literacies,” which she defines as the meanings they make of “any text in dialogue with others, based on their prior experiences and developing understandings of spatial, temporal, societal and cultural contexts.” Over the past 20 years, she has mainstreamed this approach into the preparation of thousands of TC pre-service teachers and the New York City schools where they hone their craft, become full-time teachers and mentor subsequent pre-service students and graduates.

Other faculty members in English Education similarly prod their pre-service students to draw on young people’s experiences and backgrounds.

“If I’m teaching Arthur Miller and the theme is the American Dream, why not also look at the American Dream through the eyes of Sandra Cisneros, who’s



### CHAMPIONING AND TRANSFORMING THE DISCIPLINE

Morrell believes technology can empower young readers.

Mexican American?” says Assistant Professor for English Education Yolanda Sealey-Ruiz, a former New York City high school teacher.

Sealey-Ruiz has taught pairings that range from James Baldwin (*If Beale Street Could Talk*) with Gertrude Stein (*Three Sisters*) — both gay expatriates who lived in Paris — to Shakespeare’s Sonnet 54, with its discussion of the “perfumed tinctures of roses,” and Tupac Shakur’s “The Rose that Grew from Concrete.”

“Books with a variety of characters and viewpoints open up a different conversation about the beauty of human complexity,” Sealey-Ruiz says. “If students see themselves in a book — if their experiences are offered in a classroom — they engage very differently.”

To say something meaningful about what they’ve read, students need to view writing as a medium suited to their own voices. Traditional “lit-crit” forms, such as the five-paragraph essay, may turn them off.

“It’s the students who are already most alienated from academic life who are hurt the most,” says TC Distinguished Senior Lecturer Sheridan Blau. “They already think their voices and way of thinking have nothing to do with school, and now because we say ‘Fill this formula,’ writing becomes a meaningless activity.”

Blau, a past president of NCTE who is Coordinator of TC’s English Education/Teaching of English Program, devised the commentary format that Adele Bruni uses with her students. These

written responses may initially be as simple as “I hate this poem” or “I don’t understand,” but can become the basis for an ongoing discussion of texts being studied. Less sophisticated writers will read the contributions of more sophisticated writers and begin to participate more extensively in what becomes truly academic writing.

“Writing about their reading in order to contribute to classroom discussion of literature makes the literature and the writing more socially real and engaging for students,” Blau says.

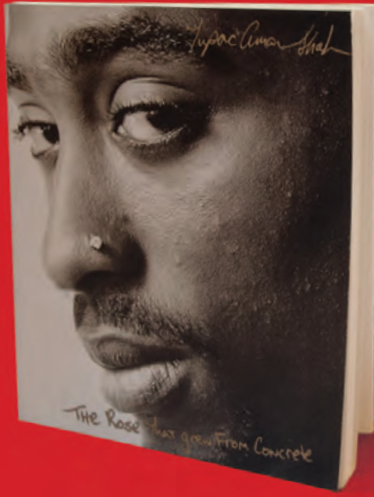
“If you’re going to share your work, you take it a little more seriously because you are speaking not only for yourself but also to, and with, others,” agrees Vinz, who with former student Erick Gordon founded TC’s *Student Press Initiative*. The program has worked in New York City classrooms to produce printed anthologies of student work,



**“ IF STUDENTS SEE THEMSELVES IN A BOOK — IF THEIR EXPERIENCES ARE OFFERED IN A CLASSROOM — THEY ENGAGE VERY DIFFERENTLY.”**

— Yolanda Sealey-Ruiz





### The Rose that Grew from Concrete

Did u hear about the rose that grew  
 from a crack  
 in the concrete  
 Proving nature's laws wrong  
 it learned 2 walk  
 without having feet  
 Funny it seems but by keeping  
 its dreams  
 it learned 2 breathe fresh air  
 Long live the rose that  
 grew from concrete  
 when no one else even cared!

— Tupac Shakur

## WHAT IN ENGLISH IS SACRED AND UNTOUCHABLE?

including a compendium of memoir pieces by students in New York's six schools for recent immigrants, oral histories by Muslim youth and personal histories by incarcerated young men. "You learn more about your work as you and others talk about it. And when we talk about it the way we talk about *Macbeth*, you start to see yourself as a writer."

As students write, they also become motivated to learn what they need to know — a self-directed approach dating back to the Renaissance essayist Montaigne that arguably is now finding its apotheosis in the Internet.

"Adults used to be the guardians of access to information," Ernest Morrell says. "Now young people can choose what they're edified by."

Technology enables teachers and students alike to change traditional English classes from within, Morrell says. "A lot of English is what you produce. Multi-modality is also becoming part of the classroom, so we're looking at images mixed with text, cultural studies, magazine covers and film."

For example, [IUME](#) recently served as the Harlem site for [Beyond the Bricks](#), a project funded by the [W. K. Kellogg Foundation](#) through which African-American male high school students videotaped images of black men that counter stereotypical portrayals in film, television and the media.

"And with technology, work doesn't have to remain in the classroom," Morrell adds. "Now students share briefs based on research papers with City Council members and the mayor."

The lesson learned: writing — and communication of any kind — can have an impact in the real world.

"We all know the power of being an educator, whether in breaking down racism or encouraging students to come out in class," master's student Miriam Goldberg said one wintry evening in Yolanda Sealey-Ruiz's course, Teaching English in Diverse Social-Cultural Contexts.


Nearby, another master's student, David Baksh, nodded in agreement and quoted Tupac Shakur:

"I'm not saying I'm going to change the world. But I guarantee I will spark the brain that will change the world." **TC**



### ENGAGING HEARTS AS WELL AS MINDS

Vinz, Blau (at left), Morrell and Sealey-Ruiz (opposite page) believe that if students don't care deeply about what they're reading, the battle for true literacy is lost before it has begun.

A NASA astronaut, Mike Massimino, is shown in a blue flight suit with patches, including the NASA logo and his name. He is leaning over a group of children, looking down at something in his hands. The background shows other people in a classroom or school setting.

**Teachers College** launched its **Office of School & Community Partnerships** in 2007 to achieve better education outcomes in high-need public schools. Since then, the College has created a network of six Harlem schools that draws on the resources of TC and Columbia University to provide comprehensive academic, social and health services to help students reach their full potential in school as well as in life. Today, TC's network of Harlem schools is anchored by the **Teachers College Community School**, where students are thriving and succeeding academically. It all adds up to a compelling case for why more universities nationwide should be...

# PARTNERING WITH U





**TEAM EFFORT** ABOVE: The TCCS ribbon-cutting in fall 2012. LEFT: NASA's Astronaut Mike greets young admirers in January.



## A SCHOOL WHERE DREAMS COME TRUE

Teachers College Community School is showing its students what's possible — and the nation, too *By* **PATRICIA LAMIELL**

Assembly at the [Teachers College Community School](#) in Harlem one chilly Friday afternoon in January was out of this world. “Astronaut Mike” — two-time NASA spacewalker Michael Massimino, whose experiences inspired the movie *Gravity* — [dazzled star-struck TCCS students](#) with photos of the cosmos and tales of floating outside the spacecraft in a 280-pound suit while repairing the Hubble Space Telescope. “If there’s something you want to do, you’ve got to stick with it and keep trying,” Massimino told students. “You may have to work a lot, but dreams do come true.”

TCCS just might be the launching pad for those dreams. Opened in 2011 by the College and the New York City Department of Education, the school, which will ultimately serve grades pre-K–8, fulfills a promise made by TC President Susan Fuhrman to create and help run a public school for the College’s surrounding community. The subsequent negotiations with the city, meetings with the local community board, collaboration with Columbia,

fundraising (see page 28 for founding donors) and search for the right leadership sometimes seemed as ambitious as putting human beings in space, but the results have been stellar.

“TCCS meets our moral obligation to provide the best possible education for children in the community where we live and work, but it’s also a place where we can show how the cutting-edge knowledge that we have here can be infused into regular public education,” says Nancy Streim, TC’s Associate Vice President for School and Community Partnerships.

Located in a restored red-brick building on Morningside Avenue near 126th Street, TCCS reflects the input of TC faculty in math, science music, psychology, nutrition, reading and writing, physical education and art. TC students serve as specialty and pre-service teachers, after-school instructors, classroom assistants and psychological counseling and literacy interns. Columbia engineering students teach science classes. Four of the seven full-time teachers are TC graduates, and Principal Jeanene Worrell-Breeden, a veteran New York





## BOOKS AND COMPANY

At TCCS, the library is the place to be.

City school administrator who is now a TC Cahn Fellow, is widely credited with creating an inclusive culture for the school's 166 lottery-picked students and active parent community.

"We have children of recent immigrants, children whose parents work at the Post Office, and children of Columbia professors," says Worrell-Breeden. "It's racially diverse, language-diverse, and all must live in Upper Harlem to go to this school. It's a microcosm of the new Harlem."

### IT STARTS WITH FOOD

"Class, what have we been studying in nutrition?"

In the school's basement cafeteria, the kindergarten cooking class co-taught by Jack Taliercio, a master's degree student and instructor in TC's Program in Nutrition, sounds like a call-and-response at a Baptist church.

"Roots," sing the 24 children seated at long tables.

"So what will we be cooking today?"

"Roots!"

"Can someone tell me the names of some roots?"

"Potatoes!" says one boy. The children have been growing potatoes in science class.

"Beets!" says a girl.

"That's right, potatoes and beets are roots. How about carrots?"

"Yes!"

"How about turnips?"

The children fall silent.

"Turnips are roots, too! And today, we will be making kale and basil pesto over roasted root vegetables."

Armed with plastic chef's knives, the children begin sawing roasted vegetables into half-inch cubes.

"I don't like roasted carrots. I don't like beets, either," declares

a boy as Jacqueline Zuckerberg, another TC master's degree student in nutrition, distributes little paper cups of vegetables and pesto. Nevertheless, he gingerly tastes a tiny piece of each, before shaking his head and making a face. Zuckerberg awards him an "I Tried It!" sticker for his shirt.

"The important thing is to make sure kids get to prepare healthy food," says Zuckerberg, whose TC professors, Isobel Contento and Pamela Koch, designed the TCCS nutrition curriculum. "The research shows that unless they get hands-on experience, they're not going to behave differently when it comes to what they eat."

Call-and-response is also the motif in second grade music class, where Tim Sullivan, a jazz musician and Ed.M. student in TC's Music and Music Education program, explores the difference between loud and soft. The children sit in a circle while Sullivan, accompanied on an upright piano by Christian Nourijanian, a master's degree student in the same program, asks in song for each child's name.

"Max, Max, Max, Max, Maxwell!" the children shout as Max Myers leaps up and dances in front of his chair. Sullivan continues around the circle until each child has jumped, squatted, laughed and spun to Nourijanian's jazz riffs. Next, he pulls a brightly painted pair of conga drums and a tambourine down from a high shelf.

"Which of these instruments do you think is the loudest?" he asks. He tasks Anna Bomwell with playing the congas and Meagan Scott with playing the tambourine. The class declares the tambourine louder — which is correct, Sullivan explains, because the head of the tambourine is tighter and smaller, permitting a much brighter and more resonant sound than the long, deep, cylindrical conga drums.

TCCS is distinguished by its emphasis on "a developmental

**FIELD TRIP**

In 2013, then-NYC Schools Chancellor Dennis Walcott paid a call.

**WINNING SMILE**

Trinity Faulkner (left) and fellow TCCS student N'Deye M'Baye were semifinalists in a nationwide art contest celebrating the 50th anniversary of Martin Luther King's "I Have a Dream" speech.

view of what music communities look like," says Lori Custodero, Associate Professor of Music and Music Education, who designed the school's music curriculum. "In pre-K, we might do activities that have less structure and more freedom to honor their desire for exploration. In kindergarten, there's more interest in patterns and form, while in first grade, they're starting to decode the internal literacies of our community and music's symbolic nature."

**WORDS AND ACTIONS**

"Hola, ¡Bienvenidos a todos!" Bobby Cox, TC psychology student and certified Spanish teacher, welcomes second-graders to his fifth-floor classroom. Today's focus is on words for family members: *abuelo, abuela, madre, padre, tío, tía, primo, prima*. Cox asks the kids to say the names of their *primos* and *primas* (male and female cousins) in Spanish and then draw an *árbol familiar* (family tree), with the oldest people at the top.

"We know that we use portfolio grading in here," Cox tells the children. "That means your *carpeta* [folder] is like a portfolio. Imagine that this family tree is going into your *carpeta*. I want you to act as if this work, this *árbol familiar*, is going out in the hallway. So don't hurry up through it, don't do it sloppily. Write in your best handwriting; think about the quality."

Cox cites TC's emphasis on task-based teaching — an approach to second-language acquisition that improves language retention by compelling students to solve specific problems in a real-world context — as a way to increase not

only skills but respect for other cultures.

"A lot of people are hesitant to use as much Spanish in the classroom as I do, but my goals are exposure to the language, appreciation of being bilingual, and respecting people who are different from us and realizing that there's a lot we can learn in difference."

At the same time, Cox looks for ways to inculcate strong work habits in his students and encourage them to view themselves

as scholars. Hence the *carpetas*, which he requires the children to carry to and from their cubbies every day. "I could keep them in the classroom," he says of the folders, "but when the kids have to keep them current and review them with me, they take more responsibility."

Attention to such details is part of a broader school culture that reflects extensive input from TC.

## "AT TCCS, THE COLLEGE CAN PRACTICE IN A WAY WE WERE NEVER ABLE TO DO IN PUBLIC SCHOOLS BEFORE."

— Marla Brassard,  
TC Professor of Psychology and Education

"At TCCS, the College can practice in a way we were never able to do in public schools before," says Marla Brassard, TC Professor of Psychology and Education. "We can run psycho-educational groups, we can do comprehensive assessments, we can consult with teachers, we can individually counsel kids. It's a game-changer for everyone involved."

**LEARNING FOR THEMSELVES**

The dismissal bell has long since rung, but a dozen children, age five to seven, sit hunched over counters in the science





**SEEING EYE TO EYE**

Jeanene Worrell-Breeden, TCCS Principal (left), and Nancy Streim, TC's Associate Vice President for School and Community Partnerships.

and art room. Wearing hand-decorated lab jackets, they're experimenting to see whether pulverized iron-fortified cereal, mixed with a little water and placed in a baggie, can be dragged across the table by magnet. (It can, but slowly.)

"Scientists ask questions," Charlotte Vinson, a TC master's student in science education, tells the students. "Then they work until they find the answers."

With American students falling behind other countries in science, the onus is on elementary schools to engage kids in the subject as early as possible.

"Elementary school teachers typically aren't required by states to specialize in a science, so most lack both general knowledge of science and the ability to develop and execute science lesson plans," says Felicia Mensah, TC Associate Professor of Science Education.

At TCCS, under Mensah's guidance, teachers learn hands-on classroom activities that both engage and impart science knowledge and content. They can draw on a database of science websites with interactive simulations and digital games that illustrate key scientific principles. Mensah also encourages the teachers to work with one another and with parents as well.

"The teachers and staff aren't afraid to try something new," says Christine Kovich, whose daughter is in kindergarten at TCCS. "And parents are highly involved."

Kovich is Executive Director of **HYPOTHEkids**, the school's hands-on science program, which she co-founded with current TC doctoral student Erika Gillette. She and

husband Sam Sia, who teaches biomedical engineering at Columbia, helped bring Astronaut Mike to TCCS.

**LAST BELL**

Late on Friday afternoon, the school is quiet. In her spacious, high-ceilinged office just off the lobby, Principal Worrell-Breeden, sitting for the first time all day, recalls initially wondering how serious TC was about partnering with the school's teachers, administration and parents.

"On the one hand, I worried they might simply take over," she says. "And on the other, I wondered whether they would be a presence at all."

Instead, she says, TC has provided her with unprecedented resources, support and help when she's needed it and otherwise has gotten out of the way.

"Every college that has a teacher prep program should walk the walk, talk the talk and provide a place to espouse the best practices you're teaching your students," she says. "No other New York City public school does this. We're pioneers." **TC**

**TCCS "IS A MICROCOSM OF THE NEW HARLEM."**

—Jeanene Worrell-Breeden, TCCS Principal

**Backing the Dream**

Teachers College Community School was launched with generous support from **Enid and Lester S. Morse Jr., E. John Rosenwald Jr. and Laurie M. Tisch.**

To support TCCS, please contact **Scott Rubin** at **212 678-3722** or **srubin@tc.edu**





**BEATRIZ RENDÓN** of Arizona State University and **DAVID ANDREWS** of Johns Hopkins



The Heritage School

## A Gala Debut for REACH

TC's 125th Anniversary Gala celebration was the official coming-out party for REACH (Raising Educational Achievement Coalition of Harlem), the new name for the College's partnership with six local pre-K-12 Harlem public schools. REACH ([tc.edu/REACH](http://tc.edu/REACH)) is supported in part by a \$1 million grant from the JPMorgan Chase Foundation.

"We take great pride in our history of supporting organizations and programs that strengthen the communities we serve," Gayle Jennings-O'Byrne, Vice President of Global Philanthropy for JPMorgan Chase, wrote to President Susan Fuhrman to announce the grant.

"We commend the important work of your organization and are glad to support its efforts."

Last fall, a JPMorgan Chase ad appearing onstage during TC's Gala celebrated "our shared commitment to improving educational outcomes for children" and congratulated TC on "125 years of excellence in education." A promotion of the REACH partnership will appear in June on JPMorgan Chase ATM machines.

REACH is administered by TC's Office of School and Community Partnerships. Schools currently part of the network are Margaret Douglas School, Harriet Tubman School, Heritage High School (founded by TC faculty member Judith Burton, with funding from Trustee Joyce Cowin), Frederick Douglass Academy II, Columbia Secondary School and Teachers College Community School. **TC**

## REPLICATING A GOOD IDEA

University-public school partnerships remain rare, but the concept drew a strong showing of educators to TC in early April to learn more.

"If we have a school that needs help in our neighborhood, and we have a solution, then we, as educators, truly have a moral obligation to do what we can to improve the situation," President Susan Fuhrman said in her keynote speech to the annual meeting of the International Association of Lab Schools. She described TC's experience partnering with its REACH (Raising Educational Achievement Coalition of Harlem) public schools and founding the Teachers College Community School (TCCS). Conference attendees also toured TCCS during the school day.

"If every university with a graduate school of education and other professional schools were to partner with their local school districts, we would generate a rising tide of education excellence and opportunity that would lift all boats," Fuhrman said.

A panel of experts at the conference broadened the notion of "lab school" beyond the traditional on-campus learning site for faculty children and discussed challenges and successes of their university-assisted schools. The panel was moderated by James Gardner, TC's Associate Vice President for External Affairs, and featured Nancy Streim, TC's Associate Vice President for School and Community Partnerships; David W. Andrews, Dean of the Johns Hopkins School of Education (who was representing the Henderson/Hop-

**"IF A SCHOOL NEEDS HELP IN OUR NEIGHBORHOOD, WE HAVE A MORAL OBLIGATION TO DO WHAT WE CAN TO IMPROVE THE SITUATION."** — Susan Fuhrman

kings Partnership School in Baltimore, co-founded and co-managed by The Johns Hopkins University); and Beatriz Rendón, Associate Vice President of Educational Outreach and Student Services at Arizona State University (representing ASU Preparatory Academy, a group of public charter schools that was created by the university). **TC**

Watch excerpts from the conference at [bit.ly/1j0KU92](http://bit.ly/1j0KU92)



# DIVERSITY HITS THE BOOKS

Course content at TC is changing in response to female and LGBTQ students who ask, ‘Where’s the stuff about me?’

**A**

**S AN UNDERGRADUATE WOMEN'S STUDIES** major, Marie Hansen realized that courses in other departments mostly ignored women.

“To learn about women’s psychological development, you had to look in women’s studies,” recalls Hansen, now a TC Counseling and Clinical Psychology master’s student. “Women’s studies is interdisciplinary, so it didn’t go as deep as a psychology course taught by a psychologist.”

Last fall, Hansen took The Mother-Child Matrix, taught by Aurelie Athan, director of TC’s [Maternal Psychology Laboratory](#). Athan is a leader in the fledgling field of “matrescence,” which views the

transition to motherhood as a developmental phase like adolescence and other periods of major physical change. Her course is part of a broader initiative, [The Sexuality, Women, & Gender Project \(SWG\)](#), which she and two other psychology faculty members, Assistant Professor Melanie Brewster and Lecturer Riddhi Sandil, created in fall 2012.

“In psychology you usually learn about mothers only insofar as they affect children’s clinical outcomes, but Aurelie flips that paradigm,” Hansen says. “We read articles, mostly from the nursing field. We interviewed mothers. It was exciting, because growing up you see a





# BOOKS

## THE COLLEGE IS ON TRACK FOR A 2015 LAUNCH OF A CERTIFICATE PROGRAM IN UNDERSTANDING SEXUALITY, WOMEN AND GENDER.

By  
SIDDHARTHA MITTER  
& JOE LEVINE

lot of images that don't reflect what it feels like to be female. TC is creating a counter-narrative."

The class also illustrated the real-world impact of consigning work about women to the women's studies corner. "Eighty-three percent of women become mothers," Hansen says. "Motherhood is a radical shift in identity. Everyone knows about the baby blues, yet *DSM-5* [the diagnostic manual for practicing psychologists and psychiatrists] has no distinguished diagnosis for postpartum depression."

The SWG Project builds on past efforts at TC to focus on issues of

gender and sexuality. In 2010, the year that saw the end of the military's "Don't Ask, Don't Tell" policy and the first wave of state-level decisions to legalize same-sex marriage, TC's [Office of the Provost](#) convened a working group of faculty, students and staff to examine LGBTQ issues (the acronym stands for lesbian, gay, bisexual, transgender and queer or questioning) that affect recruitment, diversity and College life.

In addition, TC's [Office of the Vice President for Diversity and Community Affairs](#) has long been out front on these issues (see page 33).

"It is particularly heartening that the SWG Project is giving gender and sexuality issues a strong academic focus," says Janice Robinson, Vice President for Diversity and Community Affairs.

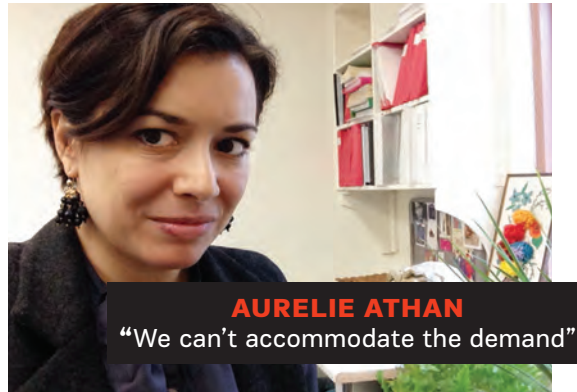
Still, as Sandil puts it, there remained a sense that TC, like most other institutions of higher learning, was "without a sexuality and gender focus," with the result that "the marginalization of sexual minorities and women had sort of gone by the wayside."

"There were courses in the 1980s that incorporated women as a focus, but as elsewhere, they've gone dormant, perhaps reflecting a desire by women not to be thought of as special anymore," says Athan, who coordinates the College's Clinical Psychology program. "And you might say, well, that's appropriate, because women are now very present in the work force and as students, but I would argue that the conversation isn't over — that it's just beginning. We have all these young women now coming into our psychology classes [80 percent of students in the M.A. program are female]. They're raising their hands and saying: 'Where's the stuff about me?' And we can't accommodate the demand."

In 2012, backed by a TC Provost's Investment Fund Grant, Athan, Brewster and Sandil began working, in Sandil's words, "to irrigate the disciplines" at TC by combing through the course catalogue and meeting with department heads and other faculty members to discuss ways of integrating an LGBTQ, women and gender focus into a range of offerings. TC is currently on target for a 2015 launch of a [certificate program](#) in the understanding of sexuality, women and gender, drawing on course offerings across multiple departments.



**TC HAS DEVELOPED  
NEW YORK STATE'S FIRST  
GRADUATE-LEVEL COURSE  
ON TRANSGENDER ISSUES.**



**AURELIE ATHAN**

“We can’t accommodate the demand”



**MELANIE BREWSTER**

Faculty mentors are key



**RIDDHI SANDIL**

TC must “irrigate the disciplines”

Partners in the growing SWG network include Laura Azzarito, Associate Professor of Physical Culture and Education, who is interested in studying women in sports, and Sandra Schmidt, Assistant Professor of Social Studies Education, who teaches about queer spaces and geographies. Enrollment Services Associate Dean Thomas Rock, Marie Miville, Chair of the Counseling and Clinical Psychology Department, and Gregory Payton, a Lecturer in the Department of Counseling & Clinical Psychology, serve on SWG’s executive advisory board.

If women are again sounding a call to be represented as an academic focus, LGBTQ students are perhaps finding their voice for the first time.

“I’ve never been discriminated against at TC, and the environment has always felt accepting, but certain identities aren’t always as celebrated — as though there isn’t as much interest in hearing from a gay

person or a transgender person,” says Matt Robinson, a current Counseling and Clinical Psychology doctoral student. Robinson recalls a recent TC class in which “we examined various identities and how they relate to our work in counseling. We talked about our race, religion, culture, ethnicity, and we had to discuss each. And then at the end of the course, we were told we could pick from ‘other identities,’ which included gender and sexual orientation. So, yes, those identities were included, but it’s also an example of how other marginalized identities are more prioritized.”

More recently, that picture is changing. In 2013, Melanie Brewster, who serves as faculty adviser to the student group [Queer TC](#), began teaching a course she calls LGBT(Q) Issues in Psychology and Education, the first such permanent course at the College. Nearly 80 students signed up, forcing Brewster to cap enrollment at 55 this spring. The

course has featured a guest appearance by Charles Silverstein, author of *The Joy of Gay Sex* and a leader of the successful effort to remove homosexuality from the *DSM*, and a screening of the soon-to-be-released documentary *Pier Kids: The Life*, about homeless LGBTQ youth living near New York City’s Christopher Street Piers.

“These are issues that not only future psychologists but also pre-service teachers need to know about in order to work with kids and their parents,” Brewster says.

Alysa Turkowitz (M.A. ’01, Ed.D. ’12), Adjunct Assistant Professor in the Psychology & Education program, says that most LGBTQ students remain “hyper-sensitive in the classroom — their antennae are up to determine ‘is this a safe space?’” Even something as seemingly innocuous as a verbal math problem that includes the phrase “a husband and wife” can be a major cue.

## Making TC a Place Where People Can Be Themselves

**“WE’VE GOT SUCH A SHIFT HAPPENING IN SOCIETY IN BELIEFS AND PERSPECTIVES ON LGBTQ ISSUES,” SAYS THOMAS P. ROCK, ASSOCIATE DEAN FOR ENROLLMENT SERVICES. “TC IS PLACING SO MANY PEOPLE IN K-12 AND BEYOND WHO CAN MAKE A DIFFERENCE.”**

Rock’s office has been working with the [Point Foundation](#), which offers funding and mentorship to promising LGBTQ students, to increase the College’s visibility and recruit scholarship recipients. TC also has taken part in events such as the Human Rights Campaign’s 2013 leadership summit for historically black colleges and universities, which works to develop current and future LGBTQ leaders at these institutions.

A new [LGBTQ Scholarship](#) has been created through a collaboration between TC and the [Tyler Clementi Foundation](#). The TC-funded scholarship will be awarded to two students at the College who are committed to research and practice in LGBTQ issues. Clementi was the young Rutgers student who committed suicide after his roommate secretly videotaped him kissing another man and posted the clip on the Internet. Clementi’s



The death of Tyler Clementi raised awareness of LGBTQ issues.

mother, Jane Clementi, spoke last fall at the TC forum [“From Bullying to the Defense of Marriage Act: A Journey toward Full LGBTQ Equality,”](#) hosted by TC’s Office of the Vice President for Diversity and Community Affairs. The Office is a vital force at the College for change on gender and sexuality issues, incorporating sessions on microaggressions into TC’s faculty and employee orientation and conducting training for faculty and staff who designate their offices as safe zones for LGBTQ persons.

“The safe zones create an opportunity for people to be themselves,” says Janice Robinson, Vice President for Diversity and Community Affairs.

“Someone who doesn’t fit into that heterosexist dynamic feels excluded, and they may shut down from engaging in classroom dynamics,” says Turkowitz, who wrote her TC dissertation on the LGB experience in graduate school. “Because another question for LGB students in almost any classroom discussion is, ‘Should I come out here, and if I do, what will happen?’ Some feel a responsibility to teach about LGB perspectives, and they’ll come out in every scenario. But others will make that decision case by case, and some believe that being gay has nothing to do with what goes on in the classroom.”

If conflict and stress exist for LGB students, it is even greater for those who are transgender.

“TC is a relatively safe institution, but for transgender students everywhere, there is always a fear of possible violence and retaliation,” says Turkowitz, who two years ago was invited to teach

a TC course on the transgender experience that may be one of the few such standing offerings at the graduate school level. “And emotional safety is an even bigger issue.”

In her course, which she describes as “a 101 introduction to transgender experiences,” Turkowitz begins by clarifying what “transgender” actually means (the term does not, for example, refer to sexual orientation, but rather to a sense that one’s gender identity does not conform to one’s sex assigned at birth). She brings in a range of guest speakers, including transgender individuals, lawyers and advocates; covers the mental health field’s view of transgender people (in 2012, the American Psychological Association ceased categorizing transgender identity as a mental disorder); and deals with legal and education concerns.

The work of the Sexuality, Women, & Gender Project is just beginning. Still, it

seems clear that a process has started that will not be stopped or reversed — and that the conversation is striking a tone that makes everyone feel included.

“We’re prioritizing and centralizing these issues now in a way that wasn’t happening in the past,” says Brewster. “Even just having faculty like me who are available to do mentoring work is a big step, because students are hungry to have people they can pop in on and talk to.”

Davidella Floyd, a doctoral student who leads Queer TC and serves on the Provost’s working group, agrees.

“It comes down to building the tent big enough: feminist issues, women’s issues, LGBTQ issues, issues of masculinity,” says Floyd, “And what I love is that there’s room in the agenda for the focus to shift, for it to grow and be transformed based on the big issues on the horizon that need to be addressed. That’s a great position to be in.” **TC**



*Illustration by Ben Wiseman*



For more than a century, TC has been a leader in helping nations around the world transform their education systems. Now, through a renewed effort that draws on its expertise across all departments, the College is...

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PLANTING  
— *the* —  
SEEDS  
— *of* —  
GLOBAL  
CHANGE

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# Q & A

## John Allegrante TC's new Associate Vice President for International Affairs

*John Allegrante, Professor of Health Education and former Deputy Provost, has served as the College's Fulbright Adviser and Fulbright Scholar Program Campus Representative for the last three years and is the past recipient of two Fulbright scholarships. He is a globally elected board member of the International Union for Health Promotion and Education. He also has served as an international scholar for the Open Society Foundations.*

### **What do you see as your overall mission in your new role?**

The history of Teachers College is to be engaged globally and to learn from the rest of the world.

Under the leadership of my predecessor, Tom Corcoran, the College achieved sensational new heights in helping other nations with teacher preparation and professional development, especially in countries such as Jordan, where we've worked closely with Columbia University's [Global Centers](#) to implement the [Queen Rania Teacher Academy](#).

My role and, I believe, my mandate, is to extend and build on that track record by catalyzing new efforts in health, psychology and leadership — and specifically to help other countries that wish to build local capacity in these areas, so that their best talent doesn't end up studying and working elsewhere.

### **Beyond expanding to those additional domains, how will TC work differently than before?**

We need to be strategic and thoughtful not only about what TC faculty are doing globally, but also about how TC as an institution can improve education and education-related work around the world. I would like to see TC be deeply engaged but with more alignment with each of Columbia's eight Global Centers. Having traveled to several of the Global Centers in my first months in this

role, and having conferred with many of the directors of the centers, it's crystal clear to me that every country in which Columbia has a presence wants to focus on education, especially early childhood education and the development of more and better capacities in higher education. There's also a growing interest in responding to the need for education among urban populations, particularly those living in poverty. That's why TC can be such a critical ally in the work of the Columbia Global Centers. So the question for me is: How can we maximize the benefits of education worldwide and what should TC's role be?

### **How do we identify the nations that can benefit most from TC's help?**

The relevant stakeholders for us are politically stable, low- and middle-resource countries. We will not limit our work to those countries, but those are the places where we have the greatest opportunity to bring added value and make a lasting impact.

### **What are TC's specific priorities for global engagement?**

Our major priority should be to help other nations build local capacity by providing them with the technical assistance they need. To that end, I have a number of specific goals for this coming year, all aimed at stimulating more international work by our faculty.

Perhaps most important is the creation of a [Global Innovation Fund](#), modeled on the Provost's Investment Fund created by Provost James that has seeded so much great work by TC faculty, both in New York City and nationwide. The added twist is that the Global Innovation Fund will provide additional resources to TC faculty members who are working with international partners and the Columbia Global Centers. Our goal is to make four awards this year in order to catalyze some exciting new faculty work.

I have also created a new Faculty Steering Committee for International Affairs, which is being chaired by Professor Lesley Bartlett. The committee is composed of faculty representatives from each of our academic departments, along with several at-large members. The committee convened for its first meeting in late autumn and is already providing me and the administration with superb ideas for how we can organize our work and assist faculty to do the international work they seek to do.

**What aspects of your own work are most relevant to your new role?**

Over the past several years, I've collaborated quite closely with TC Research Professor Inga Dora Sigfusdottir and other scientists at the [Icelandic Centre of Social Research and Analysis](#). Our main focus has been to develop a program of research that has sought to understand both risks and protective factors in healthy child and adolescent development. The next step in our work has been to broaden the intellectual approach and take a life-course view by following a cohort of young people over time in order to see whether there are markers in early life for the kinds of inflammatory processes that occur later in life and cause disease. There is growing evidence that the precursors to heart disease and Alzheimer's disease begin very early in life, resulting, at least in part, from various nutritional and psychological deprivations. If we can identify biological and other markers for these processes, we can learn more about how best to intervene much earlier to prevent disease. **TC**

**Helping China Educate Its Minorities**



TC faculty member **Xiaodong Lin**, an authority on cognition, culture and technology, [has been named Director of the Advisory Board](#) of Research for China's new National Research Center for Ethnic Minority and Multicultural Education. The Center is being hosted at Beijing Normal University in collaboration with the Chinese Ministry of Education.

Among other work, Lin is spearheading efforts to correlate existing data on Chinese minority students' academic performance with regional budget levels, teachers' professional credentialing, parents' educational and income levels and other factors. The Center is also probing why minority students lack motivation to study STEM-related subjects (science, technology, engineering and mathematics).

**ON THE GROUND, SEEMINGLY EVERYWHERE**

[Over the past 125 years, Teachers College has worked worldwide — from Azerbaijan to Zambia. As two longtime team members describe, TC's Office of International Affairs, launched in 2008, has created a broader institutional presence.](#)



**PORTIA WILLIAMS, Executive Director, International Affairs:**

"We cultivate relationships and help implement collaborative initiatives that have a significant impact with our partners and at TC. In the past year, our work has supported STEM education in Indonesia, special education in Oman, technology in Bulgarian classrooms and building a Bachelor of Education degree in Pakistan."



**CHENG DAVIS, Special Advisor for International Advancement:**

"With the U.S. Department of Education and the education schools of Harvard, Penn and Columbia, we are researching teacher education and instructional models in mathematics and science in seven nations in APEC, the premier Asia-Pacific economic forum. We continue building TC's international teacher education and education leadership training for international participants."





# Brazil Rising

## TC BROADENS ITS INVOLVEMENT WITH THE WORLD'S FIFTH-LARGEST NATION

By SIDDHARTHA MITTER

As a high-school student in rural São Paulo state, Brazil, Luciana de Oliveira was inspired by English teacher Denise Abreu e Lima. Today de Oliveira is an Associate Professor of TESOL and Applied Linguistics at TC. Her old mentor—now the head of English Without Borders, Brazil's government-funded program for university-level English language education—has become a colleague.

As Brazil has developed into the world's seventh-largest economy, its education sector has grown as well, making the country a natural partner for U.S. education scholars like de Oliveira and policy experts. Brazil has more than 50 million primary and secondary school students and expects to have 10 million university students by 2015. The federal education budget is more than \$35 billion with additional state and municipal spending. The federal government has made education a national priority and has placed special emphasis on bolstering science and the teaching of English.

Until recently, U.S. education partnerships with Brazil have been largely the result of uniquely placed individual scholars like de Oliveira leveraging their existing connections. But today, thanks to the growing public and philanthropic interest in international education in Brazil and the accelerated

internationalization of U.S. universities, larger, more systemic initiatives are benefiting students and scholars in both countries.

TC faculty members from diverse fields have long-standing involvement in Brazil, including research partnerships and policy projects with Brazilian institutions. De Oliveira, an expert on language education, is slated to co-edit a special issue of Brazil's top applied linguistics journal and is building partnerships with three Brazilian public universities. Lesley Bartlett, Associate Professor of Education, who wrote her dissertation on literacy education in Rio de Janeiro and Brazil's northeast, regularly attends top Brazilian education conferences. She sends her doctoral students to study topics like affirmative action in Salvador de Bahia (Brazil's first colonial capital) and participatory budgeting in Pôrto Alegre, capital of the state of Rio Grande do Sul.

Ryan Baker, Associate Professor of Cognitive Studies, who has taught at the Faculdade Estácio de Alagoas in the northeastern city of Maceió, studies how students in different countries use educational software. In Maceió, several of Baker's post-docs studying a school in a local *favela* (shanty town) have found that students there work with software differently than do U.S. students. They concluded that the assumptions underlying artificial-intelligence models do not necessarily hold from one society to the next.

Henry Levin, William H. Kirkpatrick Professor of Economics and Education, who was active in Brazil's Minas Gerais state in the early 1990s, is now coordinating a five-country study of the ways that different school-choice models affect student stratification. The study, funded by Columbia University's [Institute for Social and Economic Research and Policy](#), includes Brazilian scholars and includes Rio de Janeiro among its research sites.

Brian Perkins, Director of TC's [Urban Education Leaders Program](#), has been a consultant since 2010 to the municipal government of Rio de Janeiro, helping local authorities build leadership capacity in the schools. Perkins and two recent TC doctoral graduates advised Rio's education department to set up a leadership development academy for principals, which is about to graduate its first annual class. Two years ago, Perkins brought a delegation of Brazilian educators to New York City, where they visited [The Laboratory School of](#)

**“We’ve made an investment. We are there.”**

— Brian Perkins

[Finance and Technology](#), a highly regarded Bronx middle school led by Ramon González, a TC doctoral candidate who is a graduate of the College's [Cahn Fellows Program for Distinguished Public School Principals](#).

Now TC hopes to tap the potential of still larger projects with Brazilian partners. One venue for growth is the new Columbia Global Centers/Latin America in Rio de Janeiro, which is identifying and organizing projects with local partners in

education. William Stroud, Assistant Director of the [Consortium for Policy Research in Education \(CPRE\)](#) at TC, says that with the support of the Global Center, CPRE is currently discussing two possible projects in Rio: a pilot to support elementary schools that are failing to meet local standards for achievement and an institutional leadership program to help foster a culture of collaboration in secondary schools.

Meanwhile, the Rio Global Center has launched an initiative, supported by a grant from the Columbia President's Global Innovation Fund, to develop a public management executive program across multiple fields. Perkins is on the team, along with colleagues from the School of International and Public Affairs, Columbia Business School and the Mailman School of Public Health. The aim, Perkins says, is to build capabilities that translate across education, public health and public administration, and to form practical expertise that can carry over to other countries. "Something may come up in Brazil now that will come up in India five years from now," Perkins says. He's been impressed by the team at the Rio center and with the type of engagement this model signals. "It demonstrates the University's substantive commitment to doing work in Brazil," he says. "We've made an investment. We are there."

Another promising avenue to bolster ties is growing philanthropic interest in international education in Brazil. The



#### FAMILIAR WITH THE TERRAIN

Former Brazilian preschool teacher **Mariana Souto-Manning**, Associate Professor of Early Childhood Education, is researching quality teacher education in Brazil, Singapore and the United States. Her book, [Freire, Teaching and Learning: Culture Circles Across Contexts \(2010\)](#), explores the great Brazilian educator's method to foster students' awareness of forces shaping their lives.

lead player is the São Paulo-based [Lemann Foundation](#) (Fundação Lemann), which made what Columbia Provost John H. Coatsworth called a "game-changer" gift to the University earlier this year. The foundation's commitment includes establishing the Lemann Center for Brazilian Studies, funding a professorship of Brazilian Studies and institutionalizing funding for Brazilian master's degree students at Columbia's graduate schools. The first Lemann-funded student at TC, Tonia Casarin, graduates this spring, and three new students will arrive this fall.

TC scholars involved in Brazil say the opportunities for valuable work are abundant. De Oliveira, for instance, dreams of starting a program to remedy a chronic problem in Brazil: the lack of English language proficiency among local teachers of English. "We could develop a certificate in teaching English as a foreign language that would take place online, with a summer residency at TC," she says. Such a program would not only address a pressing Brazilian

need, but also benefit TC's TESOL students, who could work directly with Brazilian participants.

"My own work, my teaching and my students' research have all been enhanced by steady exchange between TC and Brazilian institutions," Lesley Bartlett says. "I really hope we will have the opportunity to do more — to have more leave time and travel support, and to do more organized collaborative research and teaching with faculty there." **TC**



## GROWING TC'S GLOBAL LEGACY

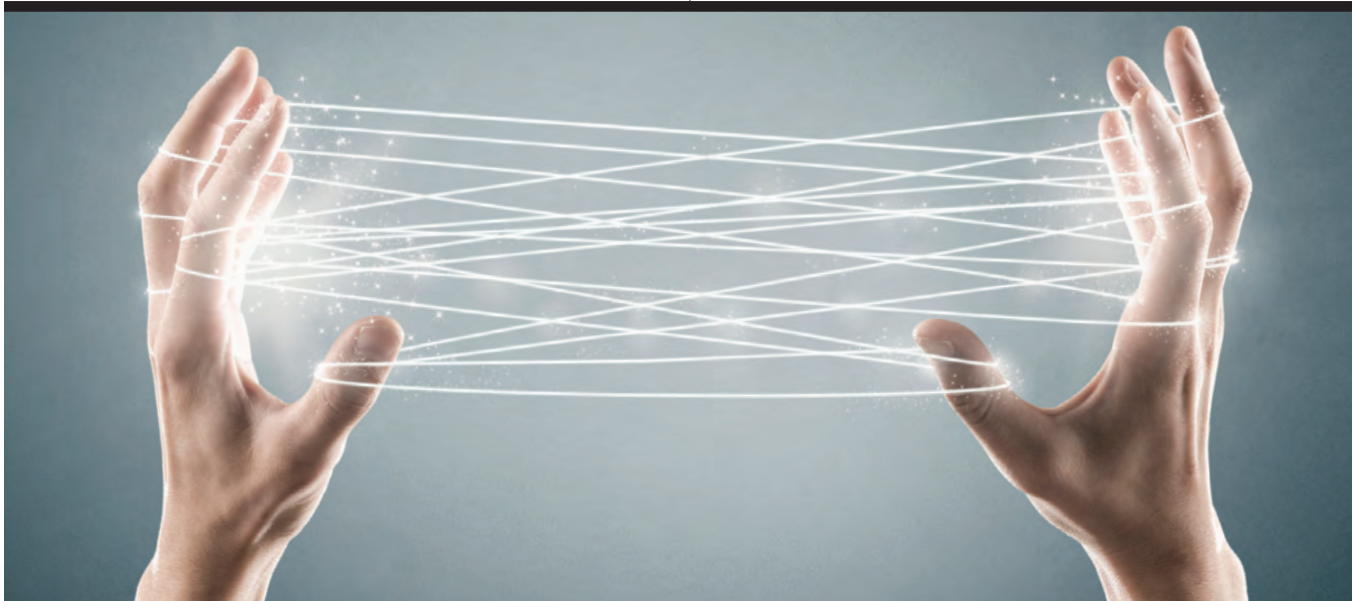
A new international advisory committee reflects the broad range of TC faculty

As head of a new faculty steering committee for the Office of International Affairs, education anthropologist **Lesley Bartlett** leads an effort to take stock of TC's international efforts "to understand how to build on them."

Bartlett, whose research spans Latin America, the Caribbean, sub-Saharan Africa and U.S. immigrant and multilingual communities, believes TC's size and diversity are great assets for international work: "When a person or a group identifies an area they want to work on, we almost invariably have qualified faculty and students."

The advisory committee reflects that breadth. Current members are Madhabi Chatterji (assessment); Catherine Crowley (speech pathology); A. Lin Goodwin (teacher prep); Alexander Karp (mathematics education); Henry Levin and Mun Tsang (economics); Xiaodong Lin (computing and technology); Dolores Perin (adult literacy); James Purpura (TESOL); Mariana Souto-Manning (education); Gita Steiner-Khamsi (education development); and Lena Verdeli (clinical psychology).

Beginning with this issue, *TC Today* reports on groundbreaking faculty work that's transforming diverse fields of inquiry and practice.



## PLAYING THE STRONG HAND

Andy Gordon created a therapy for children with cerebral palsy that draws on their strengths. Now he's showing how it works in the brain. *By* JOE LEVINE

**H**OW DO WE KNOW HOW TO PICK THINGS UP? It's not something most of us wonder about, but Andrew Gordon has spent much of his career pondering the question. His insights have enabled thousands of children with cerebral palsy to live more active lives, and his work could ultimately help patients who suffer from neurological disorders, such as Parkinson's, or who need a prosthetic hand.

Gordon, Professor of Movement Sciences and Director of TC's [Center for Cerebral Palsy Research](#), has worked from the outside in. He began 25 years ago with observations of kids doing simple hand exercises, and his current efforts to map new or restored brain circuitry result from the therapies he has developed.

Most of Gordon's work has centered on children with hemiplegia, a severe weakness in the limbs resulting in very low dexterity on the affected side of the body. When he was in graduate school in the late 1980s, such children weren't expected to benefit much from physical rehabilitation, because it was believed they could not learn from experience — or “extract sensory information” — when trying to grip with an affected hand.

“The general consensus was that this kind of impairment didn't get better, but I just didn't believe it,” Gordon says. “I had worked with these kids and seen their hand movement improve after just half an hour in the lab.” The key, Gordon found, was lots of practice. When kids just kept trying to grip or lift something, eventually they got the hang of it.





**EASY LIFT**  
Brady Wolfe has benefited from work with TC's Andrew Gordon.



## EXTENDING TC'S REACH

Andrew Gordon's work has been generously supported by Goldman Sachs & Co. and Mindy and Mark Dehnert, and by the [Brain Recovery Project](#), founded and directed by Brad and Monika Jones.

Mark Dehnert is a Partner at Goldman Sachs who is responsible for the company's Quantitative Equities Trading businesses in the Securities Division. The Dehnerts sit on the board of the Children's Council at Columbia University Medical Center Children's Hospital.

"The Dehnerts' gift is helping us translate the work we're doing on upper extremities in children with mild cerebral palsy to include lower-extremity work in children who are more severely affected," says Gordon. "The support of the Brain Recovery Project is enabling us to expand the upper extremity treatment developed for children with cerebral palsy to include children who have undergone hemispherectomy surgery for epilepsy."

Gordon became an early proponent of constraint-induced movement therapy, which successfully employs restraint of a patient's healthy arm to force the patient to use the weaker limb. Gordon adapted the treatment to be child-friendly, restraining the healthy limb in a comfortable cotton sling rather than the traditional rigid cast. Yet by 2004 he had become disenchanted with the technique on several counts.

since demonstrated added benefit over constraint-induced therapy by improving the coordination of both hands together.

Variations of HABILIT are now widely used in clinics and rehab centers. Parents line up each summer to send their children to the therapeutic day camp Gordon runs in Thorndike Hall. Recently he and student Claudio Ferre created a home teaching kit that can be used with children as young as two. He

## GORDON'S LATEST WORK COULD POTENTIALLY HELP WHEELCHAIR-BOUND PEOPLE TAKE THEIR FIRST STEPS.

has expanded treatment to include children who have hemiplegia due to surgical treatment of epilepsy. Perhaps most exciting of all, along with researchers from Belgium and the Netherlands, he and two students, Bhavini Surana and Alexis

His starting point was the simple but incontrovertible fact that "in real life, these children have the use of both their hands." Gordon and his team were also steadily amassing evidence that the better hand had a critically important role to play.

"We were finding that in kids with hemiplegia, the good hand can inform the bad hand. The brain can transfer the sensory information extracted by the good hand to literally provide the other hand with a template for performance."

In other words, lifting something with the good hand first makes it much easier to then lift it with the weaker hand. With that as his guiding premise, Gordon and his students developed HABILIT (hand-arm bimanual intensive therapy), which has

Sidiropoulos, are targeting lower-extremity rehabilitation in children with more severe (bilateral) forms of cerebral palsy. The approach emphasizes increasing the intensity of motor learning-based rehabilitation training. Speaking at major conferences, Gordon has delivered keynote addresses about this work, which could potentially help wheelchair-bound people take their first steps.

But Gordon, who was recently named an Active Fellow in the [National Academy of Kinesiology](#), believes he is only beginning to tap into the real potential of his work. He has long understood that the successful rehab of kids with cerebral palsy provides evidence of neuroplasticity — the generation of new activation patterns in the brain. Only with the advent of

recent technologies, however, has he been able to show precisely where and how powerful new connections are being formed. Using a tool called transcranial magnetic stimulation (TMS) to study children with hemiplegia who have received HABILIT, Gordon, along with Kathleen Friel, of Burke-Cornell Medical Research Institute, TC student Cherie Kuo and postdoc Ana Smorenburg [have found](#) a 50 percent expansion in the brain's motor cortical connections to the impaired hand. To get that information, the researchers move a wand over the subject's scalp that delivers mild magnetic impulses to the brain. When the impulses strike cells connected to the impaired hand, the hand reacts with an involuntarily muscle twitch.

Now with funding from the [National Science Foundation](#), Gordon, student Trevor Lee and fellow researcher Marco Santello, a biomedical engineer at Arizona State University, are pinpointing the precise sequence of cognitive mechanisms employed by the brains of healthy subjects to represent objects in space and direct movement toward those objects.

Recently Gordon challenged a visitor to his lab to lift a small object shaped like an upside-down "T" without allowing it to tip to one side. Although it looked symmetrical, the object was made of metal on one side and lighter-weight plastic on the other. Though forewarned, the visitor needed two tries before he could keep the object level.

"Understanding how we integrate 'what we know' from prior manipulations with an object and 'what we see' is crucial," Gordon says. "This is all the more important when our senses, and thus our ability to create sensory memories, is impaired."

Gordon is excited by the possibility that one day patients could be treated with direct, targeted stimulation to the brain.

It may sound like a reach, but for Gordon, that has always been the name of the game. **TC**



## THE LEARNING ANALYST: RYAN BAKER

**How do learning environments help people learn?** To find out, Ryan Baker, Associate Professor of Cognitive Studies, [is using advanced computer technologies](#) to sift data on learners' behavior generated by intelligent tutoring systems and other online learning environments. Such

data mining can reveal why a student fails to subtract properly, pinpoint the killer homework problem that stumped the class and identify the best science curriculum for a district.

In graduate school, Baker sought to learn when students went off task and why. He developed software to analyze their clicks and keystrokes in online math lessons. He is currently co-directing an eight-year study to see how choices students make using an intelligent tutoring system affect long-term outcomes, such as whether they go to college.

Now Baker is focusing on MOOCs (massive online open courses), introduced in 2012 by Harvard and other leading universities. Last fall his MOOC on

### BAKER IS HELPING TO CREATE A NEW TC MASTER'S DEGREE PROGRAM THAT WILL FOCUS ON EDUCATIONAL DATA MINING.

educational data mining enrolled 44,000 students. Baker has mined data from the course to address questions that preoccupy MOOC instructors everywhere: What is the goal of MOOC education? What draws so many potential students to a MOOC? How effective are MOOC feedback systems? And how does MOOC instruction compare with in-classroom learning? MOOC lectures are "mostly pretty good," Baker says, but instructors need to assign better homework.

Anyone up for grading 44,000 papers?

— **Barbara Finkelstein**

# Harsher Mothering in Tough Times

Mothers are likelier to use harsh discipline in economically uncertain times, according to studies published last year by TC's Jeanne Brooks-Gunn and co-authors in *Proceedings of the National Academy of Sciences* and *Child Abuse and Neglect*.

Analysis of data from the [Fragile Families and Child Well-being Study](#), which follows children born in large American cities from 1998–2000, found that with consumer confidence waning at the start of the recent recession, the proportion of U.S. mothers frequently spanking their children grew from approximately 2 percent to 8 percent. Fear of economic uncertainty seemed to affect these mothers more than did actual economic distress.

*TC Today* spoke with Brooks-Gunn, Virginia and Leonard Marx Professor of Child Development and Education and Co-director of TC's [National Center for Children and Families](#).

***TC Today:*** What are the “orchid” and “dandelion” parents mentioned in the studies?

***Brooks-Gunn:*** Some individuals seem more sensitive to environmental changes due to variation in allele patterns for each gene marker. We call them “orchids” because they do poorly in difficult environments but thrive in good ones.



Jeanne Brooks-Gunn

“Dandelions” are less susceptible to environmental variations, though obviously extreme variations are not good for anyone. ***TC Today:*** Should we excuse genetically predisposed moms for spanking their children more during high stress?

***Brooks-Gunn:*** The issue isn't about blame. We're all products of the exquisite interaction between nature and nurture, which

goes on from conception to death. By looking simultaneously at biology on the one hand, and environment and experience on the other, we can more precisely explain variations in an individual's life course. Changing policies to reduce maternal stress would help all children. In fact, home visiting and early education programs do just that.

***TC Today:*** During economically uncertain times, should we step up child-protection services and other supports?

***Brooks-Gunn:*** Our work associates economic downturns with rises in harsh parenting. Other research has shown that children's head trauma and use of emergency medical services increase in recessions. So, yes, these findings highlight the need to provide unemployment benefits, food stamps, health care and job training for parents. — ***Patricia Lamiell***

**“CHANGING POLICIES TO REDUCE MATERNAL STRESS WOULD HELP ALL CHILDREN.”**

— ***Jeanne Brooks-Gunn***

## HE'S A LATTER-DAY DE TOCQUEVILLE

In November, Hervé Varenne, TC Professor of Anthropology and Education, was honored with the [George and Louise Spindler Award](#) for lifetime achievement from the [Council on Anthropology and Education](#). He received the award — named for the husband-wife team who along with TC's Margaret Mead did much to establish the field — for exerting a



“profound effect” on anthropology and education through books such as *Americans Together: Structured Diversity in a Midwestern Town* (1977).

In comparing Varenne to “another famous French observer, Alexis de Tocqueville,” the Council's award committee cited Varenne's “insights into American culture as expressed through the actions of ordinary people.” **TC**



# FAIRIES

STARTING WITH THIS ISSUE OF *TC TODAY*, WE INTRODUCE RECENT GRADUATES WHO ARE SHAPING THEIR FIELDS. FIRST UP ARE SOME YOUNG ALUMNI WORKING IN HIGHER EDUCATION.

By  
SIDDHARTHA  
MITTER

Illustrations by  
AGATA  
NOWICKA





## Henan Cheng

*Quantifying the Benefits of Social Justice*

As a designer of cars and trucks in Hubei Province in her native China, Henan Cheng (Ed.D. '10) learned that cost-effective design is critical to mass production.

Now as a postdoctoral fellow at Teachers College's [Center for Benefit-Cost Studies of Education \(CBCSE\)](#), Cheng is bringing that same focus to the education policy arena.

Cheng is a member of a federally funded team led by CBCSE Co-Director Henry Levin, William H. Kilpatrick Professor of Economics and Education, that is assessing the cost-effectiveness of decades' worth of

government education projects.

The team's first report, which came out last year, found some staggering discrepancies in spending on different programs to increase high school completion.

"In some cases, it cost \$100,000 to keep one student from dropping out," Cheng says. "In others it cost only \$700."

The project's second phase, on early literacy programs, is now under way. The team is also building a cost-effectiveness assessment tool for funders and school districts. Its engine will be a database of key factors such as regionally adjusted salary levels and facilities costs. The tool also will have a Web interface.

"Evaluations report on whether a program was effective, but they seldom mention its cost," Cheng says. "But policymakers need to know what they can afford."

Cheng, who also serves as Assistant Director of TC's [Center on Chinese](#)

[Education](#), received her doctorate in International Educational Development, with a concentration in finance and planning. She wrote her dissertation on the educational barriers that confront China's migrant children, particularly those from ethnic minority populations. For that work, she spent several months conducting

interviews, focus groups and school visits in Kunming, the capital of Hunan Province, a region in China's southwest that borders Vietnam, Laos and Myanmar.

Currently Cheng is studying the education of children left behind in rural Sichuan by parents who have migrated to industrial areas. She is also holding discussions with colleagues in China about the possibility of setting up a cost-benefit studies center in Beijing. "There are a lot of Teachers College alumni there," she says. "Cost-benefit analysis is a very new area in China and something we can work on together."



**POLICYMAKERS NEED TO KNOW WHAT THEY CAN AFFORD.** — *Henan Cheng*

## Bianca Baldrige

*Telling Tales of Out of School*

Many educators cite Dewey's view that learning extends beyond school, but Bianca Baldrige (Ph.D. '12) is putting the idea into action. Raised in a working-class section of Los Angeles, Baldrige participated in a leadership development program during high school that sparked her confidence and ambition. She wrote her TC dissertation on how the staff of a community-based organization in Harlem worked with youth while dealing with funder priorities and other pressures.

Now Assistant Professor of Educational Policy Studies at the University of Wisconsin-Madison, Baldrige teaches theories of youth, education and society and builds service-learning courses to take students where community organizations do their work. She is setting up a minor concentration in out-of-school and after-school education.

"Youth workers are not well-reported in the literature,"

she says, "yet they have a certain kind of knowledge that's invaluable."

In her new role, she's been learning the local landscape, from branches of the [Urban League](#) and the [Boys & Girls Club](#) to small groups that focus on youth of color and "tap into racial identity."

"I want my students to see the broader scope of after-school programs, because you only hear about the academic side — the achievement-gap rhetoric, funding and testing. I want students to understand the range of work that can and should be done."

Baldrige believes that bringing community organizations into partnership with schools and parents can create nurturing environments that keep youth from getting in trouble.

"Everybody checks up on you, as it once was in many communities," she says. For marginalized minorities, "the idea of community education has always been part of the struggle for freedom."



## H. Kenny Nienhusser

*Documenting the Struggles of the Undocumented*

Why are minority students under-represented in U.S. higher education?

Barriers such as soaring tuition costs and ongoing challenges to affirmative action are obvious answers. But Kenny Nienhusser (Ed.D. '11) believes that more subtle factors can be just as powerful, especially for students who lack U.S. citizenship.

Nienhusser, who teaches in the University of Hartford's doctoral program in educational leadership

and directs its [Center for Learning and Professional Education](#), is conducting two projects focused on undocumented students.

In one study of two states that offer educational benefits to undocumented students (Connecticut and New York) and two that do not (Georgia and Wisconsin), Nienhusser explores the personal beliefs and professional values of administrators.

In his other project, Nienhusser is looking at the stigma that afflicts many undocumented students when they deal with those who shape their educational path. The work draws on the theory of social stigma developed by Erving Goffman, which holds that the shame people feel when they perceive themselves as failing to meet societal standards drives them to conceal shortcomings and needs.

"We tend to think of stigma in terms of race, sexual orientation or HIV status," says Nienhusser. "But the college choice process is very different

for undocumented students than for others, and stigma is very present," even though education is typically the best antidote to that stigma.

Nienhusser also works with the Hartford public schools, where most of the students are Latino or African American, to trace how supports in and out of school shape students' college choice and access.

At TC, Nienhusser, who is Latino, earned his doctorate in Higher and



**THE COLLEGE CHOICE PROCESS IS VERY DIFFERENT FOR UNDOCUMENTED STUDENTS.** — H. Kenny Nienhusser

Post-Secondary Education while serving as Director of Academic Administration for the Department of Mathematics, Science & Technology. Today he embraces his faculty role.

"I love teaching and I love my research," he says. "I want to have an impact on my community, and that's what I'm doing."



## Julie Schell

*Building the On-Ramp to College Success*

Dual-credit college courses for high-school students are a growth field. But a proliferation of low-quality courses is resulting in more students entering college unprepared to handle the work.

"In Texas, kids are coming into university with sometimes a full year of college credit," says Julie Schell (Ed.D. '09). "We would prefer that students take fewer dual-credit courses, but better ones."

Schell, Director of [OnRamps](#) and Strategic Initiatives at The University of Texas at Austin, has a plan to make that happen. OnRamps ([onramps.org](#)) is UT-Austin's initiative to develop dual-credit courses using the latest techniques, such as project-based learning, flipped classrooms and, at UT-Austin in particular, blended learning. OnRamps courses "all

have face-to-face teachers in a brick-and-mortar setting, but also significant online features," Schell says.

Three OnRamps courses — in pre-calculus, computer science and English language arts — are completing their pilot year, serving about 1,380 students in 17 schools. A fourth, in statistics, pilots this year.

Schell has a longstanding interest in pedagogical innovation for college students. At TC, where she earned her doctorate in Higher and Postsecondary Education with Professor Anna Neumann, Schell says she "looked at how STEM professors at major research universities who were working to improve their introductory teaching went about it." She spent four years at Harvard as a post-doc and research associate with Eric Mazur, a physicist-turned-education innovator whose methods emphasize blended and interactive learning.

Mazur introduced her to UT-Austin Vice Provost Harrison Keller, the initiator of OnRamps, who recruited her last year. It was an easy sell. "OnRamps combines the best innovation out there in terms of pedagogy, delivery and policy," Schell says. "We could change the world of higher education with this project."





## Eric Oberstein

*Bringing Strategy to the Arts*



“Basketball is king here,” says Eric Oberstein, Associate Director of [Duke Performances](#) (M.A. '09),

the university-based performing arts series. But Oberstein hopes Duke’s arts culture may yet rival the Blue Devils’ on-court appeal.

This season Duke already has hosted performances by the Kronos Quartet, Urban Bush Women, Zakir Hussain and others. But Oberstein, who earned his degree in Arts Administration and served as Executive Director of the New York-based Afro Latin Jazz Orchestra, understands the challenges he faces.

“Folks go to a show, but they don’t know how it came to be,” he says,

citing the gamut of related fields he studied at TC, including accounting, publicity, and contract and copyright law. Running a tour for the 18-member orchestra in Cuba, he also came to understand the performers’ point of view. “That experience threw me into the fire,” says Oberstein, who is part Cuban and was making his first visit to that country. He ended up producing a Grammy-nominated album with the orchestra.

Oberstein, who plays percussion and saxophone and also holds a master’s degree in Arts in Education from Harvard, was drawn to the challenge of building ties between a university, its community and the arts world as well as the chance to return to an organization he first worked with while a Duke undergraduate.

“It’s great to return to my alma mater to be a part of this,” Oberstein says. “But I’m most excited about what comes next.”



## Hakim Williams

*Understanding the Causes of Violence*

Violence is so commonplace in Trinidad and Tobago, where Hakim Williams (Ed.D. '12) grew up, that Williams took on the middle names Mohandas, after his hero Mahatma Gandhi, and Amani, which in Swahili means “peace.” He earned his doctorate in international education development, focusing on peace education.

Today, as Assistant Professor of Education and Africana Studies at Gettysburg College in Pennsylvania, Williams researches social sources of violence and possibilities for nonviolent alternatives.

“I’m looking at direct violence — physical, verbal, emotional, psychological — but also structural violence in the system,” Williams says. The latter, he believes, stems in part from the continuation of colonial policies that directed resources to privileged schools. “I hope to engage in a national and Caribbean-wide conversation about violence and educational equity.”

At Gettysburg, Williams teaches courses on human rights, globalization, the postcolonial condition and the Caribbean. This year he will bring students to visit non-governmental organizations working in Trinidad and Tobago.

Most of Williams’s students are white and well-to-do, and typically they sign up for his classes primarily to satisfy distribution requirements. Williams relishes the opportunity to go beyond preaching to the choir. “I love the college, and I love to challenge my students,” he says. “At the end, they say they are so glad they had to take something like this.” **TC**

## Francesca Socolick

*Making 40,000 Learners Feel Special*

Poorly used technology gets in the way of learning; just think of any class where you’ve had to endure watching a video with horrible sound. But when the technology is right, says Francesca Socolick (M.A. '11), “it helps everyone be present.”

As technologist and support lead for NYU Classes, an open-source learning management system rolled out by New York University in 2013,

Socolick strives to achieve that level of immediacy for all NYU students, faculty and staff, including those in the university’s overseas programs.

“Two years out of school I never thought that I’d be managing an application with 40,000 users,” Socolick says. “I’ve

had opportunities to go to Florence and Shanghai.”

When she was a student in TC’s Instructional Technology and Media program, Socolick studied and built apps to help museum visitors get more out of viewing exhibitions. The scale was vastly smaller, but the goal was the same. “The overlap is technology for learning: How do you leverage the online learning environment for the physical environment?” In any setting, she says, the real work involved in making technology serve learning is “always about the people, never the computers.”

With the NYU platform, Socolick says her top priority is “working with faculty to make sure they feel comfortable.” Many were wary at first, but as word spread that the tool is customizable, requests poured in for everything from assessments for a lecture course of 400 students to a text editor that accepts Arabic. “I find out what they want to do,” she says. “It almost feels like a counseling service; it’s client-specific.”

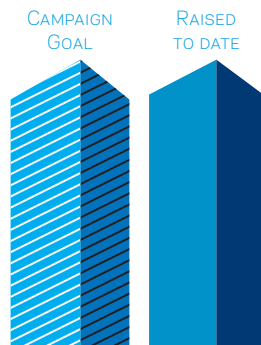


# CAMPAIGN UPDATE

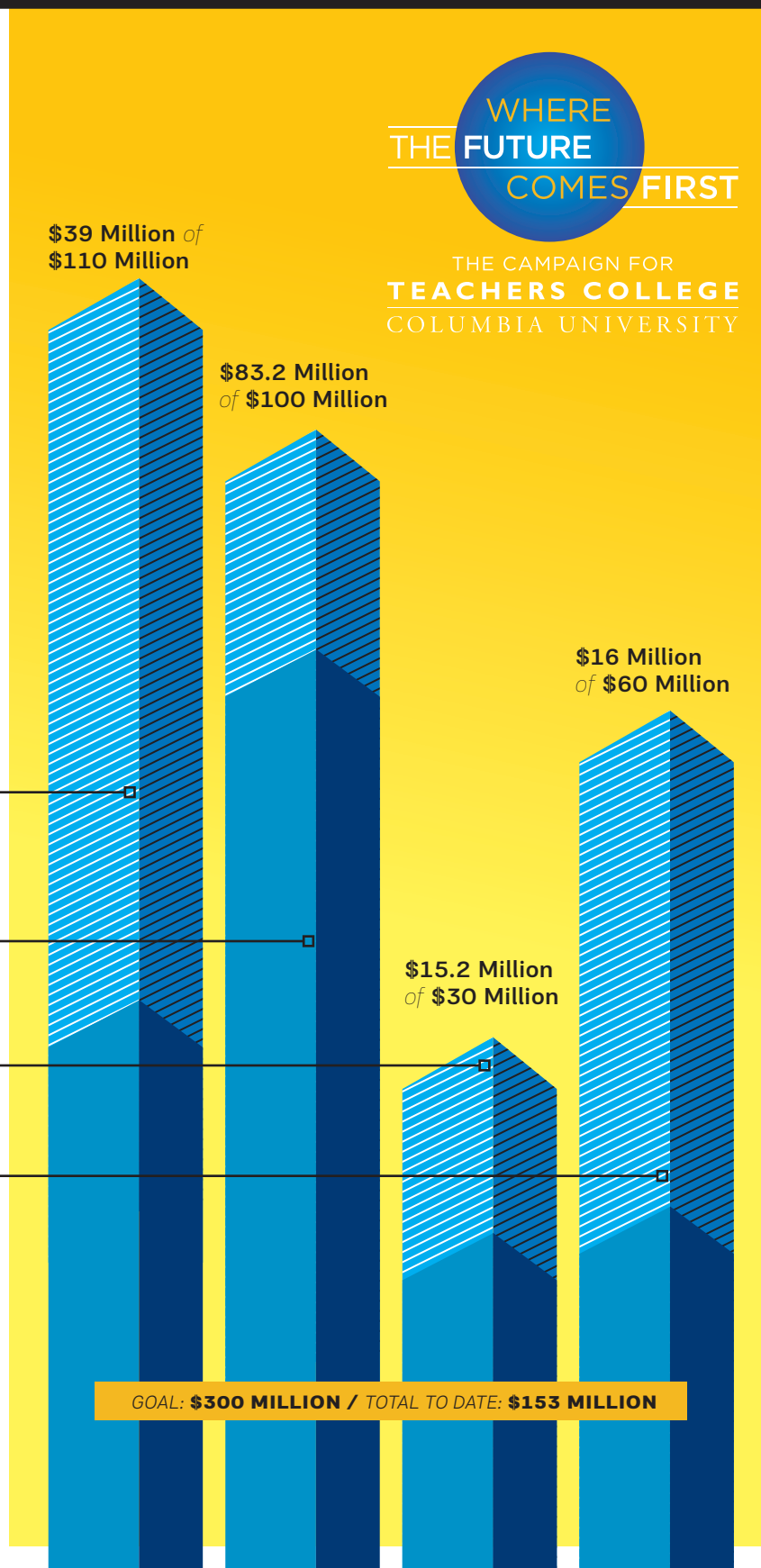
As the **Campaign for Teachers College** gets under way, *TC Today* reports on progress toward our funding goals and stories of the campaign's powerful impact on TC's people, programs and campus.

**Where the Future Comes First** is off to a strong start, raising \$153 million to date\* toward the total goal of \$300 million. Launched at TC's 125th Anniversary Gala in November, the campaign builds on the College's historic Legacy of Firsts by investing in our priority funding areas:

- 1 Scholarships & Fellowships**  
Support students to achieve their dreams
- 2 Faculty & Programs**  
Attract and retain world-class scholars and galvanize innovative programs
- 3 Financial Flexibility**  
Advance priority initiatives
- 4 Campus & Technology**  
Build a 21st century campus



\*As of April 15, 2014



# Giving with Impact

## CAMPAIGN PRIORITY NO 1 SCHOLARSHIPS & FELLOWSHIPS

TC's future begins with the leaders of tomorrow: our students. Supporting scholarships and fellowships through the campaign helps free our students from the burden of student loan debt so they can make a positive difference in schools and communities in New York City and around the world. Following is a look at how campaign giving has a real-world impact on students and the lives they touch.



Tiffany Williams

From the Peace Corps to NYC Classrooms

It's an idea so good scores of other urban universities replicated it:

**The Elliot and Roslyn Jaffe Peace Corps Fellows Program**, which has enriched the educations and lives of thousands of students in New York City's high-need schools for more than 25 years.

As part of the campaign, the Jaffes have renewed their commitment to the program that supports returned Peace Corps volunteers, who receive alternative certification as they teach full-time in New York City schools and pursue TC master's degrees. In turn, the Fellows create meaningful learning experiences for children in some of the City's most disadvantaged schools and communities.

"The program inspired me to think creatively about how to make content relevant and better engage my students," says Fellow **Tiffany Williams**.

The program has produced more than 800 public school educators, says Director **Nicolas Stahelin**. Its alumni retention rate in public schools is among the nation's highest.

**Elliot Jaffe** says he and his wife created the program to harness the idealism and expertise of former Peace Corps members who wanted to become

teachers. "New York City was willing to give them teaching certificates," Jaffe says, "and TC had the courses, so we stepped up with some scholarships."



Azadeh Jamalian

New Solutions to Early Math Learning

Helping young children learn math is tough, but the solution — inspiring them to love it — takes magic and solid research that spurs student achievement.

**TC Cleveland H. Dodge Foundation Fellow Azadeh**

**Jamalian** and her fellow researchers in math education and early childhood development are providing just that spark for kids in local public schools and beyond. "I felt passionate about researching new solutions to issues in teaching and learning, and the Fellowship empowered me to do just that," says Jamalian, a Ph.D. student in TC's Cognitive Studies in Education program.

Jamalian is a member of a team that's using the MathemAntics educational software developed by **Herbert Ginsburg**, TC's Jacob H Schiff Foundations Professor of Psychology & Education, to make groundbreaking discoveries about how very young children understand mathematical concepts. Their research could help future generations learn more effectively — and at younger ages — especially in underserved schools.

**Bill Rueckert**, TC board Co-Chair and Cleveland H. Dodge Foundation President, believes their work is central to TC's mission. "Everything the College does, from our work on educational equity to producing the best-prepared teachers, flows from our research. That's the unique advantage we've had from the beginning."

## WHERE THE FUTURE COMES FIRST ON THE ROAD

**The Campaign is engaging TC's 90,000 alumni and friends around the world with the College and each other.** President Susan Fuhrman and TC faculty and staff have been on the road this year spreading the news about the campaign and building a powerful global network of TC ambassadors.

Stops on the campaign trail this year have so far included Florida, Seattle, Los Angeles, San Francisco, Seoul, Hong Kong, Kansas City, Minneapolis, and Madison, Wisconsin — with more destinations to come.

## EVERY GIFT MAKES A DIFFERENCE

The Campaign offers a variety of ways to give at all levels to support our extraordinary students.

- **Create an Endowed Scholarship with a minimum of \$50,000 gift.**
- **Give to an existing Endowed Scholarship Fund.**
- **Support the TC Fund Scholars Program by establishing a one-year scholarship for a student with demonstrated need.**

## ENHANCE THE POWER OF GIVING TO TC STUDENTS

TC's Board of Trustees will generously match dollar-for-dollar any gift of \$2,500 designated to financial aid. That means a gift of \$2,500 becomes a named \$5,000 TC Fund scholarship for the academic year. And you'll meet your scholar and hear about the work you're supporting. **TC**

To learn more about how to support TC students, please contact:

**Scott Rubin**  
[sr2670@tc.columbia.edu](mailto:sr2670@tc.columbia.edu)  
**212-678-3722**

Please visit [tc.columbia.edu/future](http://tc.columbia.edu/future) for campaign updates and more stories about how giving to TC is changing the world — from one child to entire nations.





## Her Choice to Change the World

Like her illustrious ancestor, **Amanda Washington** is trying to fix more than the classroom for poor students of color

By JOE LEVINE

In summer 2009, while working for [Teach for America](#) in a low-income public high school in Philadelphia, Amanda Washington was interrupted by a student. “He said, ‘Ms. Washington, it’s great what you’re trying to do, but we all understand that we’re not going anywhere because we’re black,’” recalls Washington, now a TC education policy student.

For Washington — the great-great granddaughter of Booker T. Washington — the moment framed a challenge in historical terms. “My great-great grandfather couldn’t attend school because he had to help support his family,” says Washington, whose mother and father are, respectively, a pediatric neurologist and a doctor of internal medicine. “So he decided to educate himself by any legitimate means. I think his message today would be the same. So it was heartbreaking

that these kids had internalized the belief that they couldn’t be more than what some people have told them.”

As a seven-year-old, Washington set out with her father on foot to retrace

**“WE MUST REPAIR OUR STUDENTS’ SELF ESTEEM, SELF-AWARENESS AND THEIR ABILITY TO CONCEPTUALIZE A LIMITLESS FUTURE.”**

the 200-mile trek that Booker and his family made after they were emancipated as slaves. The latter-day Washingtons turned around after 20 miles, but Amanda’s life’s journey was just beginning. On her 13th birthday, family friend Oliver Hill, a former lead counsel for Virginia plaintiffs in the landmark desegregation case *Brown v. Board of Education*, gave her an atlas inscribed “To Amanda: You’re going to inspire people and change the world.”

In 11th grade, Washington conducted a study, later referenced by Hill and others, comparing two local public high schools. One, in the suburbs, boasted cutting-edge facilities and provided students with Apple laptops. At the other, an urban school, students couldn’t take textbooks home at night.

Washington attended Spelman College, the nation’s oldest historically black college for women (tag line: “a choice to change the world”), and then earned a master’s degree in TESOL from American University School of Education, Teaching and Health.

Then came her trials by fire in the public schools, where one girl responded to her persistent outreach by cursing and hurling objects at her. “She later told me she’d never had an educator that she sensed genuinely cared about her progress,” Washington recalls. “When she said she wanted to go to Yale and pursue a Ph.D., it made me want to do more.”

At TC, Washington has taken courses in law and educational equity with Michael Rebell, Jay Heubert, Jeffrey Henig and Carolyn Riehl. “During the first week, Professor Rebell talked about many of the challenges I’d encountered as a teacher, including debilitating issues of race, poverty, health care and school funding.”

Washington is proud to carry her great-great grandfather’s name, but humbly regards the connection as “an accident of birth” — a legacy to be lived up to rather than a pedigree to brag about.

She quotes from his book *Up From Slavery*: “It is important and right that all privileges of the law be ours, but it is vastly more important that we be prepared for the exercise of those privileges,” adding “so today, as educators and allies, we must repair our students’ self-esteem, self-awareness and their ability to conceptualize a limitless future.” **TC**

Watch an [interview](#) with Washington at [tc.edu/news/9413](http://tc.edu/news/9413).

# ALUMNI NEWS

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## At Academic Festival, a Chancellor Who Listens, Speaks

"I've been to 30 schools so far and in every one I've found something to replicate and share," **Carmen Fariña**, New York City's new public schools chief, told a packed audience at [Teachers College's Academic Festival on April 12](#). "We have to stop keeping what we do well a secret — and give it away."



## Academic Festival 2014

Delivering the [Phyllis L. Kosoff Lecture](#) on Education and Policy, Fariña reflected on the first 100 days of Mayor Bill de Blasio's administration and set out the City's education agenda. Her speech served as the keynote for Academic Festival, this year titled "[Where the Future Comes First](#)" after TC's \$300 million campaign.

A former teacher, principal and superintendent in the city's schools, Fariña credited TC for its "pivotal role" at key moments in her career, with faculty such as **Lucy Calkins**, **Celia Oyler** and **Aaron Pallas** helping to shape her ideas and professional decisions. Fariña also has served on the board of TC's Cahn Fellows Program for Distinguished Principals.

She presented a vision for a New York City school system that values the accumulated knowledge of teachers, staff and parents and looks for ways to develop and share best practices through collaboration. "All the answers are in the room," she said, outlining an agenda based on four pillars: "Return dignity and respect to the workforce. Improve student achievement by aligning Common Core strategies with all that we do. Engage parents in every aspect of school life. Create new collaborative models," including with universities and cultural institutions.

Other highlights of Academic Festival included honors for five alumni: **David W. Johnson** (Ed.D. '66), Professor Emeritus of Educational Psychology at the University of Minnesota; **Deborah Kenney** (Ph.D. '94), founder and Chief Executive of Harlem Village Academies; **Kate Parry** (Ed.D. '86), Professor of Applied Linguistics at Hunter College; **James Gordon** (Ed.D. '85), Associate Dean and Chair of the Division of Biokinesiology and Physical Therapy at USC; and **Eric Shyman** (Ed.D. '09) Assistant Professor of Special Education in the School of Education at Dowling College, who received TC's Early Career Award.

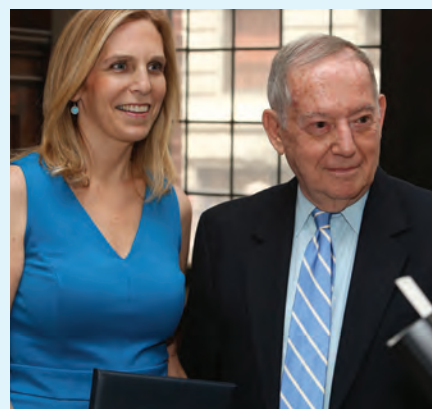
**O. Roger Anderson**, Professor of Natural Sciences and Chair of the Math, Science and Technology Department, was honored for 50 years of teaching at TC. "Many remarkable people have passed through Teachers College during its 125 history," **John Allegrante**, Professor of Health Education and Associate Vice President for International Affairs, said in his tribute to Anderson. "You stand among the very, very few of whom it can be truly said: 'TC would not be TC without him.'" **TC**

Find more on [Academic Festival 2014](#), including video, at [tc.edu/news/9465](http://tc.edu/news/9465).



### IN CASE YOU MISSED IT

There wasn't much downtime at TC's Academic Festival 2014. From top: airborne children enjoy SKIP!; faculty member and lifetime achievement award recipient O. Roger Anderson (left); recipients of TC's 2014 Distinguished Alumni Awards (from left): Eric Shyman, Kate Parry, David Johnson, James Gordon and Deborah Kenney; doctoral student Michael Swart discusses math apps keyed to the children's show "Cyberchase"; Deborah Kenney with faculty member Lambros Comitas.





# Class Notes

## ARTS AND HUMANITIES

### ART AND ART EDUCATION

The artwork of New York-based **Lynne Margaret Brown** (M.A. '01) focuses on cultural identity and contemporary global society.

### LANGUAGE, LITERACY, AND SOCIAL STUDIES

**Phyllis Gimbel Schnitman** (M.A. '69) co-authored *Healthy Schools: The Hidden Component to Teaching and Learning* (Rowman & Littlefield).

Following the Sandy Hook tragedy, **Dominick Tarquinio** (M.A. '78) invented a security door latch teachers can lock from inside the classroom by pressing a button.

### MUSIC AND MUSIC EDUCATION

**Alex Marrero** (M.A. '10), Executive Director, Southern Hudson Valley Youth Symphony, is now also Affiliate Facilitator for Orange County Community College.

### TEACHING OF ENGLISH

**Margaret Barrow** (Ed.D. '10) co-created the Transitions and Transactions Conferences at Borough of Manhattan Community College. TC's Sheridan Blau keynoted the first conference in 2012, and TC students who presented published in *Teaching Literature in Community College Classrooms: Traversing Practices* (McGraw-Hill).

**Kevin Nesbitt** (M.A. '00) is Director of Faculty Affairs and Academic Integrity Officer at John Jay College.

### TEACHING OF SOCIAL STUDIES

**Andrea Delorey (Smith)** (M.A. '95) is an elementary school assistant principal in Fort Collins, CO, and board member of No Barriers USA.

**Jena R. Epstein (Rakoff)** (M.A. '04) and husband Eric have a new son, Jonah David.

**Cynthia John** (M.A. '61) has retired as Associate Professor of Education from Neuman University.

### TESOL

"Synesthesia in Literature," a chapter by **Patricia Duffy** (M.A. '82), appears in the recently published *Oxford Handbook of Synesthesia*.

### THEATER EDUCATION

Educator **Susan Hefler** (M.A. '71) is a Jungian-oriented psychotherapist and a registered drama therapist.

## BIOBEHAVIORAL SCIENCES

### APPLIED PHYSIOLOGY

**Michael La Fountaine** (Ed.D. '08, M.E. '05, M.A. '03) received the 2013 New Investigator Award from the American College of Sports Medicine. He researches traumatic neurological injuries' impact on the cardiovascular system's endocrine function.

## CLINICAL AND COUNSELING PSYCHOLOGY

### CLINICAL PSYCHOLOGY

**Francis J. O'Brien Jr.** (Ph.D. '80) has transitioned to engineering math while still working on extinct Amerindian languages of southern New England.

### PSYCHOLOGICAL COUNSELING

Retired school and rehabilitation counselor **Iris Nelson-Schwartz** (M.E. '80) works part time in the Department of Ed-Division of Special Education at PS 186 in the Bronx.

### PSYCHOLOGY IN EDUCATION

**Gavin Ryan Shafron** (M.A. '12) teaches psychology at Cañada College in Redwood City, CA. He has published in *The Journal of Clinical Psychology: In Session*, the APA journal *Psychology of Popular Media Culture* and in TC's own *Graduate Student Journal of Psychology*.

## CURRICULUM AND TEACHING

### CURRICULUM AND TEACHING

**Marian L. Martinello** (Ed.D. '70), President of the University of Texas-San Antonio Retired Faculty Association, is exploring the University's history for UTSA's 50th anniversary in 2019. She has presented to the Texas State Historical Association.

**Arlo Klinetob** (M.A. '67) is Vice Chair of the Foothills Chapter of the Adirondack Mountain Club and Chairman, Broadalbin Town Board of Appeals.

**Patricia L. Supplee** (Ed.D. '87) was selected for a Fulbright Specialists Program at the National Defense University in Phnom Penh, Cambodia. She assessed and developed English as a Second Language curricula and materials for Cambodian military personnel in the UN Peacekeeping Forces.

### ELEMENTARY AND CHILDHOOD EDUCATION

**Lisa Richtmann** (M.A. '95) teaches at The Children's Own School in Winchester, MA, New England's oldest Montessori School.

**Mala Hoffman's** (M.A. '89) poetry collection *A Year of Wednesdays* was published by Finishing Line Press.

### GIFTEDNESS

The Wisconsin Association for Talented and Gifted has designated **Ronald L. Rubenzer** (Ed.D. '84, M.A. '83, M.Phil. '80) a Pioneer in organized advocacy for gifted children.

## EDUCATIONAL POLICY AND SOCIAL ANALYSIS

### SOCIOLOGY AND EDUCATION

**Judy Pryor-Ramirez** (M.A. '05), a lecturer in sociology, teaches the course

## CLASS NOTES

Youth Mentoring in the City at The New School.

### HEALTH AND BEHAVIOR STUDIES

#### NURSING EDUCATION

**Laura Caramanica** (M.E. '81) was inducted as a Fellow of the American Academy of Nursing in October 2013.

**Cleo Graham** (M.A. '80) is the first African American ordained by the Rhode Island Conference of the United Church of Christ.

#### GUIDANCE

**Jane Katz** (Ed.D. '78, M.E. '72) won 13 Masters swimming medals at the 19th Maccabiah Games in Israel. Katz, 70, is among the Games' longest-tenured competitors.

#### HEALTH EDUCATION

**Srdjan Stakic** (Ed.D. '05, M.A. '01) premiered his first feature film, *Yellow Face*, based on David Henry Hwang's Pulitzer Prize-nominated play. The first feature film funded by YouTube, *Yellow Face* won the audience award at the L.A. Asian Pacific Film Festival.

#### NURSE EXECUTIVE ROLE

**Robin S. Goodrich** (Ed.D. '12) is Associate Dean of the College of Health Professions and the College of Arts and Sciences at Davenport University in Grand Rapids, MI.

#### NUTRITION EDUCATION

**Paulette Sinclair-Weir** (M.S. '79) remains passionate about lessons learned from TC's Joan Gussow about protecting the environment and buying and eating locally grown food.

#### SPECIAL EDUCATION

**Kay Alicyn Ferrell** (M.A. '75) is the author of *Reach Out and Teach* (2011). She received the NY: American Foundation for the Blind, Migel Medal in 2013.

### HUMAN DEVELOPMENT

#### DEVELOPMENTAL PSYCHOLOGY

**Abdul M. Isira** (M.A. '99) credits his TC psychology degree with propelling his career in corrections.

At 89, **Edith S. Marks** (M.A. '70) has published a novel, *Like Everybody Else*, about a blind man whose life is upended after an operation gives him sight in one eye. Marks coordinates one of the world's largest Glaucoma Support and Education groups.

### INTERNATIONAL AND TRANSCULTURAL STUDIES

#### INTERNATIONAL EDUCATIONAL DEVELOPMENT

**Eva Armour (Gordon)** (M.A. '07) is Director of Global Strategy and Programs for Seeds of Peace, which works with new generations of leaders from nations in conflict in the Middle East and South Asia.

**Laurie Cigal (O'Connor)** (M.A. '03) is Executive Assistant to the President of Latin American Operations at Brink's Inc., where she uses her Spanish and Project coordination skills.

**Ilana Horwitz (Straznik)** (M.A. '08) began a doctoral program in education at the Stanford Graduate School of Education in fall 2013.

**Kathryn Moore (Doane)** (M.A. '13) discussed Youth as Peacebuilders in Fiji at the Asia-Pacific Peace Research Association's Bangkok conference in November.

### MATH, SCIENCE AND TECHNOLOGY

#### COMMUNICATION AND EDUCATION

**Michael A. O'Toole** (M.E. '97) has completed 10 years (three as board President) at Philadelphia social services agency Face to Face Germantown.

#### SECONDARY SCHOOL SCIENCE EDUCATION

**George Papayannis** (M.A. '03), a physics, biology, and chemistry teacher at Boston's Fenway High School, was recently awarded a two-year Wipro Science Education Fellowship.

### ORGANIZATION AND LEADERSHIP

#### ADULT EDUCATION GUIDED INTENSIVE STUDY

**Richanne C. Mankey** (Ed.D. '07) is Interim Vice President for Institutional Advancement at Daemen College and remains Vice President for Student Affairs.

#### EDUCATIONAL ADMINISTRATION

**Johnnie E. Anderson** (Ed.D. '86, M.E. '84, M.A. '66) provided administrative

leadership for the Central Islip American Parks Civic Association and for community Broadway productions. Anderson is a certified Phi Delta Kappa International emeritus member.

**Les Barbanell** (Ed.D. '76) published *Breaking the Addiction to Please: Goodbye Guilt*, which focuses on "caretaker personality disorder."

**Edward A. Mainzer** (Ed.D. '90) is on the Board of Directors of the American School Counselor Association.

### HIGHER AND POSTSECONDARY EDUCATION

**Jim W. Morrison** (M.A. '05) is Senior Advisor to the Provost at the University of Notre Dame.

#### HIGHER EDUCATION

**Anne Pruitt-Logan** (Smith) (Ed.D. '64, M.A. '50) was named among the Top 25 Women in Higher Education in *Diverse Issues in Higher Education* in March 2013.

#### ORGANIZATIONAL PSYCHOLOGY

**Gretchen Ladd Barrientos** (M.A. '00) and her husband are expecting a little girl in July. Their son Xander is 19 months old.

Following a private- and public-sector career, **Gabrielle Vetter-Taaffe** (M.A. '84) is doing consulting.

#### STUDENT PERSONNEL ADMINISTRATION

**Joanne C. Conlon** (Ed.D. '85) is Associate Professor with tenure at Westchester University of Pennsylvania.



ALUMNI ASSOCIATION PRESIDENT'S MESSAGE

Dear TC Colleagues and Friends,

During my first year as President of the TC Alumni Association, we worked with the TC Alumni Council to host numerous 125th anniversary celebrations and reconnect with alumni worldwide.

With the launch of TC's \$300 million campaign *Where the Future Comes First*, the Alumni Council is using social media and other tools to engage as many of our 90,000 alumni as possible. Beyond raising money and support for campaign priorities, the goal is to reconnect you with TC and one another. I encourage you to stay informed by following Alumni Relations on social media or joining the email list to learn more about your classmates, programs and events. Get connected at [tc.edu/alumni/connect](http://tc.edu/alumni/connect).

TC's sixth annual Academic Festival in April brought nearly 1,000 alumni, students and friends to campus

and highlighted the leadership of alumni, faculty and students in education, health and psychology (see page 51). Speakers included New York City Department of Education Chancellor and former TC Cahn Fellow board member Carmen Fariña, faculty Lisa Miller and Ryan Baker and alumni Eric Nadelstern and James Gordon. Visit [tc.edu/festival](http://tc.edu/festival) for videos, photos and stories and join us at TC for next year's Festival.

My goal this year is to connect current students with alumni and involve them in our activities. So as we embark on a new era at Teachers College, come back to Morningside Heights to network, to reunite with faculty or to take part in one of our celebrations and thought-provoking discussions. I look forward to hearing from and seeing you!



PHOTOGRAPH BY BRUCE GILBERT

Stay Connected!

Meet the full Alumni Council at: [TC.edu/alumni/councilmember](http://TC.edu/alumni/councilmember)  
Help us achieve our goal of Communicating with More Alumni than Ever Before. Updating your information, share your news with us and connect to the TC Network at: [TC.edu/alumni/connect](http://TC.edu/alumni/connect)

Sincerely,

*Patrick P. McGuire*

Patrick P. McGuire, (Ed.D. '94)  
President  
Teachers College Alumni Association



"I am a long-time supporter of TC, through both the Annual Fund and my Charitable Gift Annuity. I am so glad to assist our remarkable students in furthering their education with a gift now and a gift in the future."

—Ruth W. Friendly  
M.A. Curriculum and Teaching  
Grace Dodge Society member since 2002

For more information on gift annuities, bequests or other planned gifts, please contact

Louis Lo Ré  
Director of Planned Giving  
lore@tc.edu  
212-678-3037







## “He Chaired Committees with the Approach of a Brilliant Litigator”

TC mourns Trustee James Benkard

James Benkard, a TC Trustee since 1980 and the longest-serving member on the College’s current board, passed away in early April at age 77.

“Jim Benkard has been an invaluable presence on our board and in the life of Teachers College for the last 34 years, and a source of wise counsel to me personally,” said TC President Susan Fuhrman. “His intelligence, wit, independence and dedication will be greatly missed by the entire TC community.”

As a senior partner of the New York City law firm of Davis, Polk & Wardwell, Benkard represented large corporations and securities firms and was a member of the American College of Trial Lawyers. He also served as a Director of Prisoners’ Legal Services and did extensive pro bono work on behalf of inmates on death row. Benkard’s successful representation of Joseph James in 1975 was a key factor in New York State’s ultimate elimination of the death penalty.

At TC, Benkard served on the board’s Business & Finance Committee, Executive Committee and Compensation Committee, which he most recently chaired, and he played a key role in each of TC’s two previous major fundraising campaigns. He also participated in the presidential searches at TC that led to the appointments of Arthur Levine and Susan Fuhrman.

“When Jim was invited to become a TC Trustee, he initially thought he was joining Columbia University’s board,” recalled Levine, now President of the Woodrow Wilson National Fellowship Foundation. “He came to his first meeting and realized he’d made a gross error, but fell in love with the place and stayed for 34 years.”

Benkard later recruited current Co-Chair Jack Hyland to TC’s board, promising Hyland, “You won’t regret it.”

“That was in 1988, 26 years ago, and he was right, I haven’t regretted it, not one minute,” Hyland said.

E. John Rosenwald Jr., who served with Benkard both on TC’s board and that of the Environmental Defense Fund (EDF), said that Benkard — who also was a Trustee of Vassar College — “chaired committees and gave reports with the approach of a brilliant litigator.”

“Everyone always paid attention to what he said,” Rosenwald said. “TC is a better place because he walked its halls.”

Benkard attended St. Bernard’s School in Manhattan, St. Mark’s School in Massachusetts and Harvard University, where he wrote on sports and academic issues for *The Harvard Crimson*. He served in the U.S. Marine Corps and earned his law degree at Columbia Law School. Last year, the New York City Bar Association’s Capital Punishment Committee honored him with its Norman Redlich Capital Defense Pro Bono Award.

As chair of EDF’s Litigation Review Committee, Benkard briefly found himself in the national spotlight during the presidency of George H. W. Bush, when, because of opposition by the conservative Washington Legal Foundation, he was passed over for the job of assistant attorney general in charge of the Justice Department’s Environment and Natural Resources Division. As reported in a *New York Times* column by Anthony Lewis, Benkard, a Bush supporter who considered himself a moderate Republican, subsequently predicted that if the administration continued to bow to pressures from the far right, it would alienate other Republican moderates — a forecast that proved correct in the 1992 election.

Benkard is survived by his wife of 49 years, Margaret (Peggy) Walker Spofford Benkard; their three children, Andrew Benkard, James Benkard and Margaret Benkard Chaves; and six grandchildren, Penelope, Dexter and Oscar Benkard, Evelyn Benkard Gaumnitz, and Margaret and Nathaniel Chaves. He is also survived by his sister, Joan Derby Benkard Jackson.

— Joe Levine

## IN MEMORIAM



**Thomas W. Evans**

Thomas W. Evans, who chaired TC's Board of Trustees from 1991 to 1998, passed away last June at age 82. Evans served as an adviser to U.S. Presidents Ronald Reagan and George H. W. Bush and assisted Richard Nixon in his 1968 and 1972 campaigns. He was a partner in the New York firm of Mudge, Rose, Guthrie, Alexander & Ferdon and later Chief of Counsel to Andrews Kurth.



**Richard Heffner**

Richard Heffner, a recipient of TC's Medal for Distinguished Service and husband of psychotherapist Elaine Heffner (Ed.D. '86), passed away in December at age 88. Heffner's pioneering talk show, "The Open Mind," spanned nearly six decades on public television. He helped establish public television in New York City, taught for many years at Rutgers University and authored several books, including the best-selling *A Documentary History of the United States*. Heffner also served for 20 years as Chairman of the

Classification and Rating Administration of the Motion Picture Association of America.



**Frances Ianni**

Francis Ianni, Professor Emeritus and former Director of the Horace Mann Lincoln Institute at TC, passed away in December. He is best known for *A Family Business*, a study of organized crime published in 1972. While teaching at University College in Addis Ababa, Ianni studied Ethiopia's remote nomadic cultures. During the Kennedy and Johnson administrations, he served as Associate Commissioner for Research in the U.S. Office of Education.



**James Malfetti**

James Malfetti Sr., Professor Emeritus of Health and Behavior Studies, passed away in November at age 92. Co-author of the groundbreaking 1964 text *Reproduction, Sex and Preparation for Marriage*, Malfetti developed Columbia's first undergraduate course in health and hygiene. He also

was a leading authority on traffic safety. Malfetti served as Associate Director of the American Assembly, created by Columbia President Dwight D. Eisenhower to focus leading experts on major societal issues.



**Frank Moretti**

Frank Moretti (Ph.D. '83), TC Professor of Communications and a leading theorist and practitioner of digital technology in education, passed away last July at age 69. Moretti co-founded and served as Executive Director of the [Columbia Center for New Media Teaching and Learning](#), which partners with all 18 schools within Columbia and more than 3,000 faculty members. In the early 1990s, as Associate Headmaster at the Dalton School, Moretti won national attention for his work with TC faculty member Robbie McClintock to wire Dalton and network it with New York City cultural institutions.



**Robert Taylor**

Robert Taylor (Ed.D. '70), a digital pioneer who helped shape the National

Educational Software Act of 1984 and founded TC's Computing in Education Program, passed away in late October. Taylor also co-founded and later chaired TC's Department of Communication, Computing & Technology in Education. An accomplished bass-baritone, Taylor sang all over the world and at TC convocations during the 1980s and 1990s. He was also an artist who documented his time at TC with sketches that included renderings of past presidents Lawrence Cremin and Arthur Levine.



**Rodney Tillman**

Rodney Tillman (M.A. '49, Ed.D. '55) passed away in July 2013 at the age of 91. Tillman served as a consultant for the U.S. Department of Education, the World Bank, the Joint Council for Economic Education, and the Ministries of Education for Greece, Korea and Iran. He also served as Dean of Education at George Washington University. Tillman was a member of TC's [Grace Dodge Society](#).

# 2015 Alumni Awards

Help us celebrate the distinguished service and accomplishments of our alumni community! Teachers College's 90,000 graduates include leading educators, psychologists, administrators and other professionals. The Teachers College Alumni Association is seeking nominations for several **Distinguished Alumni Awards**. We invite you to nominate Teachers College graduates who have distinguished themselves in their fields; have earned a high degree of respect among their colleagues and in the general community; and whose impact has been felt on a regional, national and/or international level. A recent graduate who has been out of Teachers College

10 years or less, has earned distinction in her/his field, and demonstrates outstanding future potential will be honored with the **Early Career Award**.

The **Distinguished Alumni Award** and the **Early Career Award** recipients will be announced in December 2014 and will be honored during the **2015 Teachers College Academic Festival (April 2015)**. Final selection of recipients is made by the President of Teachers College upon the recommendation of the **Alumni Council's Awards & Recognition Committee**.

## NOMINATION FORM

Select the award for which you would like your Nominee to be considered:

The Distinguished Alumni Award

The Early Career Award

Nominee's Name: .....

Nominee's TC Degree(s) including Year(s) Awarded and Program(s), *if known*: .....

Nominee's Phone Number: .....

Nominee's Postal Address: .....

Nominee's E-Mail Address: .....

Your Name: .....

Your Relationship to Nominee: .....

Your Phone Number: .....

Your Postal Address: .....

Your E-Mail Address: .....

Please respond to the following questions as completely and concisely as possible (attach another sheet if necessary).

1. What are your nominee's exceptional professional achievements and contributions or service to her/his field?
2. What impact has your nominee had on local, regional, national, and/or international communities?
3. What other attributes has your nominee demonstrated that qualify her/him to be honored by Teachers College with a Distinguished Alumni Award?
4. Is there anything else about your nominee that you would like the committee to consider?

Please submit/send complete nomination form information, along with your nominee's current resume or curriculum vitae (if available), **no later than September 4, 2014**, to: **Office of Alumni Relations, 525 W 120 St., Box 306, New York, NY 10027**. You can email your form to [tcalumni@tc.edu](mailto:tcalumni@tc.edu) or fax it to (212) 678-3723. For additional information, please call Teachers College Alumni Relations Office or visit its web site at: [www.tc.edu/alumni/DAANominationForm](http://www.tc.edu/alumni/DAANominationForm)



# ALUMNI FOCUS

## DOING WHAT MOTHERS DO

**Phyllis L. Kossoff** sought help for a daughter with cystic fibrosis, and afflicted families nationwide gained a powerful advocate

**PHYLLIS L. KOSSOFF COLLECTS APHORISMS, INCLUDING ONE** translated from the 17th century Japanese: “Now that my house has burned down, I can see the moon.”

When their newborn daughter Stephanie failed to thrive, Kossoff and her husband Burton learned she was afflicted with cystic fibrosis, a genetic disorder that then killed most children by age five. Stephanie died at 19 as a freshman at Barnard. For Kossoff, the loss can still seem fresh. Yet along the way, her life began again.

“Better to light a candle than to rail against the darkness,” she says, paraphrasing the Chinese proverb. Best known to the TC community for the policy lectures that bear her name, she is a petite, graceful woman who speaks softly and smiles often. “When Stephanie was born, so little was known about CF that there wasn’t a chapter in the textbooks. So we did what parents do. I did what mothers do.”

Kossoff struggled to give Stephanie and her younger brother Mitchell something approaching a normal life even as she tried to protect Stephanie from children with colds and respiratory infections. “It was hard on my son, and he was a supportive and loving brother,” she says of Mitchell, now a practicing New York City attorney.

Working with other parents and supported by Burton, Kossoff also spurred the creation of the national [Cystic Fibrosis Foundation](#). Over the past 50 years, thanks to antibiotics, gene-protein therapy and other advances enabled by the foundation, the median lifespan for those with CF has risen above 40.

Kossoff, whose father died when she was two, credits her mother, the first female sales rep in the paper goods industry, for teaching her that “No’ is just the beginning of a conversation.” She herself graduated from Hunter College at 19, earned her TC master’s degree in health and physical education and taught “manners and morals” to East Harlem junior high school girls before focusing on CF. Ten years ago, she turned her attention to higher education, endowing scholarships and lectures at Barnard in her daughter’s name; at Baruch College in her husband’s name (he was an alumnus and trustee); and at Hunter and TC in her own.



“I like programs, not plaques,” says Kossoff, who in 2004 created TC’s [Phyllis and Burton Kossoff Scholarship Fund](#), which so far has supported 10 students in the College’s Department of Human Development. (The current Kossoff Scholar, Kalina Gjicali, is a master’s student in Cognitive Studies & Education.)

Picking program topics at Baruch and Barnard was easy — business leadership for her husband’s lecture and early childhood for her daughter’s scholarship (“children loved her”) — but it was a meeting with faculty member Sharon Lynn Kagan that decided her on a policy focus for TC’s lecture. (Kossoff also maintains a pioneering lecture at Hunter’s [Roosevelt House Public Policy Institute](#).)

“She explained the need to have evidence-based, data-driven research translated into policy that’s mainstreamed into the education system,” Kossoff says. “I thought, that’s where I want to be, because policy comes nearest to a tangible result.”

TC’s Phyllis L. Kossoff Lecture on Education and Policy has included a debate between the two presidential nominees’ education advisers in fall 2012; a major policy address by U.S. Secretary of Education [Arne Duncan](#); a round table featuring New York State Regents Chancellor Merryl Tisch (Ed.D. ’05); and policy addresses by two New York City public school chancellors — [Dennis Walcott](#) in 2011

and former TC Cahn Fellow board member [Carmen Fariña](#) this spring.

“I’m honored that the Kossoff Lecture is credited with helping to establish TC as the nation’s premier address for the national conversation on education,” she says.

Kossoff sometimes becomes upset when people compliment her for her cystic fibrosis advocacy.

“If there’s a legacy, it’s my daughter’s legacy,” she says.

Still, she was touched when a former student graduating from college wrote to thank her.

“She said she knew how much I cared and how much her success would mean to me.” Kossoff smiles. “A note like that is pretty special.”

— **Joe Levine**



## TOP-DRAWER ENTREPRENEUR

**Lida Orzeck** was a psychology researcher who started a values-driven lingerie business. Go figure

**CONDUCTING A STUDY OF HOSPITALS' EMERGENCY** medical response times requires fluency with metrics and mathematical calculations, the ability to speak and write well, and a knack for gaining people's trust.

So does selling lingerie to the stars, which may at least partly explain how Lida Orzeck (Ph.D. '72) went from doing research for the Health and Hospitals Corporation to a career as CEO of Hanky Panky, a trend-setting firm that numbers Cindy Crawford, Julianne Moore and Rihanna among its customers and has been hailed in *The Wall Street Journal* for having "revolutionized the thong market."

"It's amazing — I'm really humbled by it," says Orzeck of the success of the business, which has turned a profit in each of its 37 years in operation. "Most entrepreneurs fail within five years."

**Hanky Panky** was born in 1977, when Orzeck received a handmade lingerie set crafted out of handkerchiefs as a birthday gift from her friend Gale Epstein. When the two recognized the design's marketable promise, Orzeck — with the subsequent encouragement of one of her TC mentors, psychologist Morton Deutsch — decided to dive into the company's creation. With virtually no business background, she showcased Epstein's unique designs at major department stores in New York City and California and found takers at nearly every turn.

**"I'm really humbled... most entrepreneurs fail within five years."**

But it wasn't until the launch in 1986 of a \$15, one-size-fits-most lace thong known simply as 4811 that Hanky Panky began to achieve truly cult-like status. The company's popularity further skyrocketed in 2004 when the *Journal* published a [front-page feature](#) that dished on celebrity clientele and quoted the owners of La Petite Coquette and Trousseau.

Hanky Panky's panty line has been only the most visible part of its story. Orzeck and Epstein (the company's President and head designer) channel a percentage of earnings into supporting nearly 60 nonprofits, including the [International Organization for Women & Development](#) and the [Southern Poverty Law Center](#) (Orzeck sits on the boards of both), Make A Wish Foundation, Disabled American Veterans, Planned Parenthood, the American Red Cross and Barnard College, where Orzeck earned her undergraduate degree.

Orzeck says that to be successful as an entrepreneur, "you need energy and the willingness to put in time and to call on people constantly for advice and counsel."

And perhaps the ability to see the shape of things to come.

—**Kelsey Rogalewicz**



## THE ART OF OVERCOMING

Music inspired pianist and music educator **Frances Walker-Slocum** to persevere in the face of racial prejudice

**“THE ARTS BUILD MORAL STRENGTH AND ALL KINDS** of inner strength,” says Frances Walker-Slocum (M.A. ’52, Ph.D. ’72).

The 90-year-old Walker-Slocum, a pioneering black classical pianist and music educator, has needed plenty of both.

Injured in a fire at age five, Walker-Slocum learned to play the piano only because her mother forced her to take lessons, but her brother George, who in 1996 became the first black classical composer to win a Pulitzer Prize for Music, always encouraged her.

Walker-Slocum attended Oberlin College Conservatory of Music, which despite being the first conservatory in the country to admit black students still reflected many of the prejudices of the day.

She met her future husband Chet Slocum, who was white, while teaching at Tougaloo College in Mississippi — a state that prohibited interracial marriage and posed such a hostile environment that the couple ultimately fled to New York City. The marriage also so displeased Walker-Slocum’s father, a physician, that he refused to support her continuing education at TC. She completed her degree only after faculty member Raymond Burrows, chair of the scholarship committee, awarded her the \$500 Adelaide M. Ayers Fellowship.

“It was at Teachers College, at Columbia, where I found myself, where I gained self-esteem,” she says. She particularly credits Professor Charles Walton for helping her to master

music theory, which gave her an edge when it came to securing teaching opportunities.

The turning point in Walker-Slocum’s career came in 1975, when she was commissioned to assemble a program of piano music written by black American composers and perform it at the Kennedy Center in Washington, D.C. and Carnegie Hall. The latter performance for the Bicentennial, which she calls the most memorable of her career, moved audience members to tears and a standing ovation and received a glowing review in *The New York Times*. Oberlin subsequently invited her to return as the college’s first tenured black female professor. She taught until her retirement in 1991.

While Walker-Slocum has stopped playing the piano because of her health, she has added “author” to her list of many accomplishments, publishing [the memoir \*A Miraculous Journey\*](#) in 2006. In a world she finds increasingly materialistic, the book is her message to younger generations that a life premised on cherishing the arts is not only still possible but essential.

As a member of TC’s [Grace Dodge Society](#), Walker-Slocum expresses that same message by helping students in need. “Giving is what my life is about now,” she says. “I’m giving back what was given to me.”

—*Kelsey Rogalewicz*

**“The arts build moral strength and all kinds of inner strength.”**





## HELPING A SCHOOL FIND ITS VOICE

Former English teacher **Rashid Davis** has won Presidential plaudits for his guidance of a unique technology school

**AS A FORMER ENGLISH TEACHER, RASHID FERROD DAVIS** (M.A.'95) seemed an unlikely choice to serve as founding Principal of Brooklyn's [Pathways in Technology Early College High School \(P-TECH\)](#). But since its launch in 2011, the school — the fruit of a partnership between IBM, the New York City Department of Education, and the City University of New York — has proved so successful that President Obama mentioned it in his 2013 State of the Union address and then [paid a visit to the school](#) in October.

"This country should be doing everything in our power to give more kids the chance to go to schools just like this one," the President said, calling the school "a ticket into the middle class," and suggesting that every member of Congress make a pilgrimage to see P-TECH and its students in action.

Prospective P-TECH students are not screened and are admitted solely for their interest in information technology (grades are not a consideration). The school, in turn, supports student motivation by tying learning to clear career outcomes. Following a six-year course of studies developed in consultation with IBM, P-TECH students earn their high school diploma and an associate's degree in applied science, computer information systems or electromechanical engineering from New York City College of Technology (City Tech).

For Davis, the President's visit was a powerful validation of the school's unique approach.

"We were just thrilled that our students have garnered enough attention for the President to come here firsthand and

see it himself," he says. "It really makes us feel like we're on the right track."

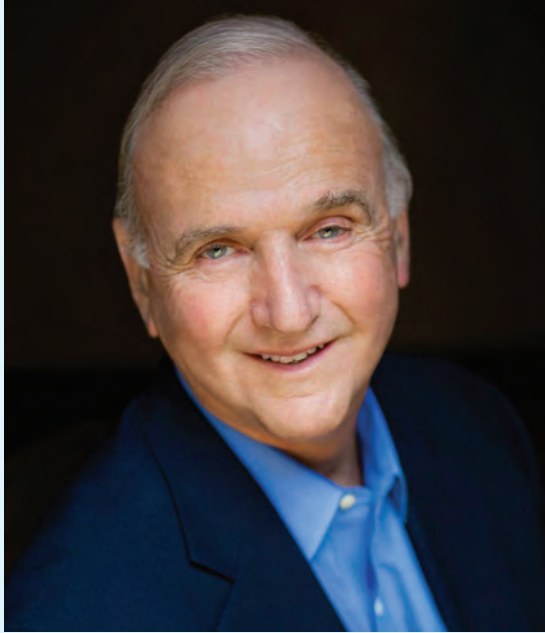
Davis believes his TC background in English education helped put him on the right track, too. Under the guidance of "powerhouse" professors such as Ruth Vinz, he framed his mission as helping underserved youth find their own voices. As a participant in TC's [Cahn Fellows Program for Distinguished Principals](#) in 2012, he also explored how athletic skills could help young men of color learn to see themselves as scholars and prepare for academic roles.

**President Obama's visit "makes us feel we're on the right track."**

Earlier this year, Davis received the Lewis Hine Distinguished Service Award from the National Child Labor Committee in recognition of his work. While he is proud of the honor, Davis is prouder still that P-TECH provides an out-of-the-box model for other districts around the country. In 2012, five P-TECH-styled schools opened in Chicago in collaboration with companies such as Microsoft, Motorola and Verizon. This year, two more schools modeled on P-TECH opened in New York City, with three more expected to open next year. Governor Andrew Cuomo has committed funding for more than 16 P-TECHs across New York state.

Of course, creating these schools requires a significant investment by both the public and private sectors. Addressing that concern, Davis quotes from remarks the President made during his visit to P-TECH:

"If you think education is expensive, wait until you see how much ignorance costs."  
—*Kelsey Rogalewicz*



## WHAT HE COULD DO FOR HIS COUNTRY

A member of the Kennedy inner circle, **Stan Salett** recalls fighting for civil rights, school reform and an end to poverty

**“MOVEMENTS AREN’T BUILT ON LEADERSHIP BUT ON THE movement itself — of individuals taking that first step from inertia to action, as if passing through a doorway,”** says Stanley Salett (M.A. ’63).

As detailed in his memoir, *The Edge of Politics: Stories from the Civil Rights Movement, the War on Poverty and the Challenges of School Reform* (2011), Salett, who played key roles in all of those areas, has never left any doubt about which side of the door he stands on.

Salett was a graduate student at Harvard when he took a course guest-taught by TC education historian and future President Lawrence Cremin. Captivated by Cremin’s personal magnetism and vision of education as a tool for social change, Salett transferred to TC, where he represented TC on the Columbia University Student Council and successfully fought to end discriminatory off-campus housing. He also met his future wife Elizabeth Pathy Salett (M.A.’62), who later founded the National Multicultural Institute.

After TC, Salett headed to Washington, where he subsequently served all three Kennedy brothers. During JFK’s administration, Salett worked in the U.S. Department of Labor, as a member of the Committee on Youth Employment, and on the President’s Committee on Juvenile Delinquency and Youth Crimes, chaired by Attorney General Robert Kennedy. He later served as aide to Senator Ted Kennedy during the

latter’s unsuccessful 1980 presidential bid. Under Kennedy in-law Sargent Shriver, he also helped create the [Head Start](#) and [Upward Bound](#) programs, which offer students in need access to early childhood and higher education respectively.

“I could get on [with the Kennedys] because I spoke Boston — meaning you never let the other person finish their sentence,” says Salett, a Massachusetts native who last year received the Claiborne Pell Award from the [New England Educational Opportunity Association](#).

Salett particularly admired RFK’s ability to connect with outsiders and bring them into the circle of discussion, and for his commitment to his personal ideals.

“While I was working for Bobby Kennedy, I was at times getting arrested on the weekends in civil rights demonstrations and then coming into work with my name in the newspaper,” he recalls. “He was aware of my split life and never discouraged me from my work with CORE” (the Congress of Racial Equality).

Not that Salett would likely have refrained from doing it.

“The civil rights movement is often described as having been led by a relatively small group of exceptional individuals,” he says. “But in my view, the movement itself was the outcome of a great many ordinary individuals taking extraordinary action.”

Stan Salett is proud to consider himself one of them.

—*Kelsey Rogalewicz*

**“While I was working for Bobby Kennedy, I was at times getting arrested on the weekends in civil rights demonstrations and then coming into work with my name in the newspaper.”**

# *the* LAST WORD

A new column filled  
with the voices of  
TC students



## A Place to Be the First

By **BOBBY COX**

I am especially pleased to inaugurate The Last Word in an issue of *TC Today* that focuses on the ways that the College is trying to change the world — including through new efforts to mainstream issues of gender and sexuality into courses in different departments. These kinds of efforts drew me to TC in the first place, and as I complete two years of study here, like the students quoted in the story on gender and sexuality, I find myself reflecting upon my prior expectations and how they match up with the reality of my TC experience.

I grew up in Port Fourchon, a small fishing town on the coast of Louisiana where no one viewed education as the key to success. My father was a fisherman with an eighth-grade education and my mother was a homemaker with a high school diploma. I didn't even learn what college was until I was in high school, but I did learn about injustice very early in my

life. As a gender non-conforming boy who preferred to play with Barbie instead of G.I. Joe, I was misunderstood and subjected to many slurs. I knew instinctively that this was wrong, and in high school, when I began working with undocumented immigrants from Mexico, I immediately noticed parallels between my own experience (and that of other gay-identified friends) and the discrimination that these immigrant families faced. All of us were victims of injustice that targeted immutable aspects of human identity, and all of us suffered depression, anxiety and fear. It was these observations that inspired me to become the first member of my family to go to college and to think about doing research that might help prevent the negative mental health outcomes that result from discrimination.

I chose Teachers College as the place to do that work because TC is a place where "firsts" happen — particularly

when it comes to social justice. TC admitted aspiring black teachers from the South when southern states would not. The College's Department of Counseling and Clinical Psychology has been in the forefront of investigating the psychological correlates of prejudice and discrimination.

Today I can say, unequivocally, that TC has lived up to that legacy. In addition to providing me with a rigorous psychology curriculum, the College also has provided the atmosphere for me to develop as an immigrant advocate and student leader.

So, yes, Teachers College, like all institutions, can improve its game. I thank my fellow students for sharing their experiences and raising their concerns. But just the fact that we are openly discussing these issues in a magazine that goes out to thousands of alumni and friends tells me that I chose an institution whose values align with my own — and that I am making the right choice in staying on as a Ph.D. candidate in Counseling Psychology. At Teachers College, one truly can **#bethefirst**.



*This spring, TC Student Senate President and first-generation college graduate Bobby Cox received his master's degree in Counseling and Clinical Psychology.*



# 1



## years of helping TC students in need.

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Grace Dodge was described by a New York City newspaper as having “the hundred-year look.” That is, she looked ahead a century and made her plans accordingly. No truer words were written as today, one hundred years later, the scholarship that Grace Dodge established is still going strong.

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TC founder, **Grace Dodge** passed away in 1914. Her bequest gift to Teachers College was its first and was designated as an endowed fund offering unrestricted scholarship assistance. Take your own hundred-year look into the next century.



### Ask Yourself: *What Will My Legacy Be?*

- Leave a gift to TC in your Will
- Designate TC as a beneficiary of your IRA or life insurance
- Create a life-income plan — Charitable Gift Annuity

Any one of these options is easy to do and can provide substantial tax benefits for you now and for your heirs in the future. For help in planning your gift to TC just contact the Office of Planned Giving: **212-678-3037** or [lore@TC.edu](mailto:lore@TC.edu)



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**THE STREET THAT SPANS THE WORLD**  
Heather Kim (M.A. '11) and Stella Hyun-Soo Kwon (M.A. '09) in Seoul, where alumni recently welcomed TC President Susan Fuhrman.

PHOTOGRAPH BY DYLAN GOLDBY