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COVER: IMAGES OF CHILDREN’S FACES ON MAGNETS FOUND ON A DISCARDED FAMILY REFRIGERATOR IN NEW ORLEANS. PICTURE BY TC ALUMNUS JEREMY ROBBINS.

ILLUSTRATION, PAGE 3: IAN E. TOLEDO IS STUDYING FOR A MASTER’S WITH TEACHER CERTIFICATION IN ART AND ART EDUCATION AT TEACHERS COLLEGE. HE CURRENTLY WORKS AS A DESIGN ASSOCIATE/ILLUSTRATOR IN THE MEDIA DESIGN CENTER AT ED LAB, HOUSED IN THE COLLEGE’S GOTTESMAN LIBRARIES.
This is my final Annual Report as President of Teachers College. The reader should take heart in knowing that I have not written a retrospective on my 12 years here. Instead, in keeping with the rest of this Report, which explores how TC is shaping education policy and practice in America, I will examine—albeit in a somewhat unorthodox manner—the nation’s changing social landscape and its implications for public policy.

The Original Story
One hundred and ninety-six years ago, Washington Irving wrote “Rip Van Winkle,” the tale of a man who falls asleep for 20 years, but is unaware when he wakes that he has slept for more than one night. (If you’ve heard or read me on this topic before, forgive me—it’s a pet theme, but one that gets more relevant with each passing day). He finds that his wife and old friends are dead. His children now have children of their own. He doesn’t recognize the residents of his village and they don’t know him. A revolutionary war has been fought and the colonies have become a nation. The painting of King George in the tavern has been replaced with one of George Washington. Faced with overwhelming change and nearly mad, Rip screams, “Everything’s changed—and I’m changed—and I can’t tell what’s my name or who I am!”

Let’s imagine a latter-day Rip who walked out of his home to pick up some groceries in 1980 and returns not knowing a quarter-century has passed.

Rip Van Winkle, 2006
It’s June 6th, 2006. Rip Van Winkle walks up his porch stairs, picking up the newspaper and tucking it under his arm. He fishes out his keys and unlocks the front door. He calls out to his wife, Samantha. There is no answer, which isn’t surprising; Samantha was dressing for work when Rip left. His son and daughter were at school.

Rip falls into a big armchair in the living room. He was at work until nearly 11 p.m. last night, so he’s taking it easy this morning. He’ll get to the office in time for a lunch meeting. Enjoying the rare unscheduled time, Rip looks idly around the room. He wonders why he hasn’t noticed how worn the furniture has become or how faded the wallpaper. More alert now, Rip does a double take; the record player and its stand are gone. The records, too. It doesn’t look as though there’s been a burglary. Maybe Samantha or the kids moved things. Irritated, Rip walks over to the cabinet and opens the doors. He blinks. The old TV has been replaced by something that looks like a large picture frame with a big flat screen in the center. There are other appliances—DVD and CD players, VCR, TiVo unit—he’s never seen before and dozens of silver discs in slim plastic folders, some with labels that are familiar.
(“Casablanca,” “The Best of the Beatles,” “Mozart’s Requiem”), but most with titles he has never heard of.

In front of the flat screen in the picture frame is a remote control. Rip picks it up, sees an “on” button and, being male, presses it, though he has no idea what it does. At the bottom of the flat screen it says, “Weather Channel.” Rip puts down the remote and flips through the channels manually. An anchorman appears on “CNN” to talk about the election, and Rip changes the station to avoid the obligatory clips of Carter attacking Kennedy, Bush criticizing Reagan. Faster and faster, he moves through the channels. There are dozens—no, hundreds: “Food Channel,” “Court TV,” “ESPN,” “MTV,” “Sci Fi Channel,” “Black Entertainment Network,” “Travel Channel,” “History Channel”…

At the sight of a scantily-clad young woman, Rip stops flipping. This channel is called the “Fox” network and the twenty-something blonde is talking about being voted off an island, or a TV show, or maybe both. She’s chatting casually about getting drunk, having sex and not using birth control. She calls people “fags” and “bitches.” Rip, a product of the ‘60s, is actually blushing. The raciest show on TV when he left for the store was “Dallas.”

He and Samantha never talk this frankly about sex. In fact, he’s rarely heard language this filthy in locker rooms.

“What’s this doing on television?” he mutters.

Increasingly bewildered, he walks into the study to call his wife at work. Eyes darting around as he waits for her to pick up, he realizes his typewriter is gone. In its place—though he cannot name them—are a monitor, keyboard, computer, mouse, mouse pad, printer/copier and fax machine.

Samantha’s voice comes on the line and Rip starts yelling. “Everything has gone crazy.” He stops, realizing he is shouting at a recording. “…Sorry I’m not in. I am on vacation and will return to the office on June 8th.”

He hangs up, shaking with anger. “It’s a joke,” he says aloud, trying to calm himself. “It has to be a joke.”

He calls his friend, Steve, and gets another recorded message. “If this is an emergency and you need to reach me,”—Rip grabs a pen off the desk and poises to write on the blotter—“please send me an email at stevew178@yahoo.com. I check messages frequently. Or try my cell, 917 553…” Rip hurls his pen at the wall and slams down the phone.

Seeking consolation from the refrigerator—a more recognizable appliance—Rip finds shelves filled with unfamiliar products: salsa, South African wine, goat cheese, turkey bacon, arugula, four kinds of mustard, designer water.

He runs out to the street, only to find that the local bank is gone, replaced by a slot in the wall that spits out money. People are walking along, talking to themselves; one well-dressed man, holding what appears to be cigarette lighter to his ear, says, “I have an appointment with Bishop in 25 minutes. Google him, will you, and call me back. Oh, and send me a picture of him, too.”

Rip stares around. There are girls in blouses that don’t cover their navels. Women—and men—with earrings through their noses and belly buttons. Black people, Asian people—he has never seen so many of either on this street before, nor heard so many people speaking foreign languages.

He begins to walk. On every block, there seems to be a store called either Starbucks or the Gap. The other store names—Old Navy, Verizon, T-Mobile, Urban Outfitters, Internet Café, ATM Inside—are equally unfamiliar.

He stops at a newsstand. The headlines leap out: “Dow falls to 9,800” (seven times what it was when he left for the store). “U.S. Troops to Stay in Iraq.” And most incomprehensible of all: “World Champion Red Sox Lead AL.” Even before his eyes come to rest on the printed date—June 6, 2006—he begins to scream, but no sound comes out of his mouth. He still doesn’t know about September 11th; Al Qaeda; Osama Bin Laden; the invasion of Afghanistan; the end of apartheid in South Africa; AIDS; global warming; the breakup of the Soviet Union and the fall of the Berlin Wall; stem cell research; the fight to legalize gay marriage; red and blue states; the rise of the Christian right; the nation’s shift from an industrial to an information economy; the loss of U.S. jobs to other nations; homelessness; the demise of business icons such as Eastern Airlines and Pan Am; Krispy
...with more students than tutors, is online tutoring the answer?

But his textbook isn't available online because of copyright issues!

...Google him and send me a PDF, then text me back.

Announcing new videogame design major!

But ma, it's only the first time I got caught cheating on a test with my cellphone!

World B Champs

Intelligent Design Lecture 13
Pref. A. Mann
Kreme Doughnuts. Not to mention the Internet, spam, chat rooms, eBay, Amazon, viruses, software, hardware, instant messaging, Fandango, crashes, hard drives, CD-ROMs, Web sites, URLs, search engines, blogs, Mapquest, dot coms, Microsoft, home pages, Blackberries, online shopping, online banking, online stock trading, online bill paying, online dating, online research and online ordering Chinese food.

Finally, the agonized cry: “Everything's changed—and I'm changed—and I can't tell what's my name or who I am!”

Implications

All right, you get the point: It's a new world. In fact, as our country transitions from a national industrial to a global information economy, we are living through changes far greater and more rapid than any previous generation in human history. Everything is in flux—our sense of safety, the meaning of family, the jobs available to us, our country's relationships with the rest of the world, and the ever-more complex web of organizations surrounding us in every field, from medicine and banking to entertainment and schooling. We can alter biology in ways never before imagined and we possess technologies with the potential to bring benefit or disaster to every corner of the globe.

There are two very rational—and very different responses to these conditions. One is to try to stop the changes and reclaim the world being lost. The other is to embrace change and use it to make the new world the best that it can be.

America is torn by competing desires to regain a past both real and nostalgically recalled, and to invent a future unknown and uncharted.

These opposing positions divide the soul of the nation. America is torn by competing desires to regain a past both real and nostalgically recalled and to invent a future unknown and uncharted. The struggle dominates American politics, separating red states from blue. In the 2004 presidential election, the salient issues for those who voted for President Bush were moral values (79 percent) and terrorism (86 percent). The underlying theme for these voters was the need to preserve a world they cherished and saw crumbling. They wanted to be safe in a nation that could no longer think of itself as “Fortress America.” They wanted to protect the traditional institution of marriage. They wanted to uphold religious beliefs in an age of stem cell research and legalized abortions.

In contrast, the major issues for Kerry voters were the economy (80 percent) and the decision to go to war in Iraq (87 percent). These voters saw a crumbling world and wanted to reshape it. Faced with unemployment and international job outsourcing, they wanted economic development and education. Troubled by tax cuts and mounting deficits, they wanted equity and social investment. Opposing war in Iraq, they wanted a less go-it-alone approach to foreign policy and a more global, long-term vision for the country.

Bush voters prevailed because the vision of what we hope to reclaim is far clearer and more powerful than what we wish to invent. There are effective leaders, loud voices and well-articulated policies for reclamation. This is the conservative agenda, and since Barry Goldwater's defeat for the presidency in 1964, it has been promoted by a web of foundations, think tanks, lobbyists, litigators, media, philanthropists

The metaphor of “Rip Van Winkle” has never been more apt. We see familiar parts of the world dying and only half-glimpse the new world, as yet inchoate and indeterminate, coming into being.

As we live through these profoundly disorienting changes, the metaphor of “Rip Van Winkle” —originally intended to capture the upheaval that wracked the nation during the industrial revolution —has never been more apt. The rules and customs by which people lead their daily lives are being bent and abridged without warning. We see familiar parts of the world dying and only half-glimpse the new world, as yet inchoate and indeterminate, coming into being.
and initiatives to recruit, train and advise candidates for political offices, from the local school board to the White House.

In contrast, a progressive agenda, offering a vision of the new world ahead and how the U.S. can thrive in it, is largely absent. At best, it consists of soggy rhetoric. Progressives have neither proposed policies nor created a web of supporting institutions that can counter those of the conservative camp.

This is understandable—it’s harder to envision the new than it is to idealize the old—but highly unfortunate, on two counts.

First, Americans deserve to be able to choose from competing visions of tomorrow—and to draw upon both. Ultimately, I suspect we will want to preserve the historic values we treasure; feel protected; ease the pain and fear of a transition to a new era; help shape the future ahead; and, of course, determine how, individually and collectively, Americans and the citizens of the world can benefit most from that future.

Second, history suggests that even the most clear-eyed and perceptive opponents of change will be unable to resist the tide of profound shifts we are experiencing. Consider the Luddites. The term “Luddite” is used today to characterize people who stubbornly resist technology. Actually, the Luddites were craftsmen and artisans who understood that the transition of Britain from an agrarian to an industrial society would dramatically change life for them and their country. They were realists, not reactionary bumpkins. In order to preserve a world they knew and cherished, the Luddites carried out a war against the newly developing factories. In the end, they lost because the forces of change were simply too powerful; factories spread too quickly and paid wages far higher than artisans customarily made. I am convinced that, like the Luddites, we cannot recapture the past so many of us fondly remember.

An Agenda

So what do we want the future to look like? And what is possible?

To answer those questions, we must first begin replacing today’s unidirectional discussion of the future with one that looks both backward and forward. Unless we do this, it won’t be possible to make intelligent choices. We will continue to create bogeymen, waging a debate that’s based on fear and that widens our divisions even further.

A more enlightened discussion will require excellent research that supports well-articulated policy choices and a variety of visions of the future. At the moment, this is not possible. Only the reclamation position is well developed. It is essential that a comparable infrastructure—funders, think tanks, advocates and the rest—be created for the progressive position. To do that, the nation’s foundations must fund non-partisan research on future choices in areas such as health care, education, the economy, defense and globalization. To increase the value of research, foundations must establish media outlets to publicize the findings to the public and policymakers. Philanthropists must augment these efforts by supporting litigation, advocacy and candidate recruitment, just as their counterparts have done in advancing the reclamation agenda.

Education today is the engine that drives our national economy and our individual futures. Yet too often schools and colleges lag far behind our society in their mix of students.

Competing visions and infrastructures would fuel a national conversation. That conversation would generate ideas, and those ideas would be disseminated, publicized, advocated and litigated. They would be promoted by candidates for public office.

In all of this, the world of education has a critically important part to play. Education today is the engine that drives our national economy and our individual futures. Yet too often schools and colleges lag far behind our society in their mix of students; in the skills and knowledge they offer to support productive, engaged lives; the depth and breadth of their curricula; the diversity and skills of their faculty and the nature of their instructional techniques; how they are funded and how those resources are used; and the research questions they are asking.
It is essential for colleges and schools to continuously assess their roles. They must regularly ask whether they have maintained their fit with both their historic values and the realities of contemporary society. And in times of profound change, they must make both additions and changes to their curriculums. Colleges might consider educating students in the three Cs—critical thinking, continuous learning and creativity. Graduates need to be able to ask hard questions and understand the difference between rhetoric and reality. They must continue to update their skills as the half-life of knowledge grows ever shorter. They need the capacity to be inventive as old answers grow tired and less useful.

General education must be redesigned to look both forward and backward. The curriculum might focus on the commonalities all people share in a global information society. Majors, too, could be enriched to focus on methods of inquiry, which have greater longevity than many bodies of knowledge. They could be expanded to make the study of values more central, to use methods of instruction geared to the students being taught and to include opportunities for application via fieldwork, internships and senior projects.

As new technologies come into play, institutions must make critical decisions about whether they wish to be brick, click or brick and click. The answer must derive both from the historic mission of each institution and from newly emerging instructional possibilities.

Schools have similar needs. Their world has been transformed by the nation’s transition from an industrial to an information economy. In the former, the emphasis is on assuring common educational processes. Students progress through 12 grades, attending classes 180 days per year in five major subjects for periods that were specified by the Carnegie Foundation early in the 20th century. In the latter, the focus is on achieving common outcomes and on learning over teaching. Student achievement alone becomes the mark of school success. Outcomes, assessment and accountability are the currency of education.

Today’s schools are caught between both worlds. Their rhetoric of standards, testing and responsibility are staples of the new information economy. Their practices, which continue to emphasize teaching and maintenance of common processes, reflect the tenets of the industrial era. There is, in short, a disconnect between means and ends.

It is not surprising that schools and colleges are disoriented and out of kilter. However, our educational institutions do not have the luxury of maintaining their current situation. In the current age, it is not surprising that schools and colleges are disoriented and out of kilter. We all are. However, our educational institutions do not have the luxury of maintaining their current situation. The nation is intolerant of institutions labeled out of step with the times. Public confidence declines; funding is reduced; regulation increases; and demands for accountability grow.

Conclusion

Our nation is at a crossroads between yesterday and tomorrow. We can neither preserve the past nor know the future. The task before us is to create a future that adapts the values we hold most dear to a dramatically changing world. Let us hope the result is what Henry Adams envisioned as his own society moved rapidly into industrialization:

Perhaps, then, for the first time since man began his education among the carnivores, they would find a world that sensitive and timid natures could regard without a shudder.

Arthur E. Levine, President
The Levine Years at Teachers College

Under President Arthur Levine, TC has increased the size of its faculty from 127 in 1994 to 155 today; more than doubled research grant activity to over $31,000,000; and boosted annual giving from $6 million in 1994 to $27 million for fiscal 2005. The College has been repeatedly ranked at or near the top of education schools during that period.

Here are other highlights of the Levine years:

1995
Inaugurated as the College’s ninth President, Levine urges a return to TC’s original mission of improving the lot of the disadvantaged through education.

Levine meets with every faculty member in an effort that will ultimately consolidate TC’s 19 academic departments and five divisions into nine departments.

After years of budget deficits, TC balances its budget, with a surplus—a feat it has duplicated every year since.

1996
The College begins an overhaul that ultimately will include replacement of every roof and window in the academic facility, the renovation of Milbank Chapel, the new Gottesman Libraries and a new student residence hall.

TC creates the Hechinger Institute on Education and the Media.

The Center for Educational Outreach & Innovation (CEO&I) is created to extend the College’s commitment to lifelong learning.

1997
With the New York City Board of Education, TC creates the Heritage School, a high school in East Harlem that accords the arts equal weight with other subjects.

1998
The College and the Chilean Ministry of Education agree to develop a series of pre-service and in-service training and exchange programs with College faculty for Chilean teachers.

1999
TC launches what will become the largest and most successful capital campaign ever conducted by a school of education.

Levine establishes the Teachers College Task Force on Diversity and Community.
2000
A new Center for Chinese Education is established, devoted to policy, research, educational exchanges and training and dissemination on education in China. Subsequently, TC also establishes the Asian-American Center for Creative Educational Sciences to promote cultural understanding between Asian and American educators and enhance their professional development through technology.

Levine establishes the new position of Assistant and Special Counsel to the President for Diversity and Community, naming TC alumna Janice Robinson to the post.

A new Office of Access and Services for Individuals with Disabilities opens, with Richard Keller as Director.

2001
The New Teacher Academy is created to counter the 50 percent attrition rate among new urban teachers.

2002
The College’s credit rating is upgraded by Moody’s Investors Service from A-3 to an A-1 ranking.

Levine and the Board of Trustees initiate a College-wide strategic planning process focused on TC’s mission, financial aid, student life, relations with Columbia, staff development and right-sizing for the College.

2003
The College begins an on-the-ground initiative to rebuild Afghanistan’s education system.

With the Carroll and Milton Petrie Foundation, Teachers College establishes the Petrie Fellowships for outstanding students who commit to teach in New York City schools following graduation.

The Cahn Fellowship Program is established to annually select top New York City principals for 18 months of group study, professional development and ongoing partnership and support.

2004
Sharon Lynn Kagan, Virginia and Leonard Marx Professor of Early Childhood and Family Policy, is named TC’s first Associate Dean for Policy and head of the new Office of Policy and Research. Donald Martin is named the first Associate Dean for Enrollment and Student Services.
TC’s Capital Campaign concludes, having raised $155 million. The school’s endowment has nearly tripled and by mid-2005 will stand at over $170 million.

- The College establishes the National Academy for Excellent Teaching with a $10.8 million grant from Gerry and Lilo Leeds.
- TC establishes the Maxine Greene Chair for Distinguished Contributions to Education, named for its Professor Emeritus in the Arts and Humanities (at left, seated). Professor Nancy Lesko is chosen as the first Chair holder.
- The Elaine Brantley Award for Community and Civility is established to honor the memory of a much beloved cashier in the TC cafeteria.
- A new residence hall for TC students opens on West 121st Street.
- TC dedicates the Gottesman Libraries, home to the world’s premiere collection of materials on the educating professions.
- The TC Education Partnership Zone debuts—a collaboration with the New York City public school system that focuses on students in Regions 9 and 10 in Manhattan.
- The Say Yes to Education Foundation, which identifies kindergarten students to receive future college scholarships and supports them to achieve that goal, announces a $50 million program in New York City in collaboration with Teachers College.

2005

TC adopts a new mission focused on educational equity and launches The Campaign for Educational Equity to narrow the nation’s gap in educational access and achievement.

- TC opens new offices in the former Hotel Theresa on 125th Street, later dedicated as the Edmund W. Gordon Campus in honor of TC’s Emeritus Professor of Psychology.
- TC’s first annual Educational Equity Symposium documents the costs society incurs when young people drop out of high school.

2006

TC renames its Main Hall as the Arthur Zankel Building. A bequest from the late Vice Chair of the Board also establishes 50 Zankel Urban Fellowships.

- The College establishes the Richard Robinson Chair in Children’s Literature, through a gift from the family trust of Richard Robinson, Chairman, President and CEO of Scholastic, Inc. Professor Lucy Calkins is chosen as the first Chair holder.
2005 at TC: The Year in Review

The College strengthens its efforts in teacher education and policy research, redoubles its commitment to lifelong learning, launches a new Campaign for Educational Equity, hosts a groundbreaking symposium on the costs of inadequate schooling, dedicates a new campus in Harlem and bids farewell to a remarkable president.

JANUARY 2005

Educating Small

More than 600 educators gather at Fanny Lou Hamer Freedom High School in the Bronx for the third annual Small Schools Conference, organized by the National Academy for Excellent Teaching (NAfET), Teachers College, and its executive director, Douglas Wood (left). The event is funded by Gerry and Lilo Leeds, whose $10 million grant helped establish NAfET.

Jodie Lane Fund Created

A $1 million endowed scholarship is established at Teachers College to honor the memory of Jodie Lane, a TC doctoral student who was electrocuted in January 2004 while walking her dogs in New York City’s East Village. The Fund will support a scholarship, fellowship or research project for one or more master or doctoral students in Clinical Psychology at Teachers College.

MARCH 2005

Evaluating School Leadership Programs

“Educating School Leaders,” a report by Teachers College President Arthur Levine, finds serious flaws in most of America’s preparation programs for principals, superintendents and other education leaders. The report is the first in a four-part series by Levine known as The Education Schools Project.

APRIL 2005

Strengthening the Board

The College adds three new members to its Board of Trustees: Abby O’Neill, Chairman, Rockefeller & Co. Inc.; Dailey Pattee, TC alumna and Psychotherapist, Department of Psychiatry, Inpatient Units, New York Presbyterian Hospital; and Jay Urwitz, Partner, Wilmer Cutler Pickering Hale and Dorr LLP, and legislative advocate for educational and non-profit institutions. A fourth new member, Eduardo J. Marti, President of Queensborough Community College, joins the Board later in the year.

Putting Great Teachers Where They’re Needed

A report by a special commission of the New York City Council, co-chaired by TC President Levine, calls for improving teacher quality in the City’s public schools through a combination of financial incentives for all teachers, more rigorous teacher assessment, smaller classes and greater accountability. The commission was created to recommend priority uses for anticipated new funding from New York’s decade-long school finance litigation.

MAY 2005

Education Behind Bars

The Teachers College Student Press Initiative (SPI) publishes Killing the Sky: Oral Histories from Horizon Academy, Rikers Island, an anthology of transcribed and edited essays by six young men at the New York City correctional facility’s on-site school. Directed by TC instructor Erick Gordon and sponsored by Professor Ruth Vinz through TC’s Morse Center for the Professional Education of Teachers, SPI typically works with middle and high school students in traditional classrooms to produce themed anthologies of writings. Killing the Sky was created with the support of the New York City Department of Corrections and Department of Education.
Medalists Honored at 2005 Convocation
At its 2005 master’s degree ceremonies, the College presents its Medal for Distinguished Service to:

Actress Ruby Dee and the late actor Ossie Davis, both civil rights activists, with their daughter, TC alumna Hasna Muhammad, receiving the award for her father;

New York City Councilman Robert Jackson and attorney Michael Rebell, co-founders of the Campaign for Fiscal Equity, which has won billions of dollars of additional funding for New York City schools;

Gary Orfield, Professor at the Harvard Graduate School of Education and co-founder and Director of the Harvard Civil Rights Project;

Psychologist Jerome Bruner, co-founder with Jean Piaget of the field of cognitive psychology and a principal architect of the federal Head Start program;

Grammy-award winning folk singer Judy Collins (left); and

Historian and journalist Richard Heffner, host of television’s longest-running talk show, “The Open Mind.”

At its doctoral ceremonies, the College presents its Cleveland E. Dodge Medal—given to non-educators who have made a difference in education—to philanthropist George Weiss (left), founder of the Say Yes to Education inner-city scholarship program.

TC’s student speakers are master’s graduates Deb Sawch, a former corporate marketing executive, and Carolyn Woods, the first deaf student from Teachers College to be placed in a hearing classroom as a student teacher.

TC Announces First Policy Research Fellows
The College’s Office of Policy and Research chose nine outstanding applicants, representing six departments, to receive $6,000 awards for work that will advance educational and social policy on levels ranging from local to international.

JUNE 2005

A Campaign for Equity
The College launches The Campaign for Educational Equity, aimed at overcoming the gap in educational access and achievement between America’s most and least advantaged students. Michael A. Rebell (left), former lead counsel and strategist in New York’s school finance lawsuit, is named Executive Director, and Laurie M. Tisch, a longtime trustee of the College, is named Board Chair.

A Summer Academy for Principals
The College opens a new Summer Principals Academy under the aegis of the Organization and Leadership Department. Directed by department Chair Craig Richards, the program consists of an intensive six-week semester during each of two summers, combined with an internship and an extended weekend program during the winter months. Graduates earn 32 credits over 14 months, a “building level” certification and either an M.A. or an Ed.M.

JULY 2005

Remembering a TC Trustee
Arthur Zankel, Vice Chair of Teachers College’s Board of Trustees, passes away. Zankel, 73, joined the Board in 2001 and initially chaired its Committee on Trustees and served on the Executive and Investment Committees. He supported the TC Education Partnership Zone, personally underwriting TC’s Reading Buddies, a program in which TC students read daily with children at four local schools.

In a message to the Teachers College community, President Levine praises Zankel for “his passion for making a difference in the world” and calls his death “a profound loss to all who were touched by his enthusiasm and generosity.”

A President’s Departure
In his annual State of the College Address, Arthur Levine announces he will step down as the College’s President in summer 2006. Levine will become President of the Woodrow Wilson National Fellowship Foundation,
which awards distinguished graduate fellowships, champions liberal arts education and promotes leadership opportunities among underserved groups.

SEPTEMBER 2005

A Better Orientation for New Students

The Offices of Admissions, Enrollment and Student Services conduct an expanded new five-day program called the New Student Experience Orientation, with activities ranging from informational seminars taught by current Teachers College students to a day-long fair on 120th Street.

Shelter From the Storm

TC enrolls, at no charge, four students displaced by Hurricane Katrina. A researcher, Annie Weiss (left), also takes refuge at the College, joining TC’s National Center for Children and Families.

The Elaine Brantley Memorial Award

The Elaine Brantley Memorial Award for Community and Civility is presented during State of the College ceremonies to Chandra Cates (far left), Administrative Assistant in Development and External Affairs, and Orlando Cartagena, Jr. (left), Custodian II in Facilities.

Ackerman Named Next Johnson Professor

TC announces that Arlene Ackerman, the 2004–2005 National Association of Black School Educators’ Superintendent of the Year, will join its Education Leadership Faculty as the new Christian A. Johnson Professor of Outstanding Educational Practice in fall 2006. Under Ackerman, San Francisco had the highest student achievement of any urban school district in California. Ackerman will succeed Thomas Sobol, former New York State Commissioner of Education, who has held the endowed appointment since 1995.

CEO&I Names New Executive Director

Ann Armstrong, a veteran provider of education and learning solutions to corporate America, is named Executive Director of TC’s Center for Educational Outreach and Innovation. She sets a goal of creating and delivering programs for Fortune 500 companies through TC’s infrastructure.

New Leader for the Office of Teacher Education

The College creates a stronger, more centralized Office of Teacher Education. TC alumna A. Lin Goodwin, Associate Professor of Elementary Pre-Service Education, is named the College’s first Associate Dean for Teacher Education and School-Based Support.

A Call to Arms

Congressman Charles Rangel and TC President Levine issue a joint call for the creation of greater incentives for highly qualified teachers to work in New York City’s most challenging schools. Their message is directed at both the New York City Department of Education and the United Federation of Teachers, who are negotiating a new contract for the City’s teachers.

OCTOBER 2005

First Equity Symposium Held

The Campaign for Education Equity holds its inaugural symposium, “The Social Costs of Inadequate Education.” Chaired by faculty member Henry M. Levin, the event spotlights new data showing that America loses hundreds of billions of dollars each year when young people fail to graduate from high school. The two-day event is keynoted by Congressman Charles Rangel.

Bruner Delivers Marx Lecture

Cognitive psychologist and education reformer Jerome Bruner delivers TC’s annual Virginia and Leonard Marx Lecture, titling his talk “Educating a Sense of the Possible.” At 90, Bruner—still an active faculty member at the New York University School of Law—encourages educators to “cultivate a sense of make-believe in young children so they can first master the art of generating new worlds.”
New Teacher Academy Receives Grant From Jones New York In The Classroom

The New Teacher Academy of Teachers College Innovations receives a grant of $350,000 from Jones New York In The Classroom, Inc., a not-for-profit corporation, to support teachers and improve education for children. The grant launches NTA—which builds support for, and encourages retention of, new teachers—into school districts in Atlanta, Chicago, Los Angeles and Prince George's County, Maryland, and funds a continuing program in New York City.

NOVEMBER 2005

TC presents Distinguished Alumni Awards to (in order from left, following Alumni Council President Andre McKenzie) Kathleen D. Morin (M.A., 1977; Ed.M., 1978; Ed.D., 1985), Director of Education for The Raoul Wallenberg Committee of the United States; Robert L. Hilliard (Ph.D., 1959), a leading educator in communications; John F. Fanselow (Ph.D., 1971), President of International Pacific College in New Zealand; and Thomas S. Popkewitz (M.A., 1964), a distinguished scholar of curriculum theory. Michael Bitz, founding director of the Comic Book Project, and Hawthorne Smith and Adeyinka Akinsulure-Smith, of the Bellevue/NYU Program for Survivors of Torture, receive TC's Early Career Awards.

DECEMBER 2005

Gordon Campus Dedicated

TC dedicates its offices at the former Hotel Theresa Towers in Harlem as the new Edmund W. Gordon Campus. Gordon is Richard March Hoe Professor Emeritus of Psychology and founder of TC’s Institute for Urban and Minority Education, as well as Special Advisor to The Campaign for Educational Equity. A faculty resolution names him “an esteemed colleague, superb scholar, man of vision,” and a plaque in his honor is placed in Main Hall.

Farewell to a Dynamic Dean

Darlyne Bailey, Vice President for Academic Affairs and Dean of TC, announced in May 2006 that she was leaving Teachers College to seek new challenges.

“A big part of who I am today came together here,” said Bailey, who will become Dean of the new College of Education and Human Development (CEHD) at the University of Minnesota.

Since arriving at TC in January 2002 from Cleveland’s Case Western Reserve University, where she had been Dean of the Mandel School of Applied Social Sciences, Bailey spearheaded the creation of the TC Education Zone Partnership, an umbrella of the College’s many collaborations with the New York City public school system, and the establishment of TC’s new Edmund W. Gordon Campus in Harlem’s former Hotel Theresa. She also worked to build what she terms “a service community” within TC. That effort included the hiring of Don Martin as the College’s first Associate Dean for Enrollment and Student Services; restructuring and refocusing the Office of Teacher Education and School-based Support, under new Associate Dean A. Lin Goodwin; and establishing the Office of Accreditation and Assessment, headed by TC alumna Sasha Gribovskaya. Bailey is also proud that TC’s Gottesman Libraries, under Professor Gary Natriello, is “now back at the heart of the College.”

Most recently, Bailey also took steps to revitalize the Center for Educational Outreach and Innovation, TC’s hub for providing continuing education and professional development to both traditional and non-traditional markets, by bringing CEO&I a new Executive Director, Ann Armstrong.

“Darlyne is like sunshine—warm, sparkling, and full of energy—she is a woman of values and vision who gets the job done,” says Professor Sharon Lynn Kagan, Associate Dean for Policy and Director of the Office of Policy and Research. “Minnesota is lucky to get her; their gain is our loss.”
Research in 2005

The following were some of the diverse research contributions by TC faculty in 2005:

- A study conducted by George Bonanno, Associate Professor in Clinical Psychology, and doctoral students Courtney Rennicke and Sharon Decal, published in the Journal of Personality and Social Psychology, found that people who have proven most personally resilient after experiencing crises such as attacks on the World Trade Center are more likely to be those who, in day-to-day interactions, are difficult to get along with.

- When arts learning is part of the school curriculum through collaborative in-school arts partnerships, children think more effectively and creatively and become more engaged in their work. That was the conclusion of a federally-funded, multi-year study conducted for ArtsConnection, a leading arts-in-education organization, by Rob Horowitz, Associate Director of the Center for Arts Education at TC. Horowitz presented the findings at a national symposium in New York City.

- Thomas Bailey, George and Abby O’Neill Professor of Economics and Education and Director of TC’s Center for Community College Research, and his colleagues Katherine Hughes, Melinda Mecur Karp and Baranda Fermin, released “Pathways to College Access and Success,” a study of programs in which struggling high school students take college or college-level courses. The study identified aspects of dual enrollment courses that participating students and teachers felt were most helpful. Next, CCCR will try to assess the impact of dual enrollment on rates of high school graduation and retention in college.

- Backed by a $150,000 grant from the Spencer Foundation, TC’s John Black, Cleveland E. Dodge Professor of Telecommunications and Education, and Professor Charles Kinzer, coordinator of the Programs in Communication, Computing and Technology in Education, opened the EGGPLANT Video Games Research Laboratory. The acronym stands for Educational Games Group: Play, Literacies, Avatars, Narrative and Technology. The lab looks at the cultural impact of video games and seeks to harness their technology for educational purposes.

- In a four-year analysis of the Trends in International Mathematics and Science Study-Repeat (TIMSS-R)—a comparative assessment of math performance by eighth graders worldwide—James Corter, Associate Professor of Statistics and Education; Kikumi Tatsuoka, Distinguished Research Professor; and a group of other TC faculty and students were able to tease out the varying “sub-skills” of students from different countries. An overall finding: students with a positive “math self-concept” do better, as do students whose autonomy in the classroom has been actively supported.
If the past 20 years of school reform efforts have taught us anything, it’s that there’s no magic bullet for improving education. To have an impact, change must come on many fronts—from the way teachers and policy researchers are prepared, to how schools are funded and held accountable, to how the efforts of the K–12 system are aligned with those of higher education institutions. Change must incorporate technology and learnings from other cultures. And as a disaster like Hurricane Katrina sometimes shows us, it must do all these things at once, or precious opportunities—and lives—will be lost.

TC is working all these levers of change. In the following special report, find out how we’re

Shaping the Future through Policy & Practice
Build It and They Will Come

TC’s strength in policy studies has been one of education’s best-kept secrets. Now work is underway to make the College a “policy mecca”

One unmistakable sign that a school or program is becoming great is when it begins to develop “mentor chains”: generational lines that run from particular faculty members to the students who worked with them, to the students who work with those students when they become faculty members…and so on down the years.

TC has abounded in mentor chains in many subject areas throughout its history, but education policy, strangely, has not always been one of them.

It’s not that the College hasn’t attracted major stars in this field—to the contrary, its current faculty boasts some of the top names in the country.

“We have an amazingly policy-rich environment, with some absolutely stellar folks like Hank Levin, Jeanne Brooks-Gunn, Amy Stuart Wells and Tom Bailey—but our education policy work has been one of the best-kept secrets in academia,” says Professor Sharon Lynn Kagan, the Virginia and Leonard Marx Professor of Early Childhood and Family Policy.

In part, that’s because TC has no formal “education policy” department; instead, faculty who do policy work—and the courses they teach—are distributed across six different departments. On the positive side, that means students are free to mix and match by either developing expertise in a particular discipline and then adding a policy overlay, or in contrast, creating a policy major that draws from all fields. But the downside is that TC has lacked a true policy zeitgeist, with little being done to reward policy work or ensure that it makes an impact in the real world. In addition students have sometimes found it difficult to learn about—and successfully navigate—all the various policy-related offerings at the College.

To change that situation, last year the College named Kagan herself as its first Associate Dean for Policy. The choice was a no-brainer: Kagan—who, with Brooks-Gunn, co-directs the National Center for Children and Families—has advised education ministers around the world on early childhood learning standards and done the same for presidential administrations and state governments in the U.S. She has received virtually every major award in her field.

“When you talk to governors or visit people in Washington,” says Darlyne Bailey, TC’s Vice President for Academic Affairs and Dean, who created Kagan’s job, “they say, ‘Oh, you’re at Teachers College—how’s Lynn?’”

Yet Kagan brings another qualification to the job that may be even more important: she’s a TC alumna with a very strong sense of just how the College shaped her own career.

“When I look at our students, I think, ‘Here sits tomorrow’s researcher, tomorrow’s policy analyst, tomorrow’s Congressperson or tomorrow’s governor’.”

Sharon Lynn Kagan
“I came to TC as a Head Start director and elementary school principal, wanting to improve my practice, and I walked out as an academic researcher and policymaker,” she says. “So each day, when I look at our students, I think, ‘Here sits tomorrow’s researcher, tomorrow’s policy analyst, tomorrow’s Congressperson or tomorrow’s governor’—who knows?”

In her new role, Kagan—assisted by Wells, an expert on school choice and school segregation who has taken on the additional role of Coordinator for Policy Studies—has set out to, in her own words, “make TC the mecca for policy studies.” In the short time she’s been in the job, her office has established a 10-member Policy Advisory Committee, representing five academic departments, that is actively involved in decisions that bring policy to the fore; surveyed faculty and students on their needs; built stronger linkages between various departments; created a Web site that brings together all policy work being done at TC; created a policy fellowship (the first nine were awarded in 2005 with topics at the inaugural policy fellows forum ranging from rural Ethiopia to the interior of an upstate New York prison); launched a series of brown bag lunches and colloquia featuring some of the nation’s leading policy scholars; developed a brochure that is being sent to experts around the country; advertised TC’s policy strengths in the Chronicle of Higher Education and Phi Delta Kappan; and aligned her office with the work of TC’s Campaign for Educational Equity, which itself seeks to affect education policies. Down the road, she’s hoping to connect TC with other schools, as well as organizations such as the National Governors Association, the Council of Chief State School Officers and the Education Commission for the States. She’d also like to see TC build a stronger presence in Washington, as well as in Albany and New York City.

It’s early days yet, but there are some clear indications that the veil of secrecy around education policy studies at TC is lifting. One of them is Kristi Kauerz, a student in a new doctoral program in Early Childhood Education and Policy taught by Kagan. Kauerz, who already holds degrees in political science and international development, worked for Colorado Governor Roy Romer in the mid-1990s, first as a policy advisor and then as Director of Community Development for Families and Children. From there, she joined the Education Commission of the States as Program Director, Early Learning, with a specific focus on birth through third grade.

With a résumé like that, why return to school?

“As my work became more visible and influential, I felt that I was not as effective as I could be in understanding research and then infusing it into my policy work,” recalls Kauerz. At a conference six years earlier, she’d heard Kagan speak.

“When I heard she was starting a new doctoral program, I checked it out and it seemed almost personally designed for me,” Kauerz says. A key part of the program is a course Kagan teaches called the Federal Policy Institute, a hands-on exploration of issues ranging from school funding and high-stakes testing to determining who is qualified to teach. One of the highlights is a week spent in Washington, during which students observe and talk to leaders on Capitol Hill. It’s a major endeavor and Kagan usually taps a particularly savvy and experienced student for help in getting it all organized.

Her choice this year: Kristi Kauerz.

Did someone say “mentor chain”? ■
Tactics for What They Teach

Through course work, field placements and public calls to arms, TC is working to put better teachers in struggling schools

When it comes to teaching, Chandra Williams will be the first to tell you that idealism isn’t enough.

Williams is a 29-year-old, fiercely determined African American woman who became a teacher because she wanted to give poor kids a better shot at making it in society. But four years ago, clocking 12-hour days at an inner-city public school in Washington, D.C., Williams concluded that it was she who wasn’t making it. “I had no training in how to create a curriculum, no prior experience in managing a classroom and no mentor to help me along,” she recalls.

That was when she decided to apply to Teachers College. “Through the trauma and the crying, I still knew that I wanted to be a teacher. Finally, I said to myself, ‘These kids deserve better.’”

Williams graduated in 2005 with a master’s degree in elementary education—and a clear perspective on how to do her job. Today, she teaches at Central Park East, an elementary school in Harlem.

It’s a great story—but one that’s all too rare. Study after study has shown that nothing makes a bigger difference in student achievement than the grown-up at the front of the classroom—yet in poor communities nationwide, highly-trained teachers like Chandra Williams are in desperately short supply. Research has shown that poor children and children of color are more likely to be taught by unqualified teachers than other children. Secondary school students in high-poverty areas are twice as likely to be taught by unqualified teachers than other children. Secondary school students in high-poverty areas are twice as likely to be taught by unqualified teachers than other children. Secondary school students in high-poverty areas are twice as likely to be taught by unqualified teachers than other children.

TC is working to change this dismal picture, both through the preparation of top-notch teachers like Williams and through spirited dialogue with policymakers and elected officials.

The College’s various pre-service teaching programs share an “inquiry-based” approach aimed at leading children to discover fundamental truths through questions and activities rooted in everyday life.

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Much of this is a simple function of money. According to a 2005 report by a special New York City Council commission co-chaired by TC President Arthur Levine, the ability to attract better teachers belongs to districts that offer the highest salaries. For example, in 2003–04, a Bronx teacher with five years of experience earned 23 percent less than similarly experienced teachers in neighboring suburban communities.

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to the ninth grade level?’ Because anyone who knows something can be a talking textbook, but you’ve got to have a variety of strategies to get that content across to young people from different backgrounds.”

TC also emphasizes an embrace of multiple perspectives on culture, content and context, and a commitment to social justice.

“‘Social justice,’ as we define it, means being committed to providing all children, especially those who historically have been underserved, a quality education,” Goodwin says. “It also means educating our students to be aware of how institutionalized racism works to create barriers for poor children, children of color and all those whom society terms ‘different.’”

As an extension of that outlook, nearly 90 percent of TC’s pre-service teaching students do their field placements in New York City public schools. The College is also the base for two major partnerships that seek to improve teacher quality in city schools: The TC Reading and Writing Project, directed by Professor Lucy Calkins, which works in elementary and middle schools, and the National Academy for Excellent Teaching, led by Douglas Wood, which focuses on high schools.

“But there’s also a political aspect to getting more great teachers situated in struggling schools, and TC hasn’t shrunk from it. The City Council commission co-chaired by Levine reported that the single most important thing the city could do with additional school funds is to bring more high-quality teachers into struggling schools. The commission recommended creating a new career ladder for teachers, with pay incentives for those who take on the toughest teaching assignments.

Levine, together with Congressman Charles Rangel, reiterated those recommendations this past September during negotiations between the Mayor’s office and New York City teachers over a new teachers contract.

Meanwhile, Chandra Williams is putting her TC education to good use. In part, that’s meant building on the lessons of a game called “Reality Check” that she created during her Washington days, in which children use the Internet to learn what different jobs pay and what it costs to rent an apartment, buy food, and procure other necessities.

“Money ties together social justice, classism and mathematics,” she says. “For example, a lot of kids aren’t aware of simple information about banks. They’ll see friends and relatives go to check-cashing places and pay high fees there, and just assume that’s how it is.”

Her message, of course, is the one that all great teachers deliver: It doesn’t have to be that way. ■
Re-Imagining New Orleans

In Katrina’s aftermath, TC students ponder a model school system for a city that’s had one of the worst

The elephant in the room. It’s the image for a bad situation that’s being ignored. But for a small group of students and alumni from Teachers College and Columbia University who visited New Orleans early in 2006, it may have been forever eclipsed by the sight of a 180-ton barge sitting in the middle of a street in the city’s abandoned Ninth Ward.

“When I saw that and when I saw the devastation in that neighborhood”—miles of empty homes with high watermarks still visible near their rooftops; mounds of dirt and wood; rusted cars; rotting clothing and furniture—“I became physically ill,” remembers Deanna Belcher, a TC alumna who works as Service Learning Coordinator at The School at Columbia.

“The surroundings were unimaginable,” says Emily Morgan, a first-year student at TC.

Yet when it comes to New Orleans and the damage wrought by Hurricane Katrina, imagining—whether to understand what’s really taken place or to try to envision a future—may be the essence of the challenge.

“When September 11th happened, as horrific as that was, the nation came together—New York City rebounded and life returned, fairly quickly, to some semblance of normalcy,” says Kelvin Sealey, whose course, “Experiments in Content: Education and Architecture,” brought Belcher, Morgan and their classmates to the devastated city in February. “But Katrina’s aftermath just continues. Most of the city remains in ruins. For the poor people there, who were already living in some of the worst conditions in the country, it just gets worse. And meanwhile, there is the very real danger that most people, after all the initial headlines, will turn their attention elsewhere. That visceral, human connection that people feel at the beginning begins to fade.”

In September, Teachers College took in four graduate education students (free of charge) and a researcher who had been displaced by the storm. The researcher, Annie Weiss, who was studying emotional self-regulation in young children, has since formally joined TC’s National Center for Children and Families and been accepted as a visiting student at the College. TC alumni, almost by definition, have found themselves at the center of the crisis. Michael Johnson, a former New York City district schools superintendent who took over as Superintendent in northeast Louisiana’s Madison Parish not long before Katrina hit, helped mobilized the Parish’s schools to take in a wave of refugees.

“Some of our kids here are the poorest Americans in the country, and they’re bringing in food for the evacuees,” he says, adding that his New York upbringing—he grew up in Harlem, “down the street from Columbia”—has helped him through this crisis. “New York has its own energy and you don’t realize how much that energy influences you. In a place like New York, you sort of have an automatic response to how you take care of children in crisis.”
Yet it is Sealey’s course—sponsored by Arts Education Professor Judith Burton and offered through the College’s Center for Educational Outreach and Innovation (CEO&I)—that represents TC’s most focused contribution to date. Co-sponsored by CEO&I and Columbia University’s Graduate School of Architecture, Preservation and Planning, the course offered students the chance to observe New Orleans’ schools and help the city in its efforts to get things up and running again.

“I originally intended this as an aesthetics course—a way to learn about issues connected with designing educational spaces,” says Sealey, a TC doctoral student and CEO&I staff member who proposed the course and served as one of its two instructors. “But it was a real eye-opener, because the people who signed up for it all had a much more pragmatic focus. The situation in New Orleans reflects all the issues affecting schools in poor communities nationwide.
These students were all future education leaders and they were all saying, ‘I want to do this because I want to know how to build a school.”

More precisely, they wanted to know how to build ideal schools and an ideal school system—which, strange as it may sound, is the potential upside of Hurricane Katrina: the chance to start over and do things better. As Sealey and his students heard from Tulane University President Scott Cowen, who is chairing the Bring Back New Orleans Commission’s committee on education, the goal is to take a school system whose performance is currently ranked among the lowest nationwide and place it among the top 10 percent within the next decade.

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Kelvin Sealey

Cowen’s committee has been guided by reports on the pre-Katrina school system, including interviews with children, teachers, principals and parents, and on the best practices of schools around the world. As a result, the agenda for rebuilding New Orleans’ schools includes empowering principals with authority to run their own schools, while at the same time holding them accountable for the success of what they build; creating networks of schools with common denominators—such as neighborhood, themes or partnerships—under the control of a network manager (or of organizations like the Edison group or KIPP schools); centralizing schools’ administrative functions within the superintendent’s office; and dealing with short-term issues such as the flight to charters. Since the city anticipates that many of its schools will be charters—more than any other municipality in the country—Cowen plans to work with state and local school boards on their indi-
vidual plans for the fall; add or restore 20 schools to the city system; assign children to specific schools; and determine how many students each school will accommodate.

It's a tall order and the pressure to quickly breathe life back into the city makes it even harder. Currently only 18 schools are operating in the city, with about 12,000 students enrolled. Thousands more are living in trailer parks that have no educational programs at all. Some 30,000 students are expected back in August, but it's not yet clear where they'll live, so in many instances repairs to school buildings destroyed by water, mold and wind are on hold. At best, Cowen said, the city hopes to restore 20 schools in time for fall 2006.

“We basically need someone to come in and make the tough decisions without concern for the political backlash,” Cowen said.

During the February trip, the TC/Columbia group did little more than take in the lay of the land. They heard talks by Cowen; Dan Etheridge, Assistant Director of the Tulane School of Architecture City Center; Douglas Meffert, the Eugenie Schwartz Professor of River and Coastal Studies at Tulane; and Adam Meinig, an official from KIPP schools, which is opening four schools in New Orleans at the fifth-grade level. The group also took bus tours around the city and some members donned pale blue Tyvek suits, boots and respirator masks to help other volunteers comb through the devastation.

After the group returned to New York City, however, they met with Steve Bingler, founder of Concordia LLC, a planning and architectural design firm based in New Orleans and Pasadena, California, and the number one architect working with the schools to rebuild. He invited the students to return and join him in a school district where he is beginning his work. As with the first trip, the students would be paying their own way, but no one seemed deterred by that.

“New Orleans has such an opportunity to do the right thing by all their students,” said Deanna Belcher, “and that is what I want to focus on.”

It's a long-term project. But at least people are talking about the barge in the middle of the street.
Gateway to Opportunity?

TC researchers are studying ways that community colleges can help more of their students graduate

When 20-year-old Yaritza Agramonte transferred to Bronx Community College last fall, she viewed it as a step toward making good on a promise to her parents, who emigrated to the U.S. from the Dominican Republic: she would earn a college degree.

Instead, Agramonte floundered for a semester, taking courses in American history and remedial math, unaware of the much more rigorous requirements for the nursing degree she sought.

By the time a friend pointed her to a Web site that set her straight, Agramonte, who lives at home with her parents and wanted to help pay the bills, had committed herself to a 40-hour-per-week job at Staples. “My grades took a beating for a while,” she says of her double load, adding that she’s since quit the job. “From now on, I’m going to concentrate on my studies.”

“If you are interested in educational equity, community colleges should be central to your agenda.”

Thomas Bailey

Community colleges, established to give every American low-cost access to higher education, are a first point of entry to higher education for many, enrolling nearly half of all U.S. college students. Low-income students, students of color and first-generation college students are all overrepresented in community colleges and—in contrast to their peers at four-year institutions—many are older and hold a job (or two or three) in order to support a family.

“If you are interested in educational equity, community colleges should be central to your agenda,” says Thomas Bailey, George and Abby O’Neill Professor of Economics and Education at Teachers College and Director of TC’s Community College Research Center (CCRC). “Educators and policymakers are justifiably concerned about opening up access to the elite, selective colleges and universities, yet there are more Hispanic and black students enrolled in the two community colleges in the Bronx than in the entire Ivy League.”

For many, community college is a ticket to economic stability—or at the very least to a higher paying job. Indeed, those who complete associate degrees, for example, often earn between 20 and 30 percent more than individuals with no more than a high school degree.

Yet stories like Yaritza Agramonte’s are surprisingly common in the community college world. Bright, motivated students often arrive unprepared, whether financially, academically or otherwise. Half of all entering students do not complete their first year. Eight years after entering, only six percent have received a certificate, 16 percent an associate degree and 18 percent a bachelor degree.

Why? Certainly students’ skills are part of the challenge: up to 75 percent of those who enter these open-access institutions are unable to do college-level work, either because of under-preparedness or because of a language issue. There are also problems within the institutions that drive otherwise ambitious
students out of the classroom. Bailey and his staff at CCRC engage in rigorous research to identify these problems and suggest possible solutions.

One increasingly popular strategy designed to better prepare high school students for college is dual enrollment, in which high school students take college-level courses prior to graduation.

“It seems contradictory—why take students who aren’t doing well in high school and put them into college-level courses early?” Bailey asks. “You’d expect that either the courses would have prerequisites that make them inaccessible to the people you’re trying to reach or else that they’re so watered down that you’d produce the same students, only now with an associate degree. But the rationale is that by expecting more from these students—by giving them a taste of college and treating them as more mature—you can motivate them to do better. It’s very optimistic.”

Politicians on both sides of the aisle support the idea. Last year, Margaret Spellings, U.S. Secretary of Education, announced a $125 million proposal by the President to increase access to these programs.

Yet despite the potential benefits, Bailey raises an important caveat: “No one’s done any research to show that students in dual enrollment programs go to college at a higher rate or do any better.”

“High school graduates think they are ready for college, then they take placement tests and find they need remediation. It can be very disheartening and many end up dropping out.”

Melinda Mechur Karp

CCRC is working to find a more definitive answer. Last year, the center released a report, funded by the U.S. Department of Education, entitled “Pathways to College Access and Success.” In it, Katherine Hughes, Melinda Mechur Karp, Baranda Fermin and Bailey found that the most effective components of dual enrollment programs are the ones that ready students for specific aspects of a college’s culture. The authors awarded high marks to a City University of New York program that gives immigrant high school students remedial classes before they enroll in a community college.

That’s important, because “remediation rates at community colleges, particularly for students who are most at risk, are very high,” Karp explains. “High school graduates think they are ready for college, and then they take placement tests and find they need remediation. It can be very disheartening, and many end up dropping out.” Providing remedial courses to students while they are still in high school may ensure that they are prepared for college-level work when they enter a community college, thereby eliminating one barrier to graduation.

The study bases its judgments solely on the benefits perceived by students and teachers. But now CCRC is looking at whether dual enrollment programs actually improve college graduation rates.

CCRC recently received a $10 million grant to create a federal research center that will study the efforts of two- and four-year colleges to boost educational access and graduation rates. Meanwhile, the center is working on a major initiative called Achieving the Dream: Making Community Colleges Count, funded by the Lumina Foundation for Education, KnowledgeWorks Foundation and the Nellie Mae Education Foundation. In a recent study, titled “Opening the Black Box: Institutional Research at Community Colleges,” Bailey, Vanessa Smith Morest and a team of researchers found that these institutions have surprisingly little information and research that would allow them to understand the barriers within the colleges that students face and to design measures to overcome those barriers.

More specifically, they learned that Institutional Research (IR) offices rarely conduct long-term studies of the academic performance of students and student subgroups, and that faculty rarely help design institutional research or receive its findings.

Would changing the IR picture transform community colleges into the gateway to opportunity that they were originally meant to be? Not by itself. But it could nudge an institution to provide the kind of information or help that might keep a struggling student from giving up. For Yaritza Agramonte and others like her, that could be a critical difference indeed.
Pound-Wise

That’s the watchword for TC’s Campaign for Educational Equity, which must convince America that up-front investment in schoolchildren pays off

In June 2005, when Laurie Tisch and Michael Rebell were named, respectively, Board Chair and Executive Director of The Campaign for Educational Equity, they brought what seemed like the ultimate qualifications to their jobs.

After all, Tisch, a longtime TC trustee, had personally overseen the infusion of more than $60 million into the New York City public schools to support arts education. Rebell, lead counsel and guiding spirit in a decade-long lawsuit against New York State, was known as the man who had won the City’s schools a court verdict for $5.6 billion in additional operating funds and $9.2 billion in new money for facilities.

Impressive stuff. But not to a Republican Congressman Tisch and Rebell met with this past March.

“How do you explain the fact that in my state, we spend about half of what they spend per student here in Washington, D.C., but we’ve got twice as many fourth graders reading at grade level?” the Congressman demanded.

Polls show that the vast majority of Americans want to eliminate the school achievement gap, but few believe it can be done or that money will make a difference. Refuting that skepticism has, in many ways, been The Campaign’s primary task. At its first annual symposium, “The Social Costs of Inadequate Education,” held in October 2005, a group of leading social scientists presented new data on what America pays when young people fail to graduate from high school. Among the findings: a high school dropout earns about $260,000 less over a lifetime than a high school graduate and pays about $60,000 less in taxes. Annual losses exceed $50 billion in federal and state income taxes for all 23 million U.S. high school dropouts ages 18–67. Health-related losses for the estimated 600,000 high school dropouts in 2004 totaled at least $58 billion, or nearly $100,000 per student.

Conversely, the researchers found that intelligent spending could pay enormous dividends. For example, increasing the high school completion rate by just one percent for all men ages 20–60 would save the U.S. up to $1.4 billion per year in reduced costs from crime. If even one-third of all Americans without a high school education received at least some college education, then savings on welfare, food stamps and housing assistance could total more than $10 billion. And quality preschool programs have returned as much as seven dollars for every one spent in avoided costs relating to teen pregnancy, drug abuse and crime.

Now The Campaign is subjecting the federal No Child Left Behind Act (NCLB)—up for Congressional reauthorization in 2007—to similar scrutiny. At a launch event for The Campaign on Capitol Hill in March 2006, Rebell and Tisch called for Congress to significantly retool NCLB, a law they believe has given the federal government clear powers to penalize failing schools and districts without defining success or providing schools with the resources to achieve it. Drawing on two policy papers just published by The Campaign, Rebell argued that in addressing NCLB, Congress should take direction from courts that ruled state constitutions guarantee...
students the right to a sound, basic education. Just as those courts have used “costing out” studies to determine how much money schools need to help students perform up to state standards, Rebell said, so the federal government should study the true costs of reaching NCLB’s goals.

Rebell argued NCLB needs fixing on at least three broad fronts: adequacy of funding, quality of education standards and support for schools to refine their curricula and otherwise help students to improve.

The Campaign’s fall 2006 symposium—“NCLB and Its Alternatives: Examining America’s Commitment to Closing Achievement Gaps”—will address questions like, “Can we really achieve 100 percent proficiency in regard to meaningful standards by 2014?” If not, “Is there a more realistic yet challenging output goal that the law should mandate?” “How can the needs of English language learners and students with disabilities be properly advanced by this law?” And, “How can we ensure that teachers, especially those in hard-to-staff, inner-city and rural districts, are truly ‘highly qualified’?”

The Campaign’s emphasis on fiscal accountability is the counterweight to what Rebell calls its “comprehensive approach to educational equity”—the idea that, because the nation’s education gap grows out of so many factors outside the classroom (including poverty, family and cultural issues, and disparities in health care and housing), any solution must be similarly broad in focus. “For the past 12 years, I’ve been asking judges to give schools the money they need,” Rebell said. “But what I’ve really learned from all the work going on at Teachers College is that if you’re serious about eliminating the achievement gap, you’ve got to deal up front with the impact of poverty on so many children.”

More specifically, The Campaign will focus its research and seek to influence policy and practice in 12 issue areas, ranging from high-quality early childhood education programs and improved student health to family education training and sustained, adequate school funding.

Meanwhile, in spring 2006, TC Visiting Professor Richard Rothstein unveiled preliminary work on a “report card” that will measure progress toward educational equity at both the national and state levels. Rothstein argued that America has traditionally defined education’s goals broadly—including a focus on physical and emotional well-being and on citizenship—and that the current narrow focus of NCLB on reading, writing and math is a historical anomaly. Assessment of schools and of the nation’s education gap should therefore be based on eight broad areas, he said, but a dearth of comparable data at the state level currently prevents sound judgments about which states are doing a good job in closing the gap.

Can schools really play such a broad role in today’s world? Is comprehensive educational equity, as The Campaign defines it, really an achievable goal?

Returning to the Congressman’s question, Rebell spoke of student achievement gains in North Carolina, Connecticut and Kentucky, states where plaintiffs have won additional school funding.

“Since 1989, there have been 28 major decisions in school finance adequacy cases heard in state high courts and plaintiffs have won 21 of them,” Rebell told his Capitol Hill audience in spring 2006. “Those victories have come in red states as well as blue, during an era generally dominated by the conservative political agenda. That shows there is a deep and profound commitment to equity in America and to the vision first laid out in Brown v. Board of Education.”
TC and China: The Second Century

In fall 2004, Teachers College President Arthur Levine traveled to Beijing to present Madame Ke-Ming Hao—one of the leading architects of China’s education system—with TC’s Medal for Distinguished Service. That ceremonial event reflected a much broader working relationship between China and the College that involves a range of faculty members, including Xiadong Lin, Judith Burton, Mun Tsang, Henry Levin, Fran Schoonmaker and others. The following are two stories of TC’s collaborations with Chinese educators.

Teacher, Know Thyself

A training program born of research at TC is helping Chinese educators understand how culture mediates classroom experiences.

“The fish is the last to know it is in water.”

To Xiaodong Lin, Associate Professor of Technology and Education at Teachers College, that old Chinese proverb captures the new challenge China faces as it attempts to overhaul its education system. The world’s most populous nation is trying to produce a new generation of creative, adaptive learners who can carry on bold discussions and work well with others. Yet despite clear pronouncements from Beijing, the reforms haven’t taken hold in the classroom, particularly in the outlying provinces. Students remain afraid to speak up and interact. They don’t work well in groups, either because they’re too passive, or because they fight over whose contributions will receive the most credit.

To Lin’s eye, much of the problem lies in the way teachers are being prepared. For example, at East China Normal, one of China’s most highly regarded education schools, large groups of several hundred teachers sit in an auditorium and learn about the new goals through “progress reports” that go on for hours. They have no activity-based exchanges and there is little give and take. The process is top-down; the learners are passive.

“In the U.S. as well as in China, teacher professional development tends to focus on teachers’ content knowledge and instructional technique,” says Lin, who in 2004 established TC’s Asian-American Center for Creative Educational Sciences (ACCESS), dedicated to promoting cultural understanding between Asian and American educators and enhancing their professional development through technology. “But educators also need to be aware of the cultural values and assumptions that underlie their own classroom practices—and of how those differ from
the values and assumptions of their students. Those gaps often explain why students don't learn what teachers teach."

Lin knows a thing or two about how cultures shape education. Born in Shanghai to a prominent family that had been among the city's wealthiest prior to the Communist takeover, she directly experienced the privations from the Cultural Revolution. Her parents—a doctor and an engineer—lost their jobs and the family was exiled to rural Henan province. Between the ages of nine and 16, Lin had no schooling. Then, as she has recounted it, her family returned to the city and she was subjected to the opposite extreme: "I was stuffed full of information, like a Beijing duck."

"Educators need to be aware of the cultural values and assumptions that underlie their own classroom practices—and of how those differ from the values and assumptions of their students."

XIAODONG LIN

In the U.S., where she moved in 1987, Lin was struck not only by the contrast between the two countries' education methods, but also by the assumptions Americans made about foreigners. For example, graduate students didn't want to study with her because "Chinese professors are critical and boring." She became an advocate of "cultural metacognition"—the notion that successful teaching stems in part from a teacher's ability to adapt the classroom environment to the varying backgrounds and needs of students. Working with colleagues from other universities, Lin developed an approach called critical event-based instruction (CEBI), through which teachers analyze common classroom occurrences to guide them in making such adaptations. Students follow a "learning cycle" in which they generate ideas around a particular challenge; refine their ideas by comparing them to those of both other students and established experts in the field; test their ideas by applying them to a sample problem; "go public" with their approach, in the context of a much larger group; and, finally, reflect back on past experiences and anticipate new challenges.

More recently, David McGhee—a recent TC alumnus who runs his own training and development company in China—used a grant from the College to shape these ideas into a teacher training program that employs CEBI. Drawing on the hundreds of hours of live footage of American professors, teachers and students at work—as well as of Chinese students—McGhee was able to equip his product with a range of one- to three-minute film clips of actual classroom critical events, accompanied by expert commentary. Working in groups themselves, teachers can view these clips and then follow a learning cycle to analyze problems and strategies for improvement. The process...
is facilitated by a new program called Onenote, developed by Microsoft, which allows a room full of people working on computers to view each others’ work in real time.

McGhee has since adapted his program for classroom use. During summer 2005, at the invitation of the local Ministry of Education, he journeyed to three remote areas of China’s Shandong Province—Weifang, ShoGuang and Zhou Qang—to train more than a thousand junior high school math and science teachers. Working in an area with infrequent plumbing, McGhee—who is allergic to MSG, a staple in Chinese cooking—lost 20 pounds in the intense summer heat. His team spent the first few days unpacking boxes of computers and setting up networks. But their efforts earned rare plaudits from the participants, as well as from a visiting scholar from East China Normal, who predicted that the program would change the way China educates its teachers. McGhee was invited to conduct another round of training sessions during summer 2006.

“We’re touching a lot of people, in a way that’s totally different from how they normally learn,” he says. “Seeing them feel free to speak openly and watching their reactions when they realized that everyone in the whole room was communicating at the same time—that was really phenomenal.”

In the Eye of the Beholder
Western experts who advise developing nations tend to assume that the knowledge flows in only one direction. But in the five years that Judith Burton, Professor of Art Education at Teachers College, has been working with China’s Central Academy of Fine Arts (CAFA) and the China National Gallery, she’s gained as much wisdom as she’s imparted.

“Perhaps no artistic tradition has insisted with greater force on the need for inspired spontaneity than that of the Chinese—and that is no less true of the ancients than it is today.”

Judy Burton

“I think I originally assumed, along with many other folk from the West, that Chinese artists and art educators were caught in some kind of time warp, in which traditions of the past were probably exercising some kind of inhibiting influence on the ability to chart a future of new possibilities,” writes Burton in a paper that will soon appear in the journal Art Education in Asia. “I could not imagine how innovation could come from within traditional ways of thinking and doing things that were so deeply enmeshed in the rules and traditions of an ancient past.” Yet she has since come to believe that “perhaps no artistic tradition has insisted with greater force on the need for inspired spontaneity than that of the Chinese—and that is no less true of the ancients than it is today.”

Burton first traveled to China in 2001 at the invitation of Pan Gokai, CAFA’s President, to help the Academy
set up its first graduate art education program. She discovered that teachers of art education had little or no pedagogical background. There was no instruction around human development, instructional practices, curriculum or the cultural contexts of students. Instead, the training of teachers consisted mainly of passing on the artistic traditions and techniques of past professors.

This approach was also reflected in China’s K–12 classrooms where children primarily learned to copy traditional art from state-produced workbooks. It was, Burton writes, a huge contrast to the U.S. where “for the most part, art teachers rely on the power of youngsters’ own imaginations, innate creativity and local cultural knowledge to stimulate their ideas”; where dialogue is a staple of classroom instruction; and where art education programs often work closely with museums and other cultural institutions.

Over the past five years, Burton certainly has nudged CAFA and the National Gallery in some distinctly Western directions. Partly as a result of her efforts, Chinese museums and cultural sites now see themselves less as “guardians of objects of an imperial past” and are increasingly opening their doors to visitors other than scholars and researchers; many also are now offering classes. Pedagogy is broadening beyond simply working from models. And, in the lower grades in particular, teaching strategies are beginning to incorporate the importance of play for developing artists, as opposed to concentrating solely on traditional techniques and fixed outcomes.

But Burton makes it very clear that China has nudged back. She came to understand that embedded in Chinese tradition is “a respect for the uniqueness of every mark and line made by the body, hand and mind of a maker.” Old rulebooks she studied insisted that “memorization was to be accompanied by chants designed to put the maker into the right mood for personal inspiration.” The primary concern of these books “was not the perpetuation of conventional images, nor a plausible narrative,” she writes, but rather was “more like a ‘poetic evocation’ of an experience.”

Burton notes that these ideas, which come from a fusion of philosophical traditions that include Taoism, Confucianism and Buddhism, anticipate various Western artistic “revolutions” by hundreds and even thousands of years. From early on, Chinese artists “depicted more than can be seen with the naked eye,” she writes. “The observer fills in the space through reflective imagination. Later, Western abstractionists were to make exactly these same arguments.”

Perhaps a defining moment for Burton came in November 2004, when TC’s Macy Gallery, which she curates, held a showing by several young Chinese artists from CAFA titled “Tradition and Innovation.”

Reflecting back on that event in her paper, Burton says: “I think that I am now beginning to understand that there may just be another developmental trajectory for children’s learning—one of greater artistic sophistication than Western realism imposes upon youngsters’ artistic and aesthetic growth. For this personal insight, I am deeply grateful to the students I worked with in China for making me see that much of what I already knew might also be understood otherwise.”
The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with standards established by the Financial Accounting Standards Board (FASB) for external financial reporting by not-for-profit organizations.

**BALANCE SHEET**

The balance sheet presents the College’s financial position as of August 31, 2005. The College’s largest financial asset is its investment portfolio, representing approximately 55 percent of the College’s total assets, with a fair market value of $192.1 million as of August 31, 2005. The investment portfolio includes $167.9 million relating to the College’s endowment, which represent contributions to the College subject to donor-imposed restrictions that such resources be maintained permanently by the College, but permit the College to expend part or all of the income derived therefrom. The endowment is managed to achieve a prudent long-term total return (dividend and interest income and investment gains). The Trustees of the College have adopted a policy designed to preserve the value of the endowment portfolio in real terms (after inflation) and provide a predictable flow of income to support operations. In accordance with the policy, $8.5 million of investment return on the endowment portfolio was used to support operations in fiscal year 2005.

The College’s second largest and oldest asset is its physical plant, consisting of land, buildings, furniture and fixtures, and equipment. As of August 31, 2005, the net book value of plant assets was approximately $124.7 million, representing approximately 38 percent of the College’s total assets.

The College’s liabilities of $144.8 million are substantially less than its assets. As of August 31, 2005, long-term debt represented the College’s most significant liability, at $81.2 million.

The statement of changes in net assets presents the financial results of the College and distinguishes between operating and non-operating activities. Non-operating activities principally include investment return in excess of the expendable amount determined by the College’s endowment spending policy, contributions and the change in the fair value of derivative instruments.

The College experienced a net increase of $8 million in unrestricted net assets from operations in its financial statements. The College’s net assets increased by approximately $12 million overall.

Non-operating revenues totaled approximately $137.9 million. The College’s principal sources of unrestricted operating revenues were student tuition and fees, net of student aid, representing 48 percent of operating revenues, and grants and contracts for research and training programs, representing 25 percent of operating revenues.

Investment return, auxiliary activities, government appropriations and other sources comprise the remaining 27 percent of operating revenues. Operating expenses totaled $136.2 million.

<table>
<thead>
<tr>
<th>ASSETS SHEET</th>
<th>August 31, 2005</th>
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<tbody>
<tr>
<td><strong>Cash</strong></td>
<td>2,936,595</td>
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<tr>
<td><strong>Student accounts and other receivables, net</strong></td>
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<td><strong>Grants and contracts receivable</strong></td>
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<td><strong>Inventories and supplies</strong></td>
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<td><strong>Contributions receivable, net</strong></td>
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<td><strong>Funds held by bond trustees and escrow agents</strong></td>
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<tr>
<td><strong>Investments</strong></td>
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<td><strong>Plant assets, net</strong></td>
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<td><strong>Total Assets</strong></td>
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<th>Liabilities and Net Assets</th>
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<td><strong>Accounts payable and accrued expenses</strong></td>
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<td><strong>Deferred revenues</strong></td>
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<td><strong>Long-term debt</strong></td>
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<td><strong>Accrued pension and other benefit obligations</strong></td>
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<td><strong>U.S. Government grants refundable</strong></td>
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<td><strong>Total Liabilities</strong></td>
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<th><strong>Net Assets</strong></th>
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<td><strong>Unrestricted Net Assets</strong></td>
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<td><strong>Temporarily restricted Net Assets</strong></td>
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<td><strong>Permanently restricted Net Assets</strong></td>
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<td><strong>Total Net Assets</strong></td>
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<th><strong>STATEMENT OF CHANGES IN NET ASSETS</strong></th>
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<td><strong>Fiscal Year ended August 31, 2005</strong></td>
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<th><strong>UNRESTRICTED</strong></th>
<th><strong>TEMPORARILY RESTRICTED</strong></th>
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<th><strong>TOTAL</strong></th>
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<tr>
<td><strong>Operating Revenues</strong></td>
<td>137,872,219</td>
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<tr>
<td><strong>Non-operating Activities</strong></td>
<td>136,159,816</td>
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<tr>
<td><strong>Increase in Net Assets from Operations</strong></td>
<td>1,712,403</td>
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<tr>
<th><strong>Statement of Financial Results</strong></th>
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| The College’s operating expenses totaled $136.2 million. The remaining 23 percent of operating revenues was represented by non-operating revenues. The College’s principal sources of non-operating revenues were student tuition and fees, net of student aid, representing 48 percent of operating revenues, and grants and contracts for research and training programs, representing 25 percent of operating revenues. Investment return, auxiliary activities, government appropriations and other sources comprised the remaining 27 percent of operating revenues. Operating expenses totaled $136.2 million.

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