

Provost Impact Awards 2025-2026

Congratulations to our new Provost Impact Award PIs who will innovate in the delivery of our academic programs, enacting our values, inviting new students and new markets, allowing us to create better bridges and engagement with our alum and NYC partners, allowing us to be of greater service, and strengthening pathway programs into TC.

1. New and Modified Academic Programs:

Interdisciplinary approaches to studying and understanding the human brain

PIs: Kevin Heffernan, Lisa Levinson, and Juliana Ronderos, BBS

The development of a BBS postbaccalaureate program at TC that can be scaled to serve as a new source of revenue and a potential pipeline for new student enrollment. The newly developed course, offered through BBS and cross-listed with other programs, will be open to all TC students, with 8-10 seats reserved for summer postbac students.

Program Expansion in Mathematics, Science and Technology

PIs: Nick Wasserman, Jooeun Shim, Mario Khreiche, Lalitha Vasudevan, Colby Tofel-Groehl, Nathan Holbert, Paulo Blikstein, Ellen Meier, Irina Lyublinskaya, and others in MST department, MST

Development of three new offerings to further develop TC's STEM programming and initiatives: K-12 Computer Science (CS) teacher certification program; Advanced Certificate in STEM Education; and Artificial Intelligence (AI) in education course offerings. Serving the needs of NYCPS by addressing a shortage area in Computer Science.

New MA and EDM in Applied Anthropology

PIs: Keri Brondo, Grey Gundaker, Nicholas Limerick, Amina Tawasil, Herve Varenne, and Melissa Wild, ITS

Launch a new MA degree for early-career students interested in training in applied anthropology using ethnographic methods, and professionals interested in non-academic careers.

Expand Opportunities in Applied Behavior Analysis

PIs: Daniel Fienup, Jo Ann Delgado, and Maithri Sivaraman, HAEAP

Expand the ABA program's enrollment by identifying new markets from which we can recruit ABA students to the Master's and Advanced Certificate programs, strengthen our program's engagement with NYC school and community partners, and facilitate our program's service to children with disabilities in NYC and the surrounding region through intentional research-practice partnerships.



2. Scholarship and Partnerships:

TC Partnerships for Advancing Clinical Training and Youth Mental Health (TC PACT-YMH)

PIs: Ayorkor Gaba, Mel Collier-Meek, Alexandra Pierce, Whitney Erby, Sonali Rajan, Laudan Jahromi, Laura Smith, and Elizabeth Cavig (Depts of CCP & HAEP)

In partnership with two Harlem school districts, Districts 4 and 5, we can advance youth mental health by co-developing enhancements to TC clinical training and deepening authentic, reciprocal research and practice partnerships grounded in bidirectional learning and mutual benefit.

Early Intervention, Lasting Impact: A Preschool-Based Partnership for SLP Education and Community Research

PIs: Juliana Ronderos and Paula V. Pineda, BBS

Establish partnerships with two community preschool organizations, a partnership for the clinical application portion of a new applied early literacy course in the communication sciences and disorders program, and a research partnership component for ongoing collaboration to sustain the community partnership.

Music, Health, and Well-Being: A Research Hub

PIs: Guila Ripani, Patrick Schmidt, and Jeanne Goffi-Fynn, A&H

The project will design a health-focused professional learning framework for teacher well-being and self-empowerment and examine how musical engagement can be leveraged as a health-promoting tool in music education and across other subject areas.

3. Non-Credit Professional Development:

Hollingworth Center Professional Development

Microcredentials: Scaling Evidence-Based Early Childhood and Elementary Science Education Nationally

PIs: Rachel Knight, Jacquelyn Duran, Sarah Duer, Nina Borland, and Alison Matthews, C&T

Through TC Academy's platform, this program will establish Teachers College as the premier national provider of early childhood and elementary science professional development while creating a sustainable, revenue-generating program that leverages our unique intellectual capital and addresses critical educational equity needs nationwide.

Foundations of Brain-Based Learning: A TC Professional Development Session

PIs: Lisa Levinson, Anlys Olivera, and Chaille Maddox, BBS

This two-hour, asynchronous learning experience will introduce educators, clinicians, and lifelong learners to the foundational principles of brain-based learning and the translation of neuroscience research into educational practice.

Deepening A&H Partnerships in New York City:

Building Interdisciplinary Networks through Engaged Encounters with the Arts

PIs: Ruth Vinz, Patricia Martínez Álvarez, and Adele Bruni Ashley, A&H

This initiative will revitalize A&H in the City as a forum for interdisciplinary connection, professional learning, and public engagement through three interrelated components: Two A&H in the City Events, One A&H Micro-Credential Pilot, and Documentation, Research, and Dissemination.

The Alumni Learning Circle: A Community of Leaders

PIs: Victoria Marsick, Rajashi Ghosh, Pierre Faller, and Ruohao Chen, O&L

This project aims to extend the mission of Adult Learning and Leadership (ALL) at Teachers College by creating a non-credit, practice-based professional-development platform for alumni, students, and partner organizations.

