SEARCH PROFILE:
PROVOST, DEAN OF THE COLLEGE, AND VICE PRESIDENT OF ACADEMIC AFFAIRS

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
A Graduate School of Education, Health & Psychology
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Teachers College, Columbia University (TC) invites inquiries, nominations, and applications for its next Provost, Dean of the College, and Vice President of Academic Affairs (Provost). The Provost will be a key member of President Thomas Bailey’s executive leadership team, with substantial budgetary and personnel responsibility, along with academic leadership of the faculty. The new Provost is desired to assume office by June 1, 2023.

Our society is at a crossroads with respect to the importance of education as a driver of human wellbeing and the talent, systems, and structures that are needed to support this vital work. Teachers College is the recognized forerunner in these areas and has an opportunity to lead the development of scholarship, practice, and pedagogy as part of this global conversation. The next Provost will provide essential direction to TC at this pivotal moment.
Teachers College was founded on the proposition that education alone would not correct society’s inequities — that to maximize the life chances of all people, TC must also support communities’ physical and nutritional health and psychological wellbeing. Thus, fields such as education psychology, nutrition education, special education, conflict resolution, and spirituality and education were created at TC. For more than a century, it has prepared psychologists, nutritionists, health educators, speech pathologists, and other professionals, as well as teachers and school leaders.

Today, more than a third of TC’s tenure track faculty are psychologists and health educators, and it continues to take a multidisciplinary approach, combining strengths across fields to tackle the world’s most challenging problems. Teachers College offers over 70+ programs in its four core areas of expertise — education, health, psychology, and leadership — and conducts diverse research on topics that range from the impact of poverty on the brain to the legal basis for a Constitutional right to education; from culturally relevant curriculum and pedagogy to the revival of Inca languages in Latin American schools; from the study of motherhood as a developmental stage to the exploration of resilience in military veterans; and from the impact of microaggressions on mental and physical wellbeing to language development in children on the autism spectrum.

Teachers College is an independently run affiliate of Columbia University, allowing the College to maintain its own governance and financial planning while also benefiting from the vast academic and intellectual resources of one of the world’s foremost research universities. The College had a $215 million operating budget for the fiscal year ended August 31, 2022. It maintains a strong balance sheet and has experienced an increase in net assets of approximately 20% annually for the last several years with the most recent financial statements reporting net assets at $533 million as of August 31, 2021. The College’s largest asset is its endowment which was valued at approximately $450 million as of August 31, 2022, and its largest liability long-term debt at $100 million. In 2018, the College completed a $300M+ capital campaign, “Where the Future Comes First,” the largest in history for a graduate school of education.

In 2016, the Middle States Commission for Higher Education emphatically renewed the institution’s accreditation for the next 10 years, affirming the College’s efforts to shape 21st-century approaches to teaching and learning through “a research-inspired multi-disciplinary approach, blending both theory and practice” and “responsiveness to emerging societal issues surrounding education.” In 2021, the Association for Advancing Quality in Educator Preparation (AAQEP), founded in 2017, granted full, seven-year accreditation to TC’s educator preparation programs. Issued with no recommendations for improvements, the accreditation was accompanied by an official commendation citing the “quality of [TC’s] programs . . . and deep, responsive, inquiry-based engagement with schools and learners in New York City.”

**LEADING FOR THE FUTURE**

Teachers College will continue to address in an integrated and disciplined manner the greatest human challenges of our time. The institution works toward being a community in which all who work, teach, create, and provide care are welcome and respected, and where all can pursue and achieve their highest objectives for themselves, their communities, and the world. TC will always strive to be an inclusive, equitable, sustainable, and responsive organization at every level.
Teachers College is home to a deeply engaged and intellectually stimulating group of masters and doctoral students in diverse fields that span education, health, and psychology. Nearly half of its almost 6,000 students identify as students of color, and over a fifth of students come from countries other than the United States. Serious and impassioned, the students are committed learners and future-oriented, looking to build careers in close alignment with the vision of the College. They are supported by more than 1,000 staff, 152 full-time faculty, 65 full-time lecturers, and 342 part-time faculty.

Academic programs are delivered through 10 departments: Arts and Humanities, Biobehavioral Sciences, Counseling and Clinical Psychology, Curriculum and Teaching, Education Policy and Social Analysis, Health and Behavior Studies, Human Development, International and Transcultural Studies, Mathematics, Science and Technology, and Organization and Leadership. TC is also home to a myriad of centers, institutes, and laboratories that further advance research and work to transform findings into actionable practice for use in the classroom and other settings. Teachers College students are permitted to enroll in Columbia University courses, as are Columbia students in TC courses.

The largest academic unit at the College, the Department of Arts and Humanities, prides itself upon its intellectual and artistic richness, its diversity, and its distinctive approaches to education. The Department consists of 10 academic programs along with many subprograms nested within. Major areas of scholarly inquiry are art and art education, arts administration, dance education, music and music education, history and education, philosophy and education, applied linguistics and TESOL, bilingual and bicultural education, English education, and social studies. These areas of research, practice, and instruction, collectively, address human wisdom, capacity, potential, and creativity.

The Department of Biobehavioral Sciences offers programs in Communication Sciences and Disorders, Physical Education and Physical Culture, Movement Sciences and Kinesiology, and Neurosciences. Research focuses on the application of the biological, physiological, behavioral, cognitive, and sociocultural sciences underlying human communication, movement, and function to clinical, educational, and community settings. The scientific knowledge obtained from research in these specialized fields is applied to enhance the educational, functional, and communicative capabilities and health of people of all ages and health status with and without functional limitations.
or disability. Doctoral graduates go on to assume challenging research, academic, and professional roles in educational, clinical, governmental, and non-governmental settings.

The Department of Counseling and Clinical Psychology prepares students to investigate and address the psychological needs of individuals, families, groups, organizations/institutions, and communities. Students in this department are trained to become knowledgeable and proficient researchers, to provide psychological and educational leadership, and to be effective practitioners. Specifically, graduates from these programs seek positions in teaching, research, policy, administration, psychotherapy, and counseling.

The Department of Curriculum and Teaching supports students to develop connections among theories of teaching and learning to enact multiple approaches to transformative practices on behalf of children and youth in schools and neighborhoods. They provide teachers, educational leaders, teacher educators, and educational researchers with the intellectual tools needed to re-imagine schools and other educational settings. Teacher inquiry, critical perspectives, knowledge of content and pedagogy, a curricular stance, and the interrelationship of theory and practice are woven throughout the certification and advanced programs.

The Department of Education Policy and Social Analysis embraces separate and venerable programs in Economics and Education, Politics and Education, and Sociology and Education, and a notable group of legal scholars. The programs value communication and collaboration across the disciplines and seek to prepare students to operate in those environments.

The Department of Health and Behavior Studies works to improve health, learning, and social well-being in schools and other settings and throughout the lifespan. Academic programs are offered in Applied Behavior Analysis, Deaf and Hard of Hearing, Diabetes Education and Management, Health Education, Intellectual Disability/Autism, Nutrition, and School Psychology. The programs prepare practitioners, scholars, and leaders who can help people to realize their full potential, make informed decisions, and attain the best possible quality of life. The Department is committed to the professional preparation of those who will serve diverse high-needs populations by conducting socially consequential and policy-relevant research and fostering interdisciplinary collaboration in practice.

Faculty and students in the Department of Human Development conduct research on fundamental issues in human development, human cognition, analytics, and measurement and applied statistics,
to increase scientific knowledge in these areas and to help solve educational and social problems. Their current research emphasizes cognitive approaches to measurement and assessment, learning environments for the digital age, and the cognitive, social, and a neuroscience bases of learning and development.

The **Department of International and Transcultural Studies** hosts a diverse community of students and scholars dedicated to addressing contemporary challenges regarding education in its many settings and institutions in the United States and around the world. Over their long history, distinguished faculty and alumni have changed academic thought and professional practice through creative and original inquiries in their respective fields.

The **Department of Mathematics, Science, and Technology** focuses on issues of educational practice and related professions in mathematics, science, technology, and communication. Programs are divided into Mathematics Education, Science Education, Communication, Media, and Learning Technologies Design. While each program has a unique focus or perspective, the faculty share common scholarly perspectives, educational ideals, and a strong commitment to improving society through, research, practice, and the enhancement of human potential.

The **Department of Organization and Leadership** offers programs in Adult Learning and Leadership, Education Leadership, Higher and Postsecondary Education, and Social-Organizational Psychology. The Department promotes a vision that seeks to realize broader opportunities for faculty and students with very different disciplinary orientations to collectively focus on organizations as educative and learning institutions, broadly defined, in both formal and informal settings, and across the lifespan.

**CURRENT TC NEWS AND ACHIEVEMENTS**
TC programs attract strong faculty, staff, and students. Some of those exciting faculty and their accomplishments are highlighted in summaries of **five female faculty recently granted tenure and full professorships**, and several of TC’s accomplished new faculty members are highlighted in **this article**.

TC’s recent selections for grants and honors exemplify the intellectual integrity, collaboration, and curiosity of its community as well as the breadth and depth of TC’s academic programming.

For example, TC’s Associate Professor of Practice Amra Sabic-El-Rayess was recently awarded a **second $750,000 grant** by the U.S. Department of Homeland Security to expand her work and prepare students in ways that storytelling and better understanding of pathways to radicalization can head off alienation and future unrest. TC Professor Judith Scott-Clayton was recently appointed senior economist at the White House Council of Economic Advisers, and TC Associate Professor of English Yolanda Sealey-Ruiz, co-author of a critically acclaimed book on racial and digital literacy, recently received one of the National Council on Education’s highest honors.

TC’s faculty continually address current topics in their scholarship, practice, and communications. Ahead of the midterm elections in November, TC Associate Professor Ioana Literat discussed how young voters are mobilizing political action on TikTok. And five faculty members each recently recommended a must-read book on race and inclusion for school teachers. TC faculty experts are regularly highlighted in external media outlets.

TC’s students engage in their learning and research in New York City, across the country and around the world. One student combined his teaching service locally with Peace Corps work in Ukraine, seeking community connections through the classroom. Another was recently named New York State’s “Educator of the Year”. And every year, **TC graduates** represent current and emerging leaders making a meaningful difference in the fields of education, health, and psychology.
LEADERSHIP

TC is guided by a distinguished and dedicated group of trustees, and is led by Dr. Thomas R. Bailey, who began his service as the 11th President of Teachers College, Columbia University on July 1, 2018. President Bailey is the George & Abby O'Neill Professor of Economics & Education and has been a TC faculty member for over 30 years. He has also directed three National Centers funded by the Institute of Education Sciences.

President Bailey is joined in leadership of the College by a diverse and dynamic senior administrative team, as well as by 10 department chairs, and numerous directors of centers, institutes, and research labs. TC has a strong tradition of shared governance with faculty, including particularly the elected representatives of the Faculty Executive Committee.

Dr. Bailey won the Terry O'Banion Prize for Teaching and Learning at the annual conference for the League for Innovation in the Community College in 2013, and he was inducted as an AERA Fellow in the same year. He has been a member of the National Academy of Education since 2012. In June 2010, U.S. Secretary of Education Arne Duncan appointed him chair of the Committee on Measures of Student Success, which developed recommendations for community colleges to comply with completion rate disclosure requirements under the Higher Education Opportunity Act. Dr. Bailey has also served as a consultant to many public agencies and foundations as well as several state and local economic development and educational agencies.

Dr. Bailey earned his undergraduate degree in economics from Harvard University and his Ph.D. in labor economics from the Massachusetts Institute of Technology. His papers have appeared in a wide variety of education, policy-oriented, and academic journals, and he has authored or co-authored several books on the employment and training of immigrants and the extent and effects of on-the-job training. Along with Shanna Smith Jaggars and Davis Jenkins, Dr. Bailey wrote Redesigning America’s Community Colleges: A Clearer Path to Student Success, which was published by Harvard University Press in 2015. Other books include Defending the Community College Equity Agenda (Johns Hopkins University Press, 2006), co-edited with Vanessa Morest, Working Knowledge: Work-Based Learning and Education Reform (Routledge, 2004), co-authored with Katherine Hughes and David Moore; Manufacturing Advantage (Cornell University Press, 2000), written with Eileen Appelbaum, Peter Berg, and Arne Kalleberg; and The Double Helix of Education and the Economy (IEE, 1992), co-authored with Sue Berryman.

BIOGRAPHY OF THOMAS BAILEY

An economist of education and labor economics, Dr. Bailey is widely regarded as one of the nation’s leading authorities on community colleges. In 1996, he established the Community College Research Center (CCRC) at Teachers College with at Teachers College with support from the Alfred P. Sloan Foundation. He also has been Director of the Institute on Education and the Economy (IEE) at the College and has directed three National Centers funded by grants from the Institute of Education Sciences: the Center for Analysis of Postsecondary Education and Employment (CAPSEE), established in 2011, and Center for the Analysis of Postsecondary Readiness (CAPR), established in 2014. From 2006 to 2012, Dr. Bailey directed another IES-funded center, the National Center for Postsecondary Research (NCPR).

Search Profile: Provost, Dean of the College, and Vice President of Academic Affairs
ABOUT MORNINGSIDE HEIGHTS

Teachers College has the joy of being located in Morningside Heights, one of the most vibrant higher education and cultural areas of one of the world’s most vibrant cities. Close contact with many of the storied institutions of New York City gives the College a feeling of being in the middle of the world.

Morningside Heights makes easy the necessary interplay among theory and practice, the world of the mind, and the world of real work with real people, children, adolescents, and adults. This makes Teachers College the one-of-a-kind institution that it is.

The College is a vital and integrated part of the Morningside Heights section of New York City. The campus consists of five residence halls and eight interconnected buildings, with Gothic architecture dating back to the early 19th century.

Morningside Heights is situated about 60 blocks north of NYC’s Midtown, on Broadway, between 110th and 125th Streets. Other leading educational and cultural institutions also call Morningside Heights home, including Barnard College, Jewish Theological Seminary, Union Theological Seminary, and the main campus and health science components of Columbia University. Morningside Heights is bordered on the east by Morningside Park and the west by Riverside Park, both parks designed at least in part by Frederick Law Olmstead. The Heights is a dynamic, exciting neighborhood that over time has become more gentrified without losing its heart.

Harlem embraces the area immediately north of Morningside Heights up to 151st and west of Fifth Avenue. Harlem is home to entertainment centers like the famous Apollo Theater and historical sites such as Grant’s Tomb. This community is the center of Black history and culture in this country, stretching from West 125th on the west side to 100th Street on the east side and extending north to the Bronx. It is one of New York’s most important neighborhoods, featuring a wide array of historic churches, theaters, clubs, and homes.

COMMUNITY PARTNERSHIPS

Teachers College partners with the local community through several innovative school partnerships. The Teachers College Community School (TCCS), located in West Harlem, was established in 2011 through a partnership of TC, Columbia University, Manhattan Community Board 9, and the New York City Department of Education. It is a non-selective, choice PreK-8 public elementary and middle school that gives priority to families residing in Community School Districts 5 and 6. TC provides expertise, academic enrichment, and support throughout the school, including: professional development for teachers; development and evaluation of curriculum; academic enrichment in areas such as art, music, STEM; and wellness and nutrition. More than 40 TC students participated in programs at TCCS in the first semester of the 2021-22 academic year.

Through TC’s Edmund W. Gordon Institute for Urban and Minority Education, the College also supports the university-assistant community school initiative called Raising Educational Achievement of Harlem (REACH), which brings together community-based organizations and institutional partners to provide academic support and enrichment, mentoring, mental health supports, and family engagement at local schools. REACH works closely with principals, teachers, and families to support more than 800 students throughout three partner schools in Central Harlem.
The Opportunity

Teachers College, Columbia University seeks a visionary academic who will lead the faculty and embrace the mission to create a smarter, healthier, and more equitable world. TC seeks a chief academic officer who will help the scholarly community build upon its tradition of excellence and set pathways to tackle the world’s greatest problems through research, teaching, and service in the fields of education, psychology, and health.

As the chief academic officer of the College, the Provost is second in authority to the President and an integral member of the President’s leadership team. As stated in the Statutes of the College, under the direction of the President, the Provost exercises general supervision over the educational program of the College, including all activities in the administrative area of Instruction, Research, Grants, Field Services, and Student Services and performs such other duties as may be assigned by the President. The Provost works closely with the President and senior academic and administrative leaders to provide strategic and operational direction for the College, with a particular focus on faculty, and the academic mission and supporting infrastructure. The Provost will be the principal liaison with the Academic Affairs Committee of the College’s board of trustees, an ex officio member of the Faculty Executive Committee (TC’s equivalent of the Faculty Senate) and will participate with the President and his leadership team in visioning and building the current and future directions of the College with the trustees.

The Provost directly leads, mentors, and supports the 10 academic department chairs who, in turn, oversee over 70+ academic programs. The Provost’s Office currently or will likely include: Vice Deans for Faculty Affairs, Academic Planning/Global Affairs, and Student Affairs; Vice Deans for Teacher Education and Research and Academic Affairs; and an Executive Director of Institutional Research. The Provost’s administrative staff oversee areas such as academic administration, accreditation and assessment, teacher education, compliance, budgeting, sponsored programs, faculty affairs (including tenure and promotion), continuing education, and the library. The Provost manages an academic operating budget of ~$120M and will work in close collaboration and cooperation with the Vice President of Finance to identify and deploy resources strategically in support of the goals of the College.
LEADERSHIP AGENDA

A TRADITION OF EXCELLENCE
Teachers College is the first and largest graduate school of education, psychology, and health in the country. The new Provost will join an institution with a history of profound impact in the world through cutting-edge research and practice, and with a deep commitment to diversity, equity, inclusion, and social justice. The College seeks a Provost who will build on the institution’s proud legacy and broad reach and ensure that its academic programs and people continue to lead and matter in their fields.

ADVANCING STRATEGIC PRIORITIES
President Bailey has articulated five key strategic priorities to guide the College in the coming years. The new Provost will play an important role in advancing these priorities with significant responsibilities in three areas in particular. The Provost will play a key role in refreshing these priorities and, in close consultation with faculty, refining TC’s strategic priorities and intellectual agenda for the next several years. The Provost will lead expansion and support of impactful scholarship that will advance research for a better world. The Provost will leverage organizational design to more efficiently deliver the teaching, research, practice, and educational experience that best meets the needs of students and faculty and maximizes impact. The Provost will also be a thought partner on digital innovation initiatives to help position TC at the forefront of pedagogy and technology.

CULTIVATING THE NEXT GENERATION OF FACULTY
Teachers College’s faculty are some of the most influential scholars in the world in the fields of education, psychology, health, and leadership. They regularly engage with practitioners and policymakers who put their knowledge to use and enhance its impact, and often work across disciplines to tackle the most challenging problems in their fields. TC is currently at a moment of generational transition. The new Provost will have the opportunity to welcome, orient, and cultivate the success of the next generation of TC faculty. At the same time, the Provost will need to continue to identify and support faculty leadership across the generations and create a renewed sense of shared vision for moving the College into the future.

LEADING IN CHALLENGING TIMES
The next Provost will need to have a broad and deep understanding of the rapidly changing and politically charged environment that shapes the emerging needs of TC’s many constituencies. The Provost will lead the faculty in envisioning how TC’s distinctive constellation of strengths in education, health, and psychology could be better leveraged for greater impact and continue to evolve in challenging times. The Provost will lead conversations about programmatic priorities and be nimble in recognizing emerging opportunities within the context of changing demographics and enrollment trends.

MAKING LOCAL CONNECTIONS IN A GLOBAL ENVIRONMENT
Teachers College is committed to its civic mission and understands its responsibility as a public good. As such, TC leverages its unique standing among its peers through its faculty’s and students’ multidisciplinary approach to issues of learning and opportunity. The Provost will ensure that the College continues to have a strong voice in important national and global conversations and will promote important connections with external partners in research, policy, and practice. TC has a long-standing commitment to using its research to improve society. Whether it is in the local community of Harlem or in far-reaching corners of the world, TC’s faculty continually create partnerships that have engaged its mission in actionable ways. The Provost will share this commitment to a civic mission and lead efforts to heighten the College’s relevancy to the city, the nation, and the world.
QUALIFICATIONS

REQUIRED

• Strong academic credentials with an earned doctorate in an academic discipline consistent with the College’s mission and excellence in scholarship, teaching, and service that merits tenure at the rank of full professor at TC;
• A record of accomplished academic leadership in substantive administrative roles with increasing responsibility and complexity;
• Sincere commitment to diversity, equity, inclusion, sustainability, and justice with concrete examples of how this guides their leadership; and
• Devotion to shared governance as the most effective means of leading the College.

KEY DESIRED EXPERIENCE AND CHARACTERISTICS

• Superior communication skills; ability to build collegial and collaborative relationships across constituencies based on trust and transparency through expert work and clear leadership;
• Significant record of supporting and expanding research; experience with grant writing and administration;
• Adept at managing complex and diverse administrative structures in a dynamic environment;
• Skilled at working creatively as an interdisciplinary thinker across multiple disciplines and fields to facilitate collaboration across institutional and disciplinary boundaries; having capacity and commitment to harnessing and facilitating the College’s potential for inventive and productive partnerships;
• Passionate about faculty development to support teaching and research; experience in fostering faculty leadership development, especially for department chairs and program directors;
• Dedicated commitment to campus climate, sense of belonging, and satisfaction for students, faculty, and staff with a record of supporting and strengthening diversity, inclusion, and equity across students, faculty, and staff; success in achieving a more representative community;
• Advanced organizational skills and experience in building, managing, and working with high functioning teams to tackle challenges and take advantage of opportunities by leveraging diverse talents and perspectives; this includes coordinating diverse academic and administrative units and experience working on a senior leadership team with shared responsibilities for organizational/unit success;
• Astute budget management within complex systems and on a broad scale; able to leverage resources to strategic advantage and to connect academic priorities to budgeting and the development of new revenue streams; having an astute understanding of university finances and the relationships between academic priorities, budgeting, and fundraising;
• Adept emotional and social intelligence with expertise in change management and strategic leadership within the academy; ability to manage controversy and conflict productively;
• Accomplished in building and managing strategic community partnerships in schools and other community structures locally, nationally, and globally;
• Attentive to recognizing and understanding trends in K-12 education, higher education, psychological services, and health sciences; able to anticipate upcoming challenges and opportunities and pivot to meet the moment; and
• Strong personal and interpersonal characteristics; integrity, authenticity, and empathy.
Teachers College, Columbia University values diversity and is committed to equal opportunity for persons regardless of age, color, disability, domestic violence status, ethnicity, gender identity or expression, genetic information, marital status, military/veteran status, national origin, race, religion/creed, sex, sexual orientation, or any other status protected by law. Further, TC complies with all applicable nondiscrimination laws in the administration of its policies, programs, and activities.

PROCEDURES FOR NOMINATION AND APPLICATION

Teachers College, Columbia University is being assisted in this search by Academic Search. Confidential discussions may be arranged by contacting Linda McMillin, Senior Consultant, at linda.mcmillin@academicsearch.org or Bill Howard, Senior Consultant, at bill.howard@academicsearch.org.

Applications should include (in two separate attachments): 1) a letter of interest addressing, as appropriate, the issues and desired qualifications outlined in this profile and 2) a current curriculum vitae (CV). Reference lists may be required at a later stage and references will be called only with the candidate’s permission. Inquiries, nominations, and applications should be sent to TCProvost@academicsearch.org.

When submitting a nomination, please include the nominee’s full name, title, institution, and email address. For full consideration by the search committee, applications should be submitted by Wednesday, November 30, 2022.
ABOUT ACADEMIC SEARCH

Academic Search is assisting Teachers College, Columbia University in this work. For more than four decades, Academic Search has offered executive search services to higher education institutions, associations, and related organizations. Academic Search was founded by higher education leaders on the principle that we provide the most value to partner institutions by combining best practices with our deep knowledge and experience. Our mission today is to enhance institutional capacity by providing outstanding executive recruitment services, executive coaching, and transition support, in partnership with our parent organization, the American Academic Leadership Institute. For more information, visit www.academicsearch.org.

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