

TC Today

THE MAGAZINE OF
TEACHERS COLLEGE,
COLUMBIA UNIVERSITY

REFLECTIONS

ON THE
FUHRMAN
ERA AT
TEACHERS
COLLEGE

INSIDE: ONE FOR THE BOOKS: TC'S HISTORIC CAMPAIGN · "X" MARKS THE FUTURE:
ACADEMIC FESTIVAL 2018 · A BRILLIANT INSTITUTIONALIST: THE LATE LEONARD BLACKMAN

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ACADEMIC FESTIVAL 2018

TEACHERS COLLEGE COLUMBIA UNIVERSITY

Susan Fuhrman (Ph.D. '77)

President, Teachers College

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HER FINAL BOW

Bidding readers farewell, **Susan Fuhrman** writes: "Bright as we have made our torch, I'm prouder still of the superb new leaders who are stepping forward to receive it."

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ON THE COVER

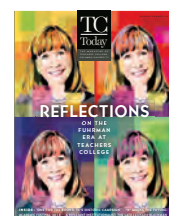


ILLUSTRATION: RANDALL WATSON



Let's Play Teacher.

Charo Uceda (M.A. '08)

Founder/Chief Academic Director, Uceda Institute, serving ESL students worldwide; author, *Charo Uceda English Series* and *English at Home*; member, TC President's Advisory Council

Career

As a little girl in Peru, I was a teacher, "Ms. O'Brien," and my bedroom door was a blackboard. Through TC's magic, I've come full circle.

My Philosophy

The measure of character is the commitment to love others whom you don't know.

What Makes a TC Education Special

TC helped me grow as a person and understand the importance of leaving a legacy.

Proudest Accomplishments

Improving lives by teaching English – and giving back by supporting TC's students.

Why I Support TC Students

TC legitimized my passion to be an educator. I want to give others that experience.

Biggest TC Influence

Susan Fuhrman, who's changed thousands of lives. I represent us all in thanking her.

TC Gift

Charo Uceda TC Fund Scholar; contribution to the Susan H. Fuhrman Scholarship Fund; Charo Uceda Women's Empowerment Lecture Series; Grace Dodge Society member.

S U P P O R T o u r S T U D E N T S

*You, too, can support TC's students.
Contact Linda Colquhoun
at 212 678-3679
or visit tc.edu/supportstudents*

Photo: Bruce Gilbert

WHERE
THE
FUTURE
COMES FIRST

Our Torch Is In Good Hands

TC has superb new leaders at the ready

Our late Board Co-Chair Jack Hyland had a profound sense of occasion. Receiving TC's Dodge Medal in 2016, Jack invoked George Bernard Shaw, telling us we hold, for the moment, "a splendid torch," and that our task is to "make it burn as brightly as possible before handing it on to future generations." ■ I'm proud of our efforts to fulfill Jack's charge, from uniting faculty across disciplines to the success of TC's

historic Campaign, to our progress in improving education technology, promoting citizenship education and increasing scholarship support for our students. Yet bright as we have made our torch, I'm prouder still of the superb new leaders who are stepping forward to receive it. They include:

Mark Gooden, head of our Education Leadership Program and a top innovator in addressing institutional and cultural racism among the nation's predominantly white school leaders.

Erica Walker, Professor of Mathematics Education and Director of TC's Institute for Urban and Minority Education (IUME), who focuses on harnessing the "math socialization" of young people by family elders or friends.

Nicole Brittingham Furlonge, the new Director of TC's Klingenstein Center for Independent School Leadership, whose philos-



ophy of leading through listening makes her an ideal successor to the irreplaceable **Pearl Rock Kane**.

And other examples abound. **Laudan Jahromi** is grounding our Intellectual Disabilities/Autism programs in developmental and ecological frameworks. **Steven Goss**, TC's first Vice Provost for Digital Learning, is helping faculty create a range of quality online courses and programs. **Mary Hafeli** directs our Art & Art Education

Program and helped design our new doctoral program in Dance Education. **Lalitha Vasudevan** founded and directs our Media & Social Change Lab.

And, then, of course, there is TC's next President: **Thomas Bailey**, Founding Director of our Community College Research Center. I cannot think of anyone who has conducted more important research — or drawn on it more powerfully to promote social justice — than Tom Bailey. The choice of Tom, in turn, was ratified by a TC Board that has never been more vital, from its Chair, **Bill Rueckert** — the great nephew of our founder, Grace Dodge — to its newest members, **Carole Sleeper** and **Laura Sloate**, who are profiled in these pages.

In short, TC's torch is burning bright and is in the best possible hands. I am so grateful to have held it these past 12 years. We constantly tell our faculty, students and donors that TC is the place to make their dreams come true. As is the case with so many of our alumni, that has turned out to be true for me time and again throughout my career — and never more so than right now.

To all of you: Thanks a million!


SUSAN FUHRMAN (PH.D. '77)



DIP YOUR TOE... INTO YOUR FUTURE

Register for one of TC's innovative Continuing Professional Studies offerings:

Leading with Evidence in Schools: Data and Research Literacy, July 9 – August 5

This online course will help teachers, school leaders and district and state leaders identify valid and reliable forms of data; select the best forms of assessments for their classrooms and schools; and choose interventions that work in their context.

Surviving the Semester: Meeting the Needs of Early Career Teachers, July 9 – August 17

From their first day on the job, classroom teachers must act as CEOs, Directors of R&D, Heads of Advertising, and Chiefs of Risk Management. This online professional development program provides strategies and support for early career teachers.

Creative Technologies Bootcamp, July 25 – 27

Explore new ways of incorporating STEAM into your teaching practice. Attend hands-on workshops in 3D modeling and laser engraving, learn maker-space management and develop an entrepreneurial mindset. Customize lesson plans for use in your classroom. All skill levels welcome.

Explore more non-credit continuing professional studies offerings at

TC this summer at

TC.edu/cps | cps@TC.edu | 212-678-8311

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

A Graduate School of Education, Health & Psychology

Alumni Focus

[FROM YOUR ALUMNI ASSOCIATION PRESIDENT]

Stay Right with Us

With change afoot, this is your TC moment

Dear TC Colleagues and Friends:

As we bid farewell to one extraordinary TC President and welcome another, please keep **reconnecting** with TC and one another. ■ TC's 90,000 alumni span multiple academic programs, professions, geographies and generations. But we're all passionate about furthering lifelong involvement with TC and helping the College raise money, recruit great students and support TCers' careers. ■ Alumni Council members host alumni gatherings at professional conferences, presentations by traveling faculty and private tours at cultural and historical sites — especially during our biennial Global TC Day. Check out

www.tc.edu/alumni and host a Global

TC Day in 2019! ■ Meanwhile, U.S.

regional alumni groups are expanding rapidly, from Boston to Los Angeles, Seattle/Portland to Florida, Twin Cities to Texas, and numerous cities in between.

A committed International Alumni

Network operates in 35 countries and

connects to the Council through our International Outreach Committee. Contact Alumni Relations to start or join a regional group.

■ The Council's Awards Committee annually selects Distinguished Alumni and Early Career Award recipients. The honors are presented at TC's spring Academic Festival, where Council members introduce sessions, host a table, and lead a day of **reconnection**. In 2019, a new Alumni Award for Outstanding Service will honor volunteer leaders who give sustained, distinguished volunteer service to TC. Eligibility criteria will be posted on TC's website. ■ Given space constraints in this special issue, Class Notes can be found online at tc.edu/tctoday.

They will resume in the next print issue. Meanwhile: **Stay connected!**



Marion Boulton

MARION BOULTON (ED.D. '96)
PRESIDENT,
TEACHERS COLLEGE
ALUMNI ASSOCIATION

Short Takes

... on big news at the College

TC'S NEXT PRESIDENT: Thomas R. Bailey

Education economist
Thomas R. Bailey, considered
the nation's leading authority
on community colleges, will
become Teachers College's
11th president on July 1.

(continued on page 6)

KNOWN AND RESPECTED

Bailey (center) with students
Takeshi Yanagiura (left) and
Tatiana Velasco Rodriguez

PHOTOGRAPH: JOHN EMERSON



TC's Next President: Thomas R. Bailey

(continued from page 5)

BOARD CHAIR **WILLIAM D. RUECKERT** called Bailey, a 27-year TC faculty member and Founding Director of TC's Community College Research Center (CCRC), "a consensus choice to lead any great school of education ... but at Teachers College, where we are in the midst of so many critically important projects and opportunities, the value of a President who knows the institution and its people — and who is, in turn, known and respected — cannot be overstated."

And Trustee **Leslie Nelson**, presidential search committee chair, called Bailey "the ideal person" to build on "significant advances in research, professional education and practice made under Susan Fuhrman's leadership" and "guide the College into a new era of innovation and excellence."

Bailey, the George & Abby O'Neill Professor of Economics & Education, chaired the Obama administration's Committee on Measures of Student Success, developing recommendations for community colleges to meet completion rate disclosure requirements. He has directed three TC-based, U.S. Department of Education-funded national centers and worked with researchers at Columbia, where he plans close ties. Community college

professor and former Second Lady Jill Biden credits Bailey with "identify[ing] the challenges community college students face, paths to overcome them and investments in what works."

Bailey is excited by TC's ability to address issues holistically through "policy, the brain, psychology, nutrition — we have the right values, and when we combine our strengths across disciplines, the potential is huge." He and CCRC have worked across fields and institutions to affect real change in complex systems, and Bailey plans to leverage TC's cross-disciplinary strength to address other seemingly intractable issues: "Focusing on one aspect of a problem won't make a difference without changing the rest of the pathway. In community colleges, for example, remedial courses won't help if you don't address students' need to hold a job and complete coursework quickly and affordably."

Bailey cited examples of TC faculty, students and staff working across fields, including:

❖ **THOSE IN CLINICAL PSYCHOLOGY AND INTERNATIONAL & TRANSCULTURAL STUDIES** who have produced a globally distributed World Health Organization manual for treating refugees' paralyzing depression and professional development for refugees serving as teachers.

❖ **THOSE IN NUTRITION, HEALTH AND POLICY** who, through TC's Laurie M. Tisch Center for Food, Education & Policy, shape nutrition legislation and improve nutrition education.

❖ **THOSE IN TC'S NEUROSCIENCE & EDUCATION PROGRAM AND NATIONAL CENTER FOR CHILDREN & FAMILIES** who have evaluated social and emotional learning.

❖ **THOSE IN THE DEPARTMENTS OF ARTS & HUMANITIES AND MATHEMATICS, SCIENCE & TECHNOLOGY** who use maker-space and digital creativity tools. One graduating student has created a model of a macadamia tree to teach grafting to farmers in developing nations.

Bailey foresees involving even more faculty in applying for research funding focused on large-scale interventions and championing education as "a fundamental function of society."

"My new role is a wonderful opportunity to project lessons from my field much more broadly. I've spent my career seeking to improve opportunities for all. I bring that motivation to TC's presidency."

TC's Klingenstein Center Names Its Next Director

Nicole Brittingham Furlonge, a teacher, teacher educator and researcher, will become Director of TC's Klingenstein Center for Independent School Leadership in September, succeeding **Pearl Rock Kane**. Furlonge, who will also become Professor of Practice in TC's Education Leadership Program, is "a master teacher and scholar of education with compelling leadership qualities," said Andy Klingenstein, President of the Esther A. & Joseph Klingenstein Fund, Inc. "My family and I could not be more pleased that she has been chosen to direct the Klingenstein Center." ■ Kane, Klingenstein Director since 1980, received TC's President's Medal of Excellence at a special gala in April, where TC President **Susan Fuhrman** told her, "You have opened the doors of independent schooling wider and wider ... and taught that leadership is a behavior, not a title or a position." Kane will remain on TC's faculty.



THAT THING CALLED DIGITAL LEARNING

The TC Digital Learning Exhibition, showcasing "the range of how TC people have taken up digital learning," aired in TC's Gottesman Libraries' Smith Learning Theater in April. "People want guidance in what this thing called digital learning could be," says **Lalitha Vasudevan**, Professor of Technology & Education. She and her Media & Social Change Lab collaborated with **Steven Goss**, Vice Provost for Digital Learning, whose office has created many new online TC offerings.

AN EPIC LAUNCH

TC LAUNCHED its new Education for Persistence and Innovation Center (EPIC) in April. EPIC, based at TC and other Columbia University schools, will study failure across a wide variety of disciplines and test theories about how to use it as a catalyst for innovation and success. EPIC is directed by **Xiaodong Lin-Siegler** (below, center), Professor of Cognitive Studies at TC, who has studied and written extensively about the value of failure in promoting learning and success, and includes **Stuart Firestein**, Columbia biological sciences professor. EPIC's funders are the Weiming Education Group, led by **Hao Lin** (below, left); the Alvin I. & Peggy S. Brown Family Charitable Foundation, Inc.; the National Science Foundation; and the Carnegie Corporation of New York. TC also presented its first EPIC Achievement Award to **Dr. James S.C. Chao**, (below, right) Founder and Honorary Chairman of Foremost Group.





AERA: A Big Year in TC's Back Yard

AT APRIL'S AMERICAN EDUCATIONAL Research Association annual meeting, in New York City, **Amy Stuart Wells** (Ph.D. '91), Professor of Sociology & Education, began her AERA presidency. An authority on the intersection of racial inequality and educational policies, Wells will emphasize "leveraging educational research in a post-truth society."

GRAND TOTAL

TC faculty,
students, staff and
alumni delivered

376

presentations at
the annual meeting
of the American
Educational Research
Association

Susan Fuhrman, concluding her final year as TC's President, chaired a featured session, convened by Wells, titled "Reimagining Education for the Changing Public: From Research to Promising Pedagogy in Racially Diverse Schools."

TC honorees at AERA included:

- ◆ **YOLANDA SEALEY-RUIZ**, Associate Professor of English Education; the Revolutionary Mentor Award of AERA's Critical Educators for Social Justice (CESJ) Special Interest Group.
- ◆ **HAENY YOON**, Assistant Professor of Early Childhood Education; the Emerging Scholar Award from AERA's Critical Perspectives on Early Childhood Education SIG.
- ◆ **CATHLIN GOULDING** (Ed.D. '17); the Outstanding Dissertation Award from AERA's Division B.
- ◆ **CATI DE LOS RÍOS** (Ph.D. '17); Outstanding Dissertation Awards, Hispanic Research Issues SIG and CESJ SIG.
- ◆ **JUDITH SCOTT-CLAYTON**, Associate Professor of Economics & Education, and **CORBIN CAMPBELL**, Assistant Professor of Higher Education, Outstanding Reviewers, AERA Journal Publications Committee.

TC UNLEASHED

"Unleashing," a 21-piece art installation honoring the spirit of the late TC philosopher **Maxine Greene** and her commitment to education, social justice and equality, occupied the nooks and crannies of TC's campus in April and May.

The "site-specific, multi-media" exhibition included works by **Rafael Lozano-Hemmer**, **Bernd Oppl**, **Marion Wilson** and **Cathy Lebowitz**. "Taking our cue from Maxine Greene, 'Unleashing' features artists that imagine new prospects and redefines that which is humanly possible," said **Richard Jochum**, the project director and Associate Professor of Art & Art Education.



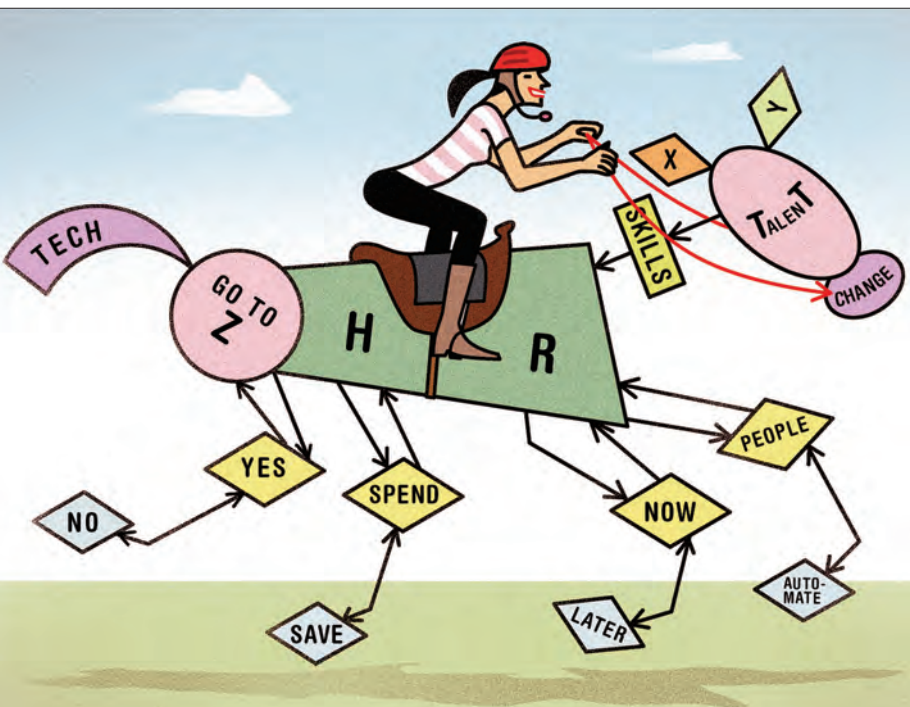
IN BRIEF

■ **Best Fit**, an interactive app created by 2018 master's degree graduates **Asha Owens, Rebecca Kwee** and **Danielle Llaneza** for 9th-12th graders to query first-generation students about college, won TC's first student EdTech Innovation competition in December.

■ The African Diaspora, an Advanced Placement Capstone Course devoted to the forced dispersal of African people worldwide, piloted this year in Medgar Evers Preparatory High School in Brooklyn and Virgil Grissom High in Huntsville, Alabama. It was developed in significant part at Teachers College's Institute for Urban and Minority Education.

■ “Bodily states aren’t just a product of cognition, they cause it as well,” said **Edward “Ted” Warburton**, TC’s 2018 Julius & Rosa Sachs Lecturer. Warburton, a former dancer who directs the Arts Research Institute at the University of California, Santa Cruz, said “we must teach dance skills as if they are life skills.”

■ “Re-Mapping Global Education: South-North Dialogue,” the 2018 Comparative & International Education Society (CIES) conference, was held in Mexico City in March. Chaired by **Regina Cortina**, Professor of Education, who assumed CIES’ presidency, the meeting drew 3,200 academics, students and education enthusiasts from 117 countries. Among the many highlights: **Oren Pizmony-Levy**, Assistant Professor of International & Comparative Education, will chair a new Special Interest Group for LGBT and sexual orientation and gender identity education.



Loud Reports: Headline-Makers from TC


Whither HR; the ABCs of indigenous language politics; youth online creativity and civic engagement



value by anticipating talent needs and through organizational redesign.



illiteracy's stigma. "Speakers of minoritized languages must be involved in policy decisions for those languages," Limerick writes.



■ America talked politics after the U.S. 2016 presidential election. Many youth did so via online creativity platforms (Scratch, Archive of Our Own, hitRECORD), report TC's [Ioana Literat](#), Assistant Professor of Communication, Media & Learning Technologies Design, and Hebrew University's Neta Kliger-Vilenchik in February's *Journal of Communication*. Post-election fan fiction, games and animations, and collaborative remixes suggest that youth are using creativity "to express themselves politically and to engage in political dialogue with their peers." Understanding their efforts is important because youth is when "political socialization" occurs.


Living Up to Her Legacy

Susan Fuhrman vowed to build on TC's track record of innovation.

She's leaving behind a pretty considerable one of her own

By **JOE LEVINE**

Illustration by **JAMES STEINBERG**



It's an indelible image from Susan Fuhrman's 12-year run at the helm of Teachers College: The president in glittering evening dress on the stage of Harlem's Apollo Theater in November 2013, smiling from ear to ear as she danced with cast members of a musical revue depicting TC's history.

She has never been known as a spotlight-grabber, but that moment — from a night that capped the College's year-long celebration of its 125th anniversary and raised the curtain on its historic Campaign — showed Fuhrman in her element. TC's 10th president arrived in Fall 2006 with a reputation as a convener. As an alumna from the time of Lawrence Cremin, Donna Shalala, Maxine Greene and

Edmund Gordon, she also vowed that TC would live up to the legacy of its many great innovative thinkers — a theme she formalized during the 125th anniversary year as “celebrating a tradition for tomorrow.” And on that night, with Tony Bennett, Mario Cuomo and Dr. Ruth heading the guest list and a cast of students that included the great-great granddaughter of Booker T. Washington, she was delivering as advertised.

“Susan has an amazing ability to create and empower extraordinarily productive and innovative new combinations of people,” says Bill Rueckert, Chair of TC's Board of Trustees — among them the Board itself, to which she has recruited some



• SPOTLIGHTING INNOVATION •

Fuhrman has worked to build a culture that supports creative thinking — including a seed fund and rapid prototyping grants for promising work.

An alumna from the time of Cremin, Shalala, Greene and Gordon, Fuhrman vowed TC would “live up to our legacy” of innovative thinking.

20 new members, including leaders in finance, philanthropy and higher and K-12 education; her own senior leadership team, whose key players have stayed for her entire run as president; and some 70 new tenure-track professors.

“These faculty hires will be paying dividends for decades to come, and, through their students, for far longer,” Rueckert says.

A CULTURE OF INNOVATION

Even before arriving at TC, Fuhrman said she wanted the College to “engage in much more holistic, concerted, comprehensive efforts” to address complex societal problems. To that end, she commissioned a series of external reviews of TC’s academic departments and launched an ongoing series of “Domain Dinners” themed to “Big Ideas” with potential for greater faculty collaboration. She has explicitly sought to establish a culture of innovation, proclaiming annual themes such as “the year of research.” TC has seen a 40 percent increase in outgoing proposals for external funded research, and sponsored program expenditures have increased by 40 percent to over \$50 million annually. Reflecting her passionate belief that teaching should be as much a science as an art,



the College has led in the explosion of new discoveries about how people learn, with work that has included:

- Research demonstrating that toddlers and preschoolers perform “everyday math,” and merit more intensive teaching.
- Studies correlating poverty with less robust brain development in young children.
- Findings that while younger students learn to read, older ones read to learn, using different skills to mine “content knowledge” in subjects such as history, science and social studies.
- New insights about the importance of children’s ability to emotionally “self-regulate” to learn, and how parents shape that ability.
- The launch of the Teachers College Inclusive Classrooms Project, which positions teachers as



Building Teams

“Susan has an amazing ability to create and empower extraordinarily productive and innovative new combinations of people,” says **Bill Rueckert**, TC’s Board Chair — including the Board, to which she’s recruited 20 new members; her senior leadership team, which has stayed together throughout her presidency; and some 70 new faculty members, who will pay dividends “for decades to come.”



on-the-ground experts in mainstreaming children with learning disabilities.

- The creation of a new program in learning analytics — the measurement, collection, analysis and reporting of data about learners and their contexts, to optimize learning and the environments in which it occurs. As President of the National Academy of Education, Fuhrman also convened discussions to create common standards in this emerging field and protect student privacy.

In 2011, TC also created a new Department of Education Policy & Social Analysis, bringing together top policy scholars in early childhood education, community college research, school choice, school finance and desegregation. That effort complemented the launch of the Phyllis L. Kossoff Lecture in Education & Policy, which has brought top speakers to campus, including then-U.S. Secretary of Education Arne Duncan; current New York State Education Commissioner MaryEllen Elia; several New York City public schools chancellors; and, during the past three presidential elections, the education advisors of major party candidates.

Fuhrman, herself a leading education policy scholar, says these efforts, coupled with the opening of TC's Cowin Conference Center, have established the College as, "quite literally, the nation's

premier address for education policy debate."

Also on Fuhrman's watch, the College has launched such cross-disciplinary hubs as the Laurie M. Tisch Center for Food, Education & Policy; the Resilience Center for Veterans & Families; the Spirituality Mind Body Institute; and most recently, the Education for Persistence and Innovation Center (EPIC), which studies failure. TC also has introduced degree programs in nursing education, dia-

LINKING PAST AND PRESENT

Above: TC's "125th" Gala. Below (clockwise from top): Launching the Tisch Food Center with (from left) TC Trustees Jack Hyland, Cory Booker, Laurie Tisch and others; TC Day; with Donna Shalala.



betes education and care, spirituality and psychology, dance education and creative technologies, and developed continuing education programs in financial literacy, teaching for diverse classrooms and the use of education technology in K-12 classrooms. And the College's psychology professors have united to hold an annual symposium and launch a new Institute for Psychological Science and Practice.

"Our website no longer says we're simply a school

CONNECTING WITH YOUNG AND OLD

Above: With Board Chair Bill Rueckert, Professor Susan Recchia and TC's Rita Gold Center kids. Below (clockwise from left): With psychologist Edmund Gordon; launching TC's school; supporting all fields.



of education, but also one of health and psychology," the late TC Board Co-Chair Jack Hyland said last summer. "We're actively taking advantage of our size — the fact that we're four to five times bigger than the next biggest school of education — and our history of innovation, to pull from all fields when we need to."

BEYOND TC'S WALLS

The Fuhrman era at TC has also been marked by extensive collaboration. In 2007, the College established a new Office of School & Community Partnerships (OSCP), which brought TC's activities in New York City schools and neighborhoods under a single umbrella. With the city's Department of Education, OSCP led creation of the Teachers College Community School (TCCS), a pre-K-8 school in West Harlem since hailed as a national model of university-public school partnership. (Another indelible Fuhrman moment: the president gleefully helping two first-graders wield an over-sized pair of scissors at the Fall 2012 ribbon cutting ceremony for the school's permanent home.) TC faculty designed the school's enriched curriculum in math and technology, an early childhood education program that ensures seamless transition to formal schooling, a



social and emotional development curriculum, and a developmentally structured music program with movement, orchestra, choir and composition.

TCCS, in turn, anchors REACH, a network of northern Manhattan public schools that TC supports. TC students collectively devote thousands of hours to REACH schools as teaching assistants and volunteers.

Another hub, the Office of International Affairs, has worked with Columbia University's Global Centers to create partnerships in Jordan, where TC helped set up the Queen Rania Teacher Academy; Singapore, whose National Institute of Education teamed with the College on a Master of Arts program in Leadership & Education Change; China, where TC has created partnerships in the fine arts and music;

Even before arriving at TC, Fuhrman said she wanted TC to “engage in much more holistic, concerted, comprehensive efforts” to address complex societal problems.

and Brazil, where the Lemann Foundation is funding Brazilian Student Fellows and Visiting Scholars at TC and research led by professors Sharon Lynn Kagan, Mariana Souto-Manning, Doug Ready and the Consortium for Policy Research in Education. A new partnership in teacher preparation with King's College London, forged by Vice Dean A. Lin Goodwin, is anchored by Souto-Manning, an authority on cultural relevance in curriculum, and King's College's Viv Ellis, an authority on transforming teacher education.

THE PAST AS PROLOGUE

Perhaps Fuhrman's ultimate strength has been her ability to ground change in TC's history and longstanding values. During its 125th anniversary year, the College ran bus shelter ads and street banners featuring its great minds from different eras, drawing connections to its present-day work. The year concluded with a gala event at Harlem's legendary Apollo Theater at which Fuhrman announced the public kick-off of **Where the Future Comes First**, the largest campaign ever conducted by a graduate school of education. And this past fall, in her State of the College address, she said TC's legacy and chal-



Strength in Breadth

“Our website no longer says we're simply a school of education, but also one of health and psychology,” the late TC Board Co-Chair **Jack Hyland** said last summer. “We're actively taking advantage of our size and our history of innovation.” Ultimately, TC's strength comes from being able to “pull from all fields when we need to.”

The Fuhrman era has featured extensive collaboration, with a new office uniting partnerships with New York City schools and neighborhoods under a single umbrella.

challenge is “to promote our social justice mission in such a way that education becomes the solution.”

“Susan deeply understands Grace Dodge’s original vision for the College and has remained true to it,” says Rueckert, Dodge’s great-nephew, who heads the Cleveland H. Dodge Foundation. “She truly believes that education is the key to a better life for people in less fortunate circumstances. My family and Foundation have never been more excited and engaged with TC than during the past decade.”

The most significant example of Fuhrman leveraging collaboration is the Campaign, which this past fall surpassed its original target and as of May 15th, 2018 had raised \$330 million. As a result, the College has increased its traditional strengths, such as teacher education, education policy, school leadership, and counseling and clinical psychology, while leading in newer fields such as education technology, digital learning, data mining, neuroscience, health care management, culturally relevant pedagogy and spirituality.

The Campaign has also raised nearly \$100 million in support for students, creating more



than 160 new scholarships as TC has doubled its spending on student aid; funded major upgrades to the physical plant, including the new Smith Learning Theater and a suite of smart classrooms; and significantly broadened TC’s donor base, re-energizing its 90,000 alumni worldwide.

“The Campaign is a huge accomplishment that owes directly to Susan’s presence,” says Rueckert. “We couldn’t have attracted so many generous, savvy donors without Susan leading the charge. Donors get motivated by the person at the helm.”

CONTINUING IMPACT

Clearly Fuhrman’s legacy is secure, amply reinforced by TC’s glowing re-accreditation by

HONOR HER LEGACY

Thanks a
MILLION

The Susan H. Fuhrman Endowed Scholarship supports students who embrace a multi-disciplinary approach in their work, reflecting President Fuhrman’s conviction that integrating multiple academic perspectives fosters the creativity, innovation, and collaboration needed to solve many of society’s most complex problems. ■ TC leadership created this scholarship to help fulfill one of President Fuhrman’s most important priorities of her twelve year tenure: building TC’s scholarship pool so it can compete for future leaders in education, health, and psychology and help lessen the burden of debt students acquire upon graduation. **To make a gift, please visit tc.edu/thanksamillion**



the Middle States Council in Higher Education in 2016. But her Apollo Theater moment also reflected another of her hallmarks: endings that beget new beginnings. This past fall, after announcing that she would be stepping down in June, Fuhrman laid out four new initiatives to position TC for “eminence and leadership well into this century.”

First is reaching the Campaign’s target for student scholarships and fellowships.

Second is positioning TC for preeminence in the digital education market. The College enrolls more than 20,000 people in its online courses, programs and institutes, and Fuhrman predicts the number will grow “as we offer more world-class programs geared especially to working professionals, starting with our alumni.”

Third is TCedTech, an effort to secure TC’s leadership in the booming education technology market. The College, which held a student innovation contest in December, is working to ensure that education technology draws on solid research to actually improve teaching and learning.

And finally, confirming a promise she made in the wake of the 2016 presidential election, Fuhrman announced “a world-class, 21st-century Civics Education Initiative that reinvents and rejuvenates civics in our schools as a catalyst for informed, responsible citizenship in our democracy.”

“No other initiative could be more in line with the history and mission of Teachers College,” she said. “To quote John Dewey, ‘Apart from the thought of participation in social life, the school has no end or aim.’ Our great hope is that the striving for social justice, the spirit of civic camaraderie, and the commitment to helping others that flows through TC will spread both outward to schools and communities everywhere, and forward for generations and generations.”

That is a legacy we can all be proud of.

STANDING ON CEREMONY

Above: Convocation. Below, with (clockwise from top) actress Goldie Hawn; U.S. Education Secretary Arne Duncan, alumna Phyllis Kossoff; (from left) donor David O’Connor, TC faculty Dinelia Rosa and George Bonanno.



Paving New Ways

Susan Fuhrman has defined her role as convener in chief, spurring innovation by uniting people across disciplines to tackle the world's most daunting problems. In the following interview, she reflects on a decade-plus of change and growth at TC

Adapted from an interview by **THE NARRATIVE TRUST**

Illustration by **JAMES STEINBERG**

What have you liked best about being TC's President?

Giving people opportunities. To our students, by creating an environment, academic and physical, that they can learn in. To our faculty, by supporting their research, by connecting them to donors, foundations and one another. I didn't realize that would be the heart of the job, but it's immensely gratifying and it's what I'll miss most.

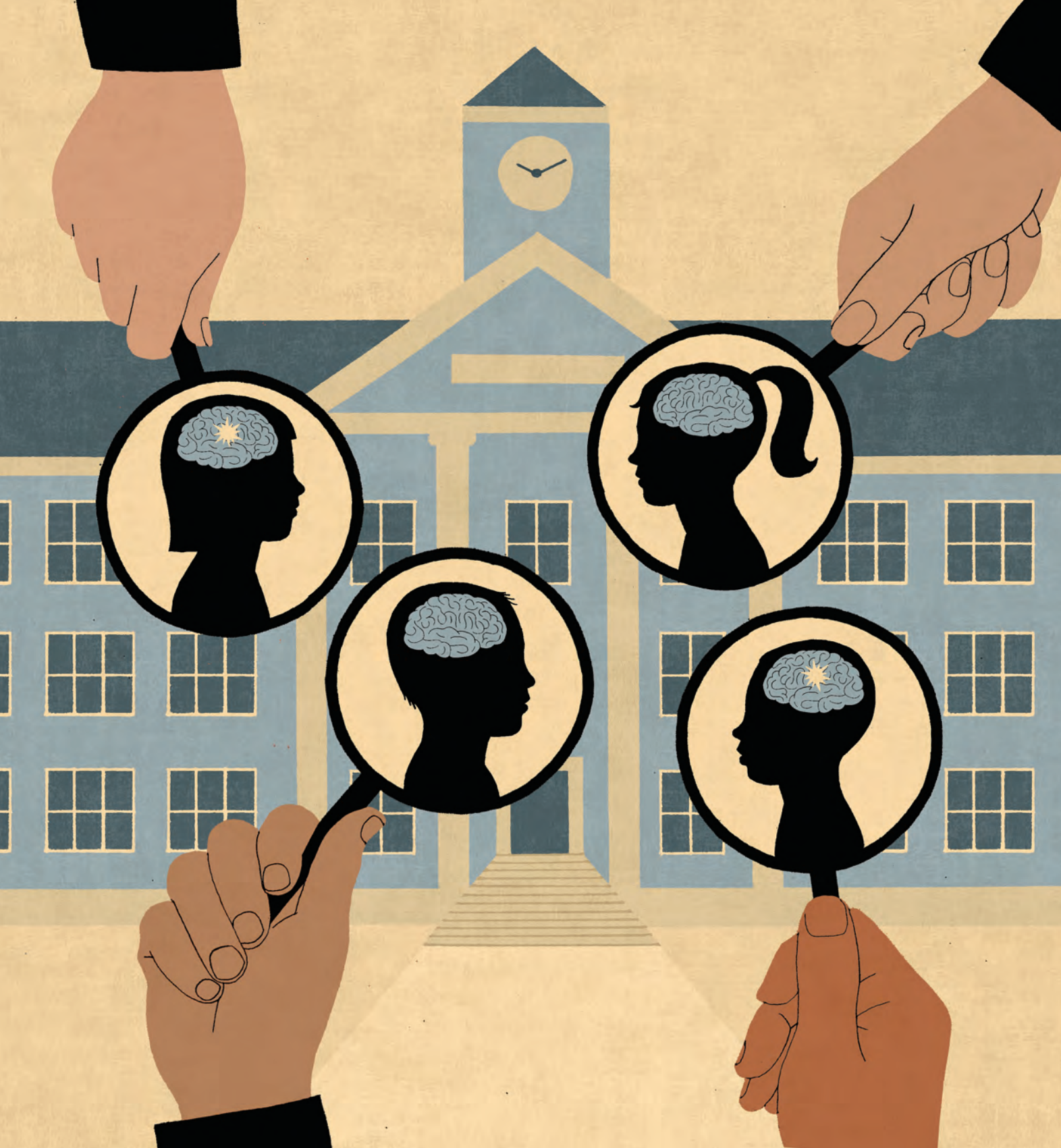
My board has also been exceptional, every single one of them, but I particularly want to mention the co-chairs. Jack Hyland, who passed away last summer and whom I miss every day, was an exceptional, warm Renaissance man of a human being. And Bill Rueckert, who is now sole chair and has

this enormous responsibility. His great-great aunt, Grace Dodge, founded Teachers College and his great uncle served for 60 years on our board. He has promised not to serve that long, but I wish he would, because he is the heart and soul of TC and the best guide I could have.

I love events with students. I love hearing about their programs and how they are doing.

I love meeting alumni and donors. I am in awe of people who want to give money to education. What's not to enjoy about that?

I particularly enjoy our Academic Festival — especially when people bring their children. They always construct something in Everett Lounge with our Hollingworth preschool staff and bring it



• LEARNING ABOUT LEARNING •

Fuhrman has made research a top priority at TC. The College's research funding has increased exponentially on her watch.

“As an urban institution, you are a central neighbor. And if you know something about education, you have a moral obligation to put it to use.”

to me, and that’s been the basis of my holiday cards the past few years. We sing a song together.

From the first, you’ve talked about living up to TC’s legacy. How have we done that?

TC is known for its legacy of firsts — people paving new ways. John Dewey, Maxine Greene, Edmund Gordon and so many more. To make sure this continued, we’ve hired about 70 new faculty, and I’m delighted with their quality and impact. And we’ve been very supportive of research. We have now reached about \$60 million a year in research, and we support people with lab space or students to work with them.

Like our forebears, we also wanted to make a difference, so we committed ourselves to the community. We established the Office of School and Community Partnerships, founded the Teachers College Community School and work with local schools through our REACH Partnership.

And we’ve dedicated ourselves to creating a more diverse faculty and student body. We have

achieved quite a mix: 39 of our 168 tenure-track faculty members and 47 percent of our American-born students identify as people of color. Twenty percent of students are international. We’re creating a climate where everybody feels respected and heard – but the numbers come first, because you need to be around people of other backgrounds to respect and understand them.

Where have we “paved new ways?”

There are so many examples, but I’ll give you three. Kim Noble, who had the lead article in *Nature* showing a relationship between poverty and cortex size in young children’s brains. It could have major implications for social policy. She’s now engaged in a major study, where families get different amounts of cash support, given through debit cards to track how it’s used, and brain function is measured at age three.

The Teachers College Resilience Center for Veterans & Families builds on the work of George Bonanno, an expert in recovery from grief and



Social Justice Supporter

“Susan and TC have been incredibly supportive of our work. Susan’s publicity and fundraising prior to the launch of our first trial of poverty reduction in early childhood in the U.S. has been tremendously helpful. The fact that social justice is such a key part of TC’s mission has made it a wonderful environment in which to conduct this work.” — KIMBERLY NOBLE, ASSOCIATE PROFESSOR OF NEUROSCIENCE & EDUCATION



told us how powerful TC would be if we could only connect the dots. And it turns out that having the discussions in the evening and facilitating them with wine is also a good idea.

Take the creation of EPSA [the Department of Education Policy & Social Analysis, launched in 2011]. We had extraordinary strength in policy, but with sociologists in one department, political scientists and other sociologists in another, and economists in yet a third. Could they develop a policy degree in addition to their existing disciplinary degrees? Could they project student enrollment? It's worked out, both because they are an extraordinary group of scholars and because it was a very bottom-up event that happened because they wanted it. And it is truly a stellar department. Lynn Kagan has helped almost every state and probably 50 countries develop plans and standards for early childhood education. Tom Bailey, who will succeed me as President, and his center have reformed community college education, making it much easier for students to escape remediation and go right into productive coursework. Henry Levin's cost-benefit analyses have changed how we assess the value of different policy approaches. And there are many others.

But breaking down silos is hard, so we've also spurred cross-disciplinary innovation through incentives. We've started the Provost's Investment Fund and the Rapid Prototyping Fund, asking for collaborative ideas. Many have led to larger grants, whole new endeavors.

TC is a large place, and you can't go to every event. So we have held themed, cross-disciplinary "Domain Dinners," open to all interested faculty. That idea came from external reviewers who

trauma. He wrote a widely read book on how people have recovered from events like 9/11. He's applied that work to veterans, originally thinking about post-traumatic stress disorder, but since realizing that the whole transition from military to civilian life is traumatic and that, whether or not you have PTSD, developing your resilience helps.

And then our Reimagining Education initiative is helping K-12 teachers connect intellectually and emotionally with students from all backgrounds. The focus is on strategies such as culturally responsive pedagogy, which helps kids find relevance in what they're learning, and on how to teach about race and racial history.

You've encouraged people to work together across disciplines. How have we done that?

That idea came from external reviewers who

HIGH NOTES

Singing with children at TC's Academic Festival has been one of Fuhrman's special pleasures. She's used their arts-and-crafts creations as the basis for her annual holiday cards.

“Education alone can’t correct our society’s inequalities. We must support communities’ physical and psychological well-being. But it seems each era must relearn that idea.”

TC makes an impact through research and preparing professionals. Do we need to be a service organization as well?

Education alone can’t correct our society’s inequalities. We need to support poorer communities’ physical and nutritional health, their psychological well-being. TC was founded on that proposition — it’s why we prepare psychologists, nutritionists, health educators, speech pathologists as well as teachers and school leaders. But it seems each era must relearn that idea. When I was in graduate school, there was new awareness of it because of the Coleman Report, which showed that social background overwhelmed in-school factors in accounting for student achievement.

But also, as an urban institution, you are a central neighbor. You were there before any other community-based organization and you’ll be there long after. And if you know something about education, you have a moral obligation to put it to use. Education schools are particularly well suited to be part of their communities. When I was at Penn, we created the Penn Alexander School, a public school that helped reconnect the university to the sur-

rounding area. And when I got here, Columbia had just entered into a community benefits agreement as part of its Manhattanville expansion. So together we created the Teachers College Community School, which I believe is the most popular school in this part of the world in terms of lottery applicants.

TCCS provides support to the surrounding community. We’re not the only people taking this approach — the Harlem Children’s Zone is a very well-known model, but it’s very expensive. We’re paying for services with credits to our students. We have 50 or 60 students at TCCS, doing student teaching, supplemental work in the after-school programs or mental health work. And other Columbia schools — Social Work, the Dental School, the Mailman School of Public Health — are helping us.

Are we making an impact at the policy level?

We have several centers that link our research to policy and practice. The Laurie M. Tisch Center for Food, Education & Policy takes our historic interest in nutrition beyond the classroom. Students learn about food policy, the transportation system, the whole industry, and how that affects energy



Student Advocate

“Whether she was pointing us toward her own desk or to her advisory group or the larger faculty group, I always found President Fuhrman to be committed to pointing us in the direction that would get the outcomes that we were looking for. She seemed genuinely committed to achieving our goals.”

— MATT GONZALEZ (M.A. '16), DIRECTOR, SCHOOL DIVERSITY PROJECT, NEW YORK APPLESEED



don't reward synthesis and replication, which are what help research get used. And I worry that doctoral students and younger researchers up for tenure or promotion are being pressured to do increasingly specialized, arcane work.

You've led past efforts to inform education policy. What lessons do you take from it?

The Consortium for Policy Research in Education [CPRE], which I founded, was an early shaper of standards-based reform. The idea, conceived primarily by Mike

Smith, a colleague at Stanford, was to align policies to standards, so that children didn't learn one thing and get tested on another, and so you didn't have conflicting policies. Those things were happening. Testing companies were making up tests irrespective of what was going on in schools. We found that Florida's reforms added requirements for math and science without specifying what they should be. The tests were still low-level, so you got courses like informal geometry — which meant geometry without proofs, which is not geometry.

We said standards would prevent those kinds of very incoherent and chaotic policies. We called it "systemic reform." Mike Smith and Jennifer O'Day wrote an article in a book that I edited. And I remember sitting in a theater in '91 or '92 with my husband, and people two seats over were saying, "Oh, we are just going into standards-based reform in New York." And I thought, "Okay, this is having an impact." But over time, test-based accountability began to swamp other aspects of the vision we had. Curriculum was left out. Because of the U.S. tradition of local control, the federal government and the states left curriculum to the locals. But

consumption and good nutrition. The Center has done enormous evaluative work for the Department of Agriculture and local and state agencies.

Our Community College Research Center is the leader in analyzing policies to improve completion rates at community colleges. Our National Center for Children & Families is helping to shape a national system of early childhood education and an understanding of how best to counter poverty's impact on families. Our Center for Educational Equity is championing access to education — and particularly preparation of young people for citizenship. And our Center for Benefit-Cost Studies of Education created CostOut, which estimates the costs and cost-effectiveness of educational or other social programs.

All this great work shows that reforms don't spread just because you publish in a journal and hope somebody reads it. You need to make research accessible and jargon-free. You have to give the weight of evidence, not just what one study says, and place it in context. You have to do the same study in different places, because policymakers will ask, "Will it work here?" But universities and colleges

DEFINING THE CONVERSATION

Second Lady and educator Jill Biden spoke at TC in Fall 2016. The College has made a major impact on policy and become a national address for debating key issues.

“Universities and colleges don’t reward synthesis and replication, which help research get used. I worry that younger researchers are being pressured to increasingly arcane work.”

when tests came out, that is what people taught to instead of the curriculum. The tests narrowed what was learned and became the all-powerful driver, and people began to attach consequences, from publicizing scores to evaluating teachers. It distorted the whole system.

But having standards and a curriculum tied to them is still a good idea. Brazil is engaged in a common core effort that I look forward to watching.

Some critics say education schools are stuck in the past. What’s your response — and how can TC stay relevant?

Teachers colleges have been attacked as part of an establishment that is anti-reform. I think that’s misguided. Many teachers in alternative programs come from TC. People assume we’re too theoretical in preparing teachers, but we believe knowledge and practice are integrated, and all our programs involve a great deal of practice.

There’s a great advantage for professionals in attending a research-based school because emerging research prepares you for tomorrow, not just

today. It’s profoundly conservative to mire professions in just observing current good practice when knowledge keeps increasing.

We can stay relevant by incorporating even more of what we know about learning into preservice education. This is a time of enormous growth in the learning sciences, including social and emotional learning. Analytics researchers are giving us a window into learning by looking at how students navigate through software. Research-based education preparation programs can make such findings part of teacher education and preparation. Contrast that with a recent SUNY proposal to prepare teachers just by having them watch other excellent teachers teach. To me that is a surgeon watching other surgeons, without anatomy, physiology or other essential grounding.

We also need to keep creating greater diversity by having difficult conversations, ensuring that we read a diverse set of scholars with different perspectives, and welcoming student input into the curriculum and the faculty positions we create.

One area where we are not very diverse is



“An Intellectual’s Intellectual”

“I appreciate the way Susan embraced the arts and humanities. There was never a feeling of being threatened or under attack or being made to feel we were secondary to economics or policy or something ‘more important.’ She was respectful to all of the programs here. She’s an intellectual’s intellectual. We were always in good scholarly hands with her team.” — RANDALL ALLSUP, ASSOCIATE PROFESSOR OF MUSIC EDUCATION



ital gaming degree. We're emphasizing inventing educational tools. And in our learning analytics program, people embed analytics in smart tools to measure progress and personalize learning.

We've hired a vice provost for digital learning, and last fall we had 20,000 online students. We've developed several certificates and courses; bilingual speech pathology, TESOL. Medical education is going online.

We are developing a degree

political opinion. That is an issue for colleges and universities more generally. When I was at the Eagleton Institute at Rutgers, increasing diversity was always a question of recruiting more Republicans, because it was a place of politics and we needed both parties. I think that issue persists.

You've prioritized technology, digital education and civics education this year. Why, and what progress have we made?

We're interested in ensuring that education technology is effective – not just what we might design, but helping the world out there design things that actually improve teaching and learning. Our TCEdTech initiative tries to place interns in startups and faculty on startups' advisory boards; to generate research by companies, from small formative studies to big evaluative ones. We held an innovation contest for students across Columbia's graduate schools. The emphasis was on products that had a research base. And we've talked with our board about an incubator – not to make a fortune, though that would be lovely, but for research-based products.

We've also launched programs in design and media technology and a dig-

ital gaming degree. We're emphasizing inventing educational tools. And in our learning analytics program, people embed analytics in smart tools to measure progress and personalize learning.

We've hired a vice provost for digital learning, and last fall we had 20,000 online students. We've developed several certificates and courses; bilingual speech pathology, TESOL. Medical education is going online.

We are developing a degree

for students with intellectual disabilities. With 90,000 alumni, we expected a big audience that wanted to learn more without necessarily getting a degree, but these certificates are also developing into degrees because the demand is there. People are hearing about the opportunity to get a TC master's degree online. And when they do that, it connects them to us. In San Francisco not long ago, an alumna from an online course came to two events.

Why civics education, and what have we accomplished there?

Back when I taught government to high school seniors, they'd had civics all through elementary and high school. But civics has since been pushed aside as too political, and because the emphasis since the late eighties has been on testing and reading and math. Students still take civics in most high schools, but one course is not sufficient. Also, we want the new civics to represent today's much more diverse, multicultural, multi-ethnic, and digital society. Above all, we must address low voting participation by millennials and dismissal of government as an important tool in affecting people's lives.

Ultimately, you need to grow up with a sense

TOUGH ON TECH

Fuhrman has launched a TC initiative to ensure that companies produce education technology that is based on solid research and demonstrably improves teaching and learning.

“A research-based school prepares you for tomorrow. It’s profoundly conservative to mire professions in just observing current good practice when knowledge keeps increasing.”

of the roles and responsibilities of citizens, and you need practice in it. Young people are encouraged to participate in civic engagement, but instead of saying, “Let’s go do a recycling drive,” I want them to say, “Let’s get the town council to do a recycling drive.” Government powerfully influences our lives, and to live our values, we must influence it. I’ve been extremely encouraged by Generation Z’s rallies for gun control and their emphasis on voting as a means to achieve their goals.

At TC we’re talking to foundations about supporting professional development across the curriculum. Our Teachers College Reading & Writing Project, which is so important and influential, will introduce books in civics. We have the possibility of developing a digital game in fake news. I called the president of the Common Application for College, who is an alumna of a program I started at Penn, and suggested that civic content on the Common Application would lead to much more pervasive attention. It could be as simple as listing your civic activities separately to call attention to them, or it could be in the essay prompts.

And education is a big part of other issues this country faces. If people were truly well-educated,

we would not have Fergusons. Police wouldn’t disrespect people just because they don’t understand their communities. It would be a world with much greater understanding.

What are you going to do after TC?

I am not going to run anything. If I need a reprieve, it’s from that responsibility, but not from meeting wonderful people and asking for money or thinking of ideas people could work on together. Those are things I love to do.

What advice do you have for TC’s next President?

Talk to as many people as you can and hear their concerns. Then figure out how it fits into any agenda you brought with you. External reviews are enormously helpful. We reviewed all the administrative departments and the academic departments. That provided support for some of the changes that we might have wanted to make anyway.

You have to keep your eye on the ball. What is the long term? What do you want to achieve? Can you overcome difficulties by building the institution, not destroying it in the process? For example, in the plagiarism case we dealt with after I arrived,



Welcoming Diversity

“TC’s hallways were alive with different languages, cultures and perspectives. TC was a safe haven for innovative ideas that I could live and practice in class. President Fuhrman made that possible by upholding those values and defending and developing that space.”— LETICIA LYLE (M.A. ’11), FORMER TC LEMANN FOUNDATION FELLOW AND CURRENT DIRECTOR, K-12 CURRICULUM & PROFESSIONAL DEVELOPMENT, SOMOS EDUCAÇÃO, BRAZIL



so fundraising for scholarships was paramount.

Our alumni bring back knowledge from the front lines that keeps our courses and research on the cutting edge. So we visit them and communicate with them through social media and e-newsletters. And we ask them what they would like to do. Alumni groups

we used existing institutional mechanisms.

Most important, hire the right people. I have been very fortunate with a wonderful team: Harvey Spector, our VP for Finance and Administration; Tom James, our Provost; Suzanne Murphy, our VP for Development and External Affairs; Katie Conway, my Chief of Staff, and her predecessor, Scott Fahey; Nancy Streim, who is Associate VP for School and Community Partnerships; Janice Robinson, our VP for Diversity and Community Affairs; Michael Feierman, our General Counsel. You have to hire great people and delegate, but you also need enough knowledge to oversee a very complex operation.

You've put a lot of energy into reconnecting with alumni. Why is that so important?

Our last campaign was funded primarily by the board and friends of the school; alumni participation was only 9 percent. In this Campaign, alumni participation is 26 percent, and we are so grateful. We have dramatically increased support for students, who primarily go into public service, which does not necessarily pay well. Too many of our graduates are in debt. We had to address that,

that are far away want to connect more closely. We have asked alumni to mentor students and help them network and launch their careers. We have also totally re-engaged the intellectual experience of alumni here, in particular by establishing Academic Festival, which is a weekend of coming back to TC.

Ultimately, our alumni are the best representation of TC. They are our ambassadors, our primary product. We are enormously proud of them and the influence they have.

Your colleagues and friends have created a TC scholarship in your name and launched a campaign to support it called Thanks a Million. How does that make you feel?

Apparently I say "Thanks a million" all the time, though I didn't realize it. Of course, when they came in to talk to me about the scholarship, I was very touched. There could not be a better gift for me than to enhance the scholarships at TC and have one with my name on it. Then they left and I said, "Thanks a million." So I do say "Thanks a million" all the time. And I mean it, very deeply.

► Visit The Narrative Trust at narrativetrust.org

WISDOM FOR THE AGES

Fuhrman has often drawn on TC's most iconic thinkers, including education philosopher Maxine Greene (right), in shaping the College's priorities and setting its course for the future.

Connecting the Dots: The Fuhrman Era

Since 2006, TC has hired scores of new faculty members, conducted an historic Campaign, modernized its campus and dramatically increased student aid and research funding. Above all, the College has “connected the dots,” uniting minds across disciplines to address society’s most pressing challenges

Illustration by **JAMES STEINBERG**

2006

- ▶ Alumna **Susan H. Fuhrman** (Ph.D. '77) becomes TC's 10th President and the first woman to hold the job. A noted education policy scholar, Fuhrman was previously Dean and George & Diane Weiss Professor at the University of Pennsylvania's Graduate School of Education. She founded and leads the Consortium for Policy Research in Education (CPRE).
- ▶ TC's Community College

Research Center is co-recipient of \$10 million from the U.S. Department of Education's Institute of Education Sciences to establish the National Center for Postsecondary Research, which measures the effectiveness of programs to help students transition to college and master basic skills for a degree.

2007

- ▶ Provost and Dean **Thomas James** creates TC's Provost's Investment Fund to support multi-

disciplinary faculty work.

- ▶ The new Office of School & Community Partnerships (OSCP), led by **Nancy Streim**, gives New York City schools a single point of access to TC's resources.
- ▶ TC's “Teaching *The Levees*: A Curriculum for Democratic Dialogue and Civic Engagement,” about Hurricane Katrina and its aftermath, is distributed free to 30,000 teachers nationwide.
- ▶ **Susan Fuhrman** is inaugurated as TC's President, declaring, “Our legacy demands that, like our pre-



• FROM IDEAS TO ACTION •

Susan Fuhrman has made TC's history of "getting things done" — applying its ideas in the real world — a key point of pride.



“Our legacy will also be in global terms. Increasing education and

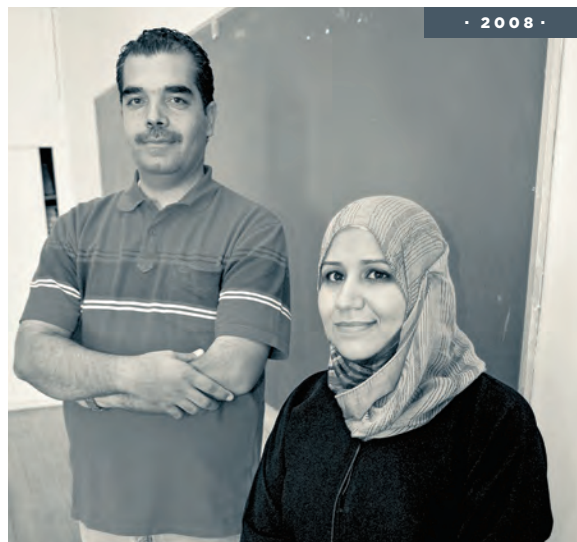
decessors, we will assure that our work always addresses the most important questions. By emphasizing health and psychology along with education, we must represent the interdisciplinary approaches that educational problems inherently demand.”

2008

► **Janice Robinson**, previously General Counsel, becomes TC’s inaugural Vice President for Diversity & Community Affairs.

► **Susan Fuhrman** becomes President-elect of the National Academy of Education (NAEd).

► TC faculty assist Jordan’s Ministry of Education and Queen Rania Teacher Academy in redesigning the nation’s public school system.



Friends from Jordan

Jordanian teachers visited TC in 2008 as a prelude to the College’s collaboration with Jordan’s Ministry of Education and Queen Rania Teacher Academy.

2009

► U.S. Secretary of Education **Arne Duncan** delivers TC’s inaugural **Phyllis L. Kossoff Lecture on Education & Policy**, praising TC but calling for a “sea change” in most teacher preparation programs. Kossoff, a TC alumna,

serves on TC’s President’s Advisory Council.

► The **Laurie M. Tisch Illumination Fund** gives \$1 million to support OSCP and Teachers College’s Partnership Schools Network (Harlem public schools serving students at risk of dropping out).

2010

► At Academic Festival, TC presents its inaugural President’s Medal of Excellence to Prime Minister **Nahas Angula** of Namibia (M.Ed. ’79) and **Ulysses Byas** (M.A. ’52), who fought for better resour-

ces for Jim Crow-era Southern black public schools.

► TC honors Trustee **Joyce B. Cowin** (M.A. ’52) by dedicating the Cowin Conference Center.

► Teaching Residents at Teachers College (TR@TC), a master’s degree program backed by a \$9.75 million U.S. Department of Education grant secured by faculty member **A. Lin Goodwin**, apprentices residents with experienced teachers at high-needs schools.

► TC psychologist **Derald Wing Sue** publishes *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation*.

BEGINNINGS
Fuhrman at her inauguration in 2007 with TC Board Co-Chairs Jack Hyland (left) and Bill Rueckert. She urged TC to “draw on our legacy of asking fundamental questions.”



skill levels makes the world more interdependent and competitive.”

— Susan Fuhrman, President, Teachers College

► TC psychologist **George Bonanno** publishes *The Other Side of Sadness: What the New Science of Bereavement Tells Us About Life After Loss*.

2011

- The College creates a new Department of Education Policy & Social Analysis.
- The Teachers College Inclusive Classrooms Project convenes 500-plus New York City educators for professional development to improve opportunities for special-needs students.
- A new Center for Analysis of Postsecondary Education and Employment, funded by the federal Institute of Education Sciences and housed and led by TC's Community College Research Center, examines long-term employment and earning outcomes for postsecondary students.
- TC's Department of Organization & Leadership launches a 45-credit, year-long Executive Master's Program in Change Leadership.
- Professor **Lucy Calkins**, Founding Director of the TC Reading & Writing Project, co-authors *Pathways to the Common Core: Accelerating Achievement*, with **Mary Ehrenworth** and **Christopher Lehman**.

2012

- Teachers College and Singapore's National Institute of Edu-

cation establish a Singapore-based joint Master of Arts program in Leadership & Educational Change, part of a U.S.-Singapore educational collaboration.

► Psychologist **Lisa Miller** launches TC's Spirituality Mind Body Institute, the nation's first Ivy League master's degree concentration in spirituality and psychology.

► **Cate Crowley** and **Miriam Baigorri**, faculty members in Speech/Language Pathology, and President Fuhrman and Provost James receive The National Council of Ghanaian Associations' Humanitarian Award. TC students annually provide free services for Ghanaians with communication disorders and development for Ghanaian professionals.

► Led by President Fuhrman and **Deborah Ball**, Dean of the School of Education at the University of Michigan (U-M), TC and TeachingWorks, based at U-M, host a major conference on connecting advances in learning research to teacher practice.

► The Teachers College Community School, launched in 2011, moves to a permanent home at Morning-side Avenue and 127th Street.

► Science Education faculty member **Christopher Emdin** and rapper **GZA** launch the Science Genius B.A.T.T.L.E.S. for New York City high school students.

► Faculty members **Mariana Souto-Manning**, **Celia Genishi** and **Susan Recchia** receive a \$1.25 million U.S. Department of Education grant to prepare dual-

certified teachers in early childhood education and early childhood special education.

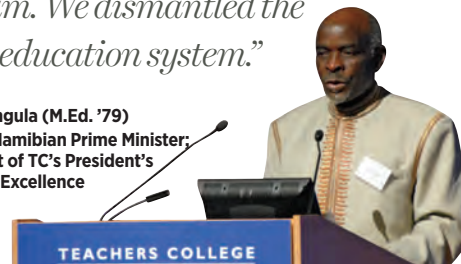
► A report led by faculty member **Michael Rebell** establishes a legal framework and cost parameters for providing the country's neediest children with improved educational resources and wrap-around services. Rebell debates his recommendations with New York Education Commissioner **John King** (Ed.D. '08) and other policymakers.

► The *Journal of School Health* devotes a special issue to faculty member **Charles Basch**'s documentation of the disproportion-

• 2010 •

“I came to Teachers College to learn to understand the issues surrounding education so I could challenge the theories of apartheid. I am happy that going back to independent Namibia I was leading the team. We dismantled the racial education system.”

— **Nahas Angula (M.Ed. '79)**
Former Namibian Prime Minister;
Recipient of TC's President's
Medal of Excellence





“Our alumni are the best representation of TC — our ambassadors,



Big Day on TC Way

Balloons were in order as New York City proclaimed September 3rd, 2013, as TC Day and co-named West 120th Street as “Teachers College Way.”

ate impact of health disparities on low-income minority youth’s academic achievement.

► TC sets records for applications, new student enrollment and selectivity. Applications are up 26 percent since 2007.

2013

► TC launches a year-long celebration marking the 125th anniversary of its founding.

► The New-York Historical Society launches the exhibit “Teachers College: Pioneering Education through Innovation.” On opening

night, the College salutes members of its founding families: the **Rockefellers**, the **Vanderbilts**, the **Macys**, the **Milbanks** and the **Dodges**, including TC Board Co-Chair **William Dodge Rueckert**.

► Global TC Day unites the TC community worldwide.

► September 3rd, 2013 is proclaimed “TC Day” by Mayor Bloomberg, and New York City co-names Manhattan’s West 120th Street as “Teachers College Way.”

► A gala evening at Harlem’s Apollo Theater concludes TC’s 125th anniversary celebration and launches **Where the Future Comes First**, the

largest-ever campaign for a graduate school of education. TC honors Trustees **James Comer** and **Laurie Tisch**, GE Chairman **Jeffrey Immelt** and the wife-husband team of educator **Susan Benedetto** (M.A. ’98) and singer Tony Bennett, and announces the **Emanuel & Barbra Streisand Fund**, the entertainer’s scholarship tribute to her late father, who attended TC.

► TC launches REACH (Raising Educational Achievement Coalition of Harlem), a partnership with six Harlem public schools.

► The inaugural Cowin Financial Literacy Summer Institute, funded by Trustee **Joyce B. Cowin**, prepares 50 New York City high school teachers to incorporate financial education into their classes.

► Board Vice Chair **Laurie M. Tisch** gives TC \$10 million. Half the gift, made outright, seeds new capital initiatives and establishes TC’s Laurie M. Tisch Center for Food, Education & Policy, led by faculty member **Pamela Koch**.

GUESTS OF NOTE

The wife-husband duo of Susan Benedetto (M.A. ’98) and singer Tony Bennett (here flanking Susan Fuhrman) were honored at TC’s 125th Anniversary Gala at Harlem’s Apollo Theater.



our primary product. We are enormously proud of them.”

— Susan Fuhrman, President, Teachers College

The balance is a call to action to the Board to revamp TC’s technology and infrastructure.

► The Tisch Food Center’s debut conference includes Newark Mayor and TC Trustee **Cory Booker**; New York City Council President **Christine Quinn**; Manhattan Borough President **Scott Stringer**; and **Kevin Concannon**, U.S. Under Secretary for Food, Nutrition and Consumer Services.

► TC’s National Center for Restructuring Education, Schools & Teaching wins a \$12 million U.S. Department of Education grant for its STEM Early College Expansion Partnership — TC’s largest-ever federal grant and first through the federal Investing in Innovation (i3) program.

2014

► TC mourns philosopher **Maxine Greene**, 96, and education anthropologist **George Clement Bond**, 77.

► TC’s Art & Art Education program launches a Creative Technologies concentration.

► Vice Dean **A. Lin Goodwin** establishes TR@TC2, a teacher prep program to improve student STEM achievement.

► A \$10 million federal grant to TC’s Community College Research Center creates the Center for the Analysis of Postsecondary Readiness, which evaluates new remedial assessment, placement and instruction approaches.

► TC and the Tyler Clementi Foundation create TC’s LGBTQ Diversity Scholarship.

2015

► A study by TC neuroscientist **Kimberly Noble**, published in *Nature*, links poverty to children’s brain development. *Nature* also spotlights TC psychologist **Peter Coleman**’s application of dynamical systems theory to the study of intractable conflict and publishes findings by Lecturer **Joey Lee** and doctoral student **Jason S. Wu** that digital games help engage the public in climate change issues.

► Faculty members **Lori Custodero** and **Hal Abeles** launch the TC Teaching Artist Certificate program, supported by the **Morse, Greenberg and Nelson** families.

► A \$1 million gift from **David and Maureen O’Connor** establishes the Teachers College Resilience Center for Veterans & Families, directed by clinical psychologist **George Bonanno**. The Center pairs groundbreaking research on human emotional resilience with clinical training of students to assist veterans and their families.

► The College launches a certificate program in Sexuality, Women & Gender for educators, researchers, practitioners, administrators and activists.

► TC launches a Bilingual Latina/o Mental Health concentration — New York’s only culturally appropriate training program in

• 2014 •

“TC has historically played a key role in art education. So we felt a responsibility to grapple with the rapidly expanding influence of technology in every aspect of the arts.”

— Judith Burton
Macy Professor of Education



delivering mental health services in Spanish to Latinas/os.

► **Thomas Bailey, Shanna Smith Jaggars** and **Davis Jenkins** publish *Redesigning America’s Community Colleges: A Clearer Path to Student Success*.

► Led by **Kathleen O’Connell**, TC launches its first fully online doctoral program, which enables nurses with master’s degrees to become nurse educators in academic or staff settings; and an online certificate program in Nursing Education.

► The College renames its Center for African Education as **The George Clement Bond Center for African Education**.

► Led by **Pearl Rock Kane**, TC’s Klingenstein Center for Indepen-

LUCK OF THE DRAWING

Students in a class in TC’s Creative Technologies program, taught by Richard Jochum, roll these multi-sided dice to set parameters for new artworks they create.



To create a climate of respect, “the numbers come first. Because you have

MONEY PLAYERS

In April 2016, football great Justin Tuck and his wife, Lauran, joined with Trustee Joyce Cowin and faculty member Anand Marri to celebrate the online expansion of TC's Cowin Financial Literacy Program.

dent School Leadership, with Columbia Business School and INSEAD, launches accelerated dual-degree programs in private school leadership and business administration.

► TC's Department of Curriculum & Teaching launches a new doctoral specialization in Teacher Education — an emerging field focused on those who teach teachers and conduct related research.

2016

► President Fuhrman launches a TC initiative in civic education, citing the nation's rising racial tensions and violence, polarized electorate, susceptibility to fake news and declining rates of voting and political participation.

► TC launches a four-day summer institute, Reimagining Education: Teaching and Learning in Racially Diverse Schools. Led by education sociologist **Amy Stuart Wells**, Reimagining Education unites faculty in helping America's predominantly white teaching force engage an increasingly diverse student population.

► The Middle States Commission on Higher Education emphatically renews TC's accreditation and affirms its efforts to lead the shaping of 21st-century approaches to teaching and learning.

► The conference The Promise of Psychology@TC showcases TC's psychology research on the linking of science and practice, social justice/advocacy, local relevance/global reach, and learning and cognition.

► **Jack Hyland**, Co-Chair of TC's Board of Trustees, receives the College's Cleveland E. Dodge Medal for Distinguished Service to Education. Hyland's 29-year service on the Board spans two presidents and two record-setting campaigns.

► With the **Jack Kent Cooke Foundation**, the Department of Counseling & Clinical Psychology announces an online continuing education training program for school counselors, focusing on college advisement.

► Former New York Giants football great **Justin Tuck** and his wife, **Lauran**, founders of Tuck's R.U.S.H. for Literacy, headline a celebration for the Cowin Financial Literacy



Program. The Program is taught online to 126 Cowin Fellows, funded by Trustee **Joyce B. Cowin**.

► *Philanthropy & Education*, a new journal edited by faculty member **Noah D. Drezner**, publishes its first issue.

► Faculty member **Sandra Okita** hosts the 25th Anniversary international RO-MAN conference of the Institute of Electrical and Electronics Engineers, on robot and human interactive communication.

► TC's Minority Postdoctoral Fellowship program celebrates its 20th anniversary. Historian **Khalil Gibran Muhammad** speaks on relations of

• 2015 •

TC's Bilingual Latina/o Mental Health Concentration prepares bicultural/bilingual counselors and counseling psychologists to serve Latina/o clients in Spanish. It is the only such program in the New York area and one of just a handful in the nation.

From left: Katherine Ramirez, Mariel Buque, Pierluigi Bellini and Danisha Baro, students in TC's Latina/o Mental Health concentration.



to be around people of other backgrounds to respect and understand them.”

— Susan Fuhrman, President, Teachers College

power and equity in the academy.

► Faculty member **Ansley T. Erickson** authors *Making the Unequal Metropolis: School Desegregation and Its Limits*.

► TC introduces a master’s degree program in Bilingual Special Education Studies, leading to triple certification in initial childhood education, bilingual education and special education. The program is funded by New York City’s Department of Education.

► **Carmen Martínez-Roldán**, co-author of *Visual Journeys through Wordless Narratives: An International Inquiry with Immigrant Children and The Arrival*, receives the 65th Annual Conference of Literacy Research Association Edward B. Fry Book Award.

► TC’s Civic Participation Project, created by professors **Yolanda Sealey-Ruiz**, **Laura Smith** and **Lalitha Vasudevan**, conducts a forum on the mass incarceration of U.S. minority youth.

► At the inaugural Spiritual Child Conference of TC’s Spirituality Mind Body Institute, educators who promote young people’s spiritual development and schools’ spiritual character form a new National Council on Spirituality and Education, housed at TC. Psychologist/media personality “Dr. Dale” **Atkins** (M.A. ’72) receives the first William Leroy Stidger Award for Spiritual Activism.

► The publisher Heinemann introduces the Teachers College Reading & Writing Project Class-



Broader Discourse

Alumni of TC’s Minority Postdoctoral Fellowship — including technology professor Lalitha Vasudevan — celebrated the program’s 20th anniversary in 2016.

room Libraries Series — books for grades K-8 selected by the nation’s leading provider of literacy professional development for teachers.

► Early childhood education faculty member **Mariana Souto-Manning** and Instructor **Jessica Martell** receive the 2016 American Educational Studies Association (AESA) Critics Choice Book Award for *Reading, Writing and Talk: Inclusive Teaching Strategies for Diverse Learners, K-2*.

► TC’s Community College Research Center celebrates its 20th anniversary. U.S. Second Lady **Jill Biden**, a full-time community

college professor, calls for continuation of efforts to improve and expand access, graduation rates and job placements of community college students.

► A study by TC’s **Xiaodong Lin-Siegler** in the *Journal of Educational Psychology* finds that high school students improved their science grades by learning about the personal struggles and failed experiments of scientists such as Albert Einstein and Marie Curie.

► Science educator **Christopher Emdin** publishes *For White Folks Who Teach In the Hood...And the Rest of Y’all Too: Reality Pedagogy*



“We’re interested in ensuring that education technology is effective —

and Urban Education.

► Psychologist **Peter Coleman** receives the 2016 Outstanding Book Award from the International Association of Conflict Management for *Making Conflict Work: Harnessing the Power of Disagreement*.

2017

► At TC’s 37th Winter Round Table, themed “From Ferguson to Flint: Multicultural Competencies for Community-Based Trauma,” TC psychologist **Marie Miville** receives the conference’s annual Janet E. Helms Award for contributions to the field.

► TC’s Gottesman Libraries opens its new Smith Learning Theater funded by an \$8 million grant from TC Trustee **Camilla Smith** (M.A. ’72) and her husband, **George**.

► TC convenes “Education: The Public Good or the Individual Good?,” a symposium on the future of public education.

► The College mourns Board Co-Chair **Jack Hyland**.

► In New York, the Guggenheim Museum mounts a retrospective of the abstract expressionist **Agnes Martin** (M.A. ’52), while the Studio Museum of Harlem exhibits works by **Alma Thomas** (M.A. ’34). **Georgia O’Keeffe**, a TC student prior to World War I, is the focus at the Tate Modern in London.

► President Fuhrman announces a college-wide initiative to improve the quality of education technology. TC launches an innovation



School’s in Session

A Nairobi public school that includes refugee children. TC’s faculty have created an acclaimed training program for refugee teachers.

contest in which student teams, mentored by faculty and industry experts, develop research-based concepts and prototypes for educational tools.

► Psychology professor emeritus **Morton Deutsch**, a pioneer in the fields of conflict resolution, cooperative learning and social justice, passes away at 97.

► TC faculty members are elected to head three leading professional societies: **Amy Stuart Wells**, as President-elect of the American Educational Research Association; **Regina Cortina**, as President-elect of the Comparative & International Edu-

cation Society; and **Barbara Tversky**, as President-elect of the Association for Psychological Sciences.

► **Erica Walker**, Professor of Mathematics Education, is named to direct the College’s Institute for Urban and Minority Education, (IUME) founded by her mentor, Professor Emeritus **Edmund W. Gordon**.

► At a forum co-sponsored by Save the Children, the United Nations High Commissioner for Refugees and the Pearson Education company, TC faculty member **Mary Mendenhall** presents a re-

HI-TECH TRIO

Danielle Llaneza (M.A. ’18), Rebecca Kwee (M.A. ’18) and Asha Owens (M.A. ’18) won TC’s first student EdTech Innovation Competition for Best Fit, an app that helps high school students learn about college life.

helping the world design things that actually improve teaching and learning.”

— Susan Fuhrman, President, Teachers College

port outlining strategies to improve teaching for refugee children.

► The World Health Organization globally distributes a manual, authored by TC psychologist **Lena Verdeli**, guiding non-specialists in using an evidence-based psychotherapy shown to alleviate debilitating depression in refugee populations.

► The African Diaspora, an advanced placement seminar on the forced dispersal of African people worldwide, pilots in New York City and Huntsville, Alabama. The course was developed largely at TC’s Institute for Urban and Minority Education.

► **Michael Rebell** and 16 TC and Columbia Law School students build a case aimed at persuading the U.S. Supreme Court to establish a Constitutional right to a quality education, based on the need for civic preparation.

► TC’s Campaign, **Where the Future Comes First**, breaks the \$300 million mark.

2018

► A paper published in *Clinical Psychology Review* by doctoral student **Meaghan Mobbs** and psychologist **George Bonanno** finds that military veterans are more commonly troubled by the “transition stress” of returning to civilian life than by post-traumatic stress syndrome. They call for a paradigm shift in research and treatment.

► The College launches its Education for Persistence and Innovation Center (EPIC), directed by **Xiaodong Lin**, Professor of Cognitive Studies, and presents its inaugural EPIC Achievement Award to businessman and philanthropist Dr. **James S.C. Chao**. EPIC, which will study failure across disciplines as a catalyst for innovation and success, is funded by **Weiming Education Limited**; the **Alvin I. & Peggy S. Brown Family Charitable Foundation, Inc.**; the **National Science Foundation**; and the **Carnegie Corporation of New York**.

► TC formally launches the **Abby M. O’Neill Teaching Fellowships**, one of the nation’s largest, most prestigious and most competitive private teaching fellowship programs. Funded by a \$10 million gift from the late Teachers College Trustee Emerita **Abby M. O’Neill**, the Fellowships support outstanding TC students committed to teaching in New York City schools. Each Fellow

• 2017 •

“IUME... was one of the very first university initiatives of its kind to address issues in urban education and advocate for underserved people. That focus, created by Dr. Gordon, was such an important innovation, and we want to carry it forward into the 21st century — especially in the current political climate.”

— Erica Walker,
Professor of Mathematics
Education



receives \$40,000 in tuition assistance.

► Teacher educator and researcher **Nicole Brittingham Furlonge** is named the next Director of TC’s Klingenstein Center for Independent School Education, effective September 1, succeeding **Pearl Rock Kane**, who has led the Center since 1980.

► **Pearl Rock Kane** receives TC’s President’s Medal of Excellence.

► **Thomas R. Bailey**, TC’s **George & Abby O’Neill** Professor of Economics & Education, is named the College’s 11th President, beginning his duties on July 1st. Bailey founded TC’s Community College Research Center.

BUILDING ON STRENGTH

Erica Walker, Professor of Mathematics Education, is the new Director of TC’s Institute of Urban and Minority Education, founded by her mentor, psychologist Edmund Gordon.



In Their Own Words

The numbers — dollars raised, faculty hired, increases in research grants and student support, renovations of buildings and classrooms — paint an impressive enough portrait of Teachers College during the past 12 years. But the most powerful testimonials of all come from faculty and recent graduates, who describe an environment that has helped them advance professionally and further their efforts to build a better world.

Interviews by **ROBERT FULLER and STEVE GIEGERICH**

Illustrations by **JAMES STEINBERG**

Faculty

Amra Sabic-El-Rayess
**ASSOCIATE PROFESSOR OF
PRACTICE (EPSA)**

“President Fuhrman is a true academic who is exceptionally well-versed in everything we cover in our departments and fields and what each faculty member does individually. She also has a very intuitive ability to keep a step ahead in know-

ing the next topic relevant to not only academia but well beyond. That’s made her a very astute leader.”

Sandra Okita
**ASSOCIATE PROFESSOR OF
TECHNOLOGY & EDUCATION**

“Susan has always been open to new, innovative ideas and created a foundation that allowed us to continue our work in robotic technology and learning. She’s wanted to know more about what we were doing. We tend to stay in our lab and do

research, but she’s helped connect us to the outside world.”

Michelle Knight-Manuel
**PROFESSOR OF EDUCATION AND
ASSOCIATE DEAN**

“TC has opened opportunities for me, as Associate Dean, professor, the New York City Department of Education’s Director of Culturally Relevant Education & College Readiness, and partnering with Sauti Yetu Center for African Women and Girls, to enact visions of social



• **CROSS-FERTILIZATION** •

Faculty and recent graduates alike describe Teachers College as a place where people frequently cross fields to create new solutions.

justice with colleagues, students and community members.”

Judith Scott-Clayton

ASSOCIATE PROFESSOR OF ECONOMICS & EDUCATION

“By focusing on creating a cross-disciplinary policy department, Susan Fuhrman enabled us to rethink how we work and even start from scratch. TC’s Community College Research Center has let me take my own angle on issues such as racial disparities in student debt, which had not gotten the attention it deserved.”

Laudan Jahromi

ASSOCIATE PROFESSOR, PSYCHOLOGY & EDUCATION; DIRECTOR, ID/AUTISM PROGRAMS

“President Fuhrman’s vision for truly high-impact work, which looks past traditional disciplinary boundaries, has influenced my own research on children with disabilities and their families, and in reimagining a master’s program that prepares graduates to work with individuals’ developmental disabilities across contexts, in and out of the classroom.”

Christopher Emdin

ASSOCIATE PROFESSOR OF SCIENCE EDUCATION

“President Fuhrman and Provost James have engaged with my work, given me the freedom to express my work and pushed the work in interesting ways, enabling my voice to become prominent and providing a setting for young people to come here to rap. To be welcomed and celebrated, I think, would not have happened elsewhere.”

Mariana Souto-Manning

ASSOCIATE PROFESSOR OF EARLY CHILDHOOD EDUCATION, CITED CO-DIRECTOR

“Susan has listened to my ideas and supported their development. She was instrumental in developing our triple certification degree program in early childhood education, which better prepares teachers for fully inclusive and multilingual classrooms. She supported establishment with King’s College London of CITED [the Center for Innovation in Teacher Education and Development], which transforms teacher education and development with a clear focus

on justice. She has changed TC’s landscape.”

Xiaodong Lin-Siegler

PROFESSOR OF COGNITIVE STUDIES; DIRECTOR, EDUCATION FOR PERSISTENCE AND INNOVATION CENTER

“My career path may appear smooth, but I was rejected by three graduate schools and initially failed to get the post-doctoral position I wanted, and my study on failure was repeatedly rejected before being published. I’ve come to understand that we must teach young people to learn and grow from such universal experiences. I feel privileged to work at TC, which encourages daring scholarship and original thought.”

Mary Mendenhall

ASSOCIATE PROFESSOR OF PRACTICE

“Under President Fuhrman’s leadership, our faculty and students have built incredible momentum tackling the challenges facing displaced children, teachers and families worldwide. We have created a platform for making important contributions to research, policy and practice in refugee education across camp, urban and U.S. resettlement contexts.”



Building Capacity

“President Fuhrman’s support has been really beneficial for helping build capacity for graduate students on externally-funded research projects. It has helped multiple doctoral students get their degrees, do real research on National Science Foundation projects and push forward in very meaningful ways.” ALEX BOWERS, ASSOCIATE PROFESSOR OF EDUCATIONAL LEADERSHIP



• GIVING VOICE •

The College has helped younger faculty find their voices. The President and Provost have engaged with new work, pushing it in interesting directions.

Cindy Huang
ASSISTANT PROFESSOR,
COUNSELING PSYCHOLOGY

“TC wanted a specialist in children and youth counseling psychology, which perfectly combined my interests and training. I’ve since interviewed Asian immigrant parents about the cultural factors that undermine their children’s mental health treatment. As far as I know,

this hasn’t been done before.”

Alumni

Nathan Alexander (Ph.D. ’15)
JAMES KING, JR., VISITING PROFESSOR
OF MATHEMATICS TEACHING,
MOREHOUSE COLLEGE

“TC has enabled me to see the status and situation of students of color

across cities and areas. My research has confirmed that institutional context matters in how those students experience their lives.”

Eric Oberstein (M.A. ’09)
ASSOCIATE DIRECTOR, DUKE
PERFORMANCES; EMMY AND LATIN
EMMY AWARD WINNER

“The faculty and students in Arts Administration supported each other like family. I still work with a lot of them.”

Lauren Leigh Kelly (Ph.D. ’16)
ASSISTANT PROFESSOR OF URBAN
TEACHER EDUCATION, RUTGERS
UNIVERSITY OF NEW JERSEY

“Ivy League schools and grad schools are often seen as a means for people to get letters after their names. Seeing how [Associate Professor of Science & Education] Chris Emdin and [former Macy Professor] Ernest Morrell used TC’s knowledge to create spaces for public school students on campus demonstrated that parts of the institution are also about serving the community.”

Dena Simmons (Ed.D. ’14)
ASSISTANT DIRECTOR, YALE CENTER
FOR EMOTIONAL INTELLIGENCE

“My now-lifelong TC friends were my study buddies who held me during personal or school-related problems I was experiencing. We learned that relationships are how we get to where we need to be. Now, in the field of social and emotional learning, we know that relationships are key to teaching, in the workplace and in our homes.”



• YES TO INNOVATION •

The College has become a place that's known for encouraging faculty and students in risk-taking, daring scholarship and original thought.

Hakim M.A. Williams (Ph.D. '12, M.E. '06, M.A. '05)

ASSISTANT PROFESSOR, AFRICANA STUDIES AND EDUCATION, GETTYSBURG COLLEGE

"I came to TC for the Peace Education Program, and its teachers and students remain my colleagues and mentors. It gave me the foundation for my social justice orientation in research and teaching."

Cindy Wiltshire (M.S. '17)

DOCTORAL CANDIDATE, DEPARTMENT OF NEUROSCIENCE & EDUCATION

"TC introduced me to neuroscience's importance in children's everyday education, socially and emotionally as well as academical-

ly. You're encouraged to approach personal interests by getting outside your own comfort zone."

Alaa Alhomaizi (M.A. '15)

Dalal Alhomaizi (M.A. '15)

TC DOCTORAL CANDIDATES, CLINICAL PSYCHOLOGY

DALAL: "We advocate for the rights of people with mental illness in Kuwait. TC was very quick to recognize our potential, and to invest in us."

ALAA: "TC always has our backs. The faculty gets you to *your* finish line, and Lena Verdelli is a trailblazer."

DALAL: "We've gotten robust training as clinical psychologists and support for our international advocacy work."

ALAA: "TC attracts people like us,

who won't take 'no' for an answer. We create solutions when there's none."

David Johns (M.A. '06, current TC doctoral student in Sociology & Education Policy)

EXECUTIVE DIRECTOR, NATIONAL BLACK JUSTICE COALITION

"At TC, I learned to connect theory and praxis, be a policy pro and unapologetically address inequity. After learning about so many seemingly intractable problems in D.C. [through directing the White House Initiative for Educational Excellence of African Americans and other work], I returned to TC to think, research and write about the most neglected students' experiences."

Kara Carpenter (Ph.D. '13),
Rachael Labrecque (Ph.D. '15),
Dana Pagar (Ph.D. '13)

CO-FOUNDERS OF THE AWARD-WINNING EDUCATIONAL TECHNOLOGY COMPANY TEACHLEY

RACHAEL: “We all came from the classroom and wanted to make a big impact in education.”

DANA: “We were excited about cognitive research and technology deepening student learning.”

RACHAEL: “We got to manage large grants and co-write large proposals, which really opened doors.”

DANA: “Dr. Fuhrman and Provost James were excited to have student entrepreneurs. They had a real vision of TC leading in ed tech, and they gave us a seat at the table.”

KARA: “Their support was key when we applied for our first small business grant. Not many students write dissertations that become Apple Design Award-winning apps or develop a prototyping grant.”

Alison Hard (M.S. '17)

SENIOR ASSOCIATE, FEDERAL GOVERNMENT AFFAIRS, NATIONAL WIC ASSOCIATION

“At TC’s Tisch Food Center, I con-

tributed to state- and federal-level research, communicated it to decision makers and got to know people I now work with. Now I advocate for families, set legislative priorities, direct grassroots advocacy and help distribute funding to other programs. This is my dream job, and it was possible because Pam Koch [Tisch Center Executive Director], Claire Uno [Deputy Director] and others gave me such valuable experience. They made me marketable.”

Frank Golom (Ph.D. '12)

ASSISTANT PROFESSOR OF APPLIED PSYCHOLOGY AT LOYOLA UNIVERSITY MARYLAND

“I wouldn’t be the psychologist I am without the TC Social-Organizational Psychology program’s unique approach to understanding the complexity of organizational life. Helping Debra Noumair and Warner Burke design the Executive Master’s Program in Change Leadership was one of the highlights of my career. TC allows you to be a little on the edges of what a discipline traditionally expects, and always for the better.”

Annie Feighery (Ed.D. '14)

CO-FOUNDER OF MWATER, ADVISER TO NATIONS ON HEALTH AND SANITATION

“I didn’t want to write a bunch of papers no one would read. I wanted to help people lead better lives. Our work to change countries’ water and sanitation behavior jumps directly off the shoulders of my TC courses, which applied health education to public health.”

Vikash Reddy (Ph.D. '16)

POLICY ANALYST, THE CALIFORNIA POLICY LAB AT U.C. BERKELEY

“It’s rare to see someone come out of grad school with a peer-reviewed published book [*Performance Funding for Higher Education*, co-authored with TC professor Kevin Dougherty], but at CCRC, research assistants are trained to do rigorous research. Now I help run statewide randomized control models. I’m heading to the U.C. Berkeley Chancellor’s office to discuss state education policy. These skills were developed at TC.”



Fitting Tribute

“My perspective on fitness and wellness comes from TC’s social justice component, which has influenced my understanding of how identity and privilege affect the Harlem community. Without it, I wouldn’t have created Harlem Run in such a thoughtful way.”

ALISON DESIR (M.A. '16) FOUNDER, RUN 4 ALL WOMEN & HARLEM RUN



A LETTER FROM
SUZANNE M. MURPHY
VICE PRESIDENT,
DEVELOPMENT
& EXTERNAL AFFAIRS

M a k i n g H i s t o r y B y B u i l d i n g t h e F u t u r e

TC's Campaign is one for the books

IN AUGUST 31ST, 2018, WE WILL close the books on a historic Campaign that has raised \$330 million — well above our original target, and the most ever for a graduate school of education.

I have no doubt that even bigger and bolder TC campaigns lie ahead, and that we are beginning, not ending, a fantastic new chapter of engagement and innovation. Still, I want to take a moment to reflect on how we did it — the challenges, the milestones, and above all, the impact.

LAYING THE GROUNDWORK

There are three rules of thumb for launching a campaign as ambitious as ours: Identify the issues your institution is uniquely positioned to address; marshal the intellectual firepower to succeed; and pitch those strengths until your donor base is all but demanding that you swing into action.

Every campaign has a “quiet phase” to accomplish those goals. Ours stretched from 2011 to 2013,

SHE'S A FAN

Michela Presciutti, 13, donated in 2017. Her brother, Alex Presciutti (M.A. '18), will begin a Ph.D. program in Clinical Psychology this fall at the University of Colorado, Denver.



I Gave MY
Allowance to Support

TC ☺

as we refined our case that Teachers College truly has been and will continue to be **Where the Future Comes First** — a place that shapes new fields of inquiry, transforming schools, fostering healthier communities and creating a more just, equitable and prosperous society.

We were enormously fortunate:

First, to have a president with an especially keen sense of our historic strengths. Susan Fuhrman, an alumna, began her 12-year TC

Presidency by vowing that TC would live up to the legacy of its greatest thinkers.

Second, to have an extraordinarily committed and knowledgeable Board of Trustees. Our Board provided tough and honest criticism, but its members were always pursuing the same goals we were, with equal passion and determination.

And third, to be expertly guided by our quiet phase Campaign chairs: E. John Rosenwald, now in his 15th year as a member of our Board, and Laurie M. Tisch, then Board Vice Chair and now Trustee Emerita.

John and Laurie helped us pitch our case to TC's staunchest friends and supporters. John patiently critiqued and re-critiqued that pitch, urging us to think bigger and add more "sizzle" in conveying what a stronger and better TC would mean to the world. He also lived up to the first of his own "Rosie's Rules" — to ask of others only what you are willing to do yourself — with a generous gift that helped launch the Teachers College Community School.

Laurie, too, led by example. Half of her \$11 million gift in 2012 was a pledge to match other Board members in supporting much-needed upgrades to our campus and technological infrastructure. Her challenge has since helped us create smart classrooms, renovate an auditorium and expand an early childhood center. The other half of her gift created the Laurie M. Tisch Center for Food, Education & Policy, now a major force in providing research-based information to policymakers at all levels of government. Laurie's gift set the standard we have since lived by: respecting the knowledge and vision of our savvy donors by providing them with the opportunity to fund their passion.

FRIENDS TO COUNT ON

Clockwise from top: From left, quiet phase Co-Chairs E. John Rosenwald and Laurie Tisch with late Board Co-Chair Jack Hyland and Trustee Joyce Cowin; Tony Bennett; an EPIC signing.



BROADENING OUR REACH

As the Campaign cohered, we amped up efforts to renew ties with TC's 90,000 alumni and show them that the institution of Grace



Dodge, John Dewey, Lawrence Cremin, Morton Deutsch, Maxine Greene, Edmund Gordon and so many others was once again poised to help build a better world. Through Academic Festival, our annual spring homecoming event (this year was its 10th anniversary), we already were offering alumni and friends a day of intellectual discussion around themes such as human wellness, learning technology, and the connection between the arts and the STEM disciplines. But in 2013, we held a year-long celebration of TC's 125th anniversary, "Building a Tradition for Tomorrow" — a passionate, sustained effort to reconnect TC with its most deeply held principles and use them to chart our way forward.

During that year, we ran ads in bus shelters, on street lamps and in *The New York Times Magazine* linking past TC superstars such as Shirley Chisholm, Albert Ellis, Carl Rogers and Mary Swartz Rose to our current work. We held a month-long exhibition on TC at the New-York Historical Society — including an opening night celebration of today's members of TC's five founding families: the Rockefellers, Vanderbilts,

Macys, Milbanks and Dodges. New York City declared September 3rd, 2013 as "TC Day" and rechristened West 120th Street between Broadway and Amsterdam as "Teachers College Way."

And on November 12th, 2013, we capped it all with a gala at Harlem's Apollo Theater. We honored Laurie Tisch; TC Trustee and pioneering school reformer James Comer; Jeffrey Immelt, then Chairman and CEO of GE; and the wife-husband duo of educator Susan Benedetto (M.A. '98) and legendary singer Tony Bennett. We recognized TC visionaries who had already made transformational gifts, and announced a generous bequest from the entertainer Barbra Streisand, whose late father attended TC.

At the evening's end, President Fuhrman launched our Campaign, which had already raised \$150 million, and handed the reins to three new leaders: TC Trustee Marla Schaefer (M.A. '03), Campaign Chair, and two Vice Chairs — Bill Rueckert and Leslie Nelson, Chair and Vice Chair of our Board. Tony Bennett sang "Imagination." Dr. Ruth Westheimer (Ed.D. '70), and two students, Clifton Shambry and Amanda Washington (the great-great granddaughter of Booker T. Washington),

CURRENT TOTALS

(as of May 15, 2018)

\$330

MILLION RAISED

10%

MORE THAN
OUR ORIGINAL TARGET

HOW TO SUPPORT TC STUDENTS

PLEDGE \$50,000

to create a new endowed
scholarship in your
name or someone else's

CONTRIBUTE
to an existing tribute or
program, fund scholarship

SUPPORT
a TC Fund Scholar or
designate your TC gift to
financial aid

CONTACT
LINDA COLQUHOUN
AT 212 678-3679 OR VISIT
WWW.TC.EDU/FUTURE



kicked off an appeal that has since raised nearly \$100 million in scholarship support.

UNDERSTANDING OUR DONORS

Magic was in the air. But could we go the distance? The answer was yes — because, over time, we came to understand precisely what sparked our donors' enthusiasm. Those insights became catch phrases (highlighted below) that guided our work.

First, we recognized that *money is only the most tangible result of a campaign* — that success comes when people donate their *time and talent as well as their treasure*. Through events such as Academic Festival and our Global TC Days in 2013, 2015 and 2017, and through the formation of regional alumni groups around the world, we recruited alumni to mentor students and recent graduates; to host gatherings and talks; and to share professional expertise from the front lines.

We saw that we were blessed with a particularly creative group of *donors who are as savvy as the faculty and students they support*, and

who understand that *TC is the place to fund their passion and make their dreams come true*. It became clear that we would succeed by encouraging them to approach us with their ideas and partner with our faculty. Such collaboration would simply be an extension of the *virtuous circle* through which alumni already were informing our curriculum and practice. To cite just a few of the many donors who have since come forward with truly amazing gifts:

■ **ABBY O'NEILL**, our late Trustee Emerita, believed that cost should never prevent the best and most idealistic students from obtaining a TC education or living and teaching in New York City. This year, with a \$10 million gift that Abby gave TC in 2013, we launched the Abby M. O'Neill Fellowships, one of the nation's largest, most prestigious and most competitive private teaching fellowship programs. Each O'Neill Fellow receives \$40,000 in tuition assistance.

■ For the past 30 years, arguing that "we squirm before we squawk," alumna **JODY**

GOTTFRIED ARNHOLD (M.A. '73) has been a leading dance educator and champion of dance as a powerful shaper of young minds and hearts. Two years ago, Jody and her husband, John Arnhold, gave TC \$4.365 million to establish a new doctoral program focused on preparing master dance educators, dance researchers and policy experts.

■ After the 2008 fiscal crisis, Trustee **JOYCE B. COWIN** (M.A. '52) vowed that honest, hard-working Americans would never get “snookered” again. In 2012, Joyce funded creation of The Cowin Financial Literacy Program, a unique professional development program that equips teachers to bolster financial literacy among American teens. Thanks to her continued generosity, the program is now offered online to teachers across the nation.

■ Students often tell TC Trustee **RUTH GOTTESMAN**, Professor Emerita at Albert Einstein College of Medicine, that their interest in medicine “all began with a wonderful biology teacher” or “with a wonderful math or physics teacher.” In 2015, Ruth (Ed.D. '68, M.A. '52) established TC's Ruth L. Gottesman Mathematics & Science Education Scholarship.

■ Trustee **CAMILLA SMITH** (M.A. '72) believes that “the library is the key to any institution of learning.” In 2013, with her husband, George, Camilla, who is Director of the Friends of the San Francisco Public Library and a member of the Advisory Board of the Bancroft Library at the University of California, Berkeley, gave TC \$8 million to create the Smith Learning Theater in our Gottesman Libraries.

■ Awhile back, as a gift to their parents, our Board Vice Chair **LESLIE NELSON** and her brothers, **ANDREW AND DOUGLAS MORSE**, supported development of a music curriculum

at Teachers College Community School, importing artists from Young Audiences New York (YANY), where Doug and Andrew have been board members. With YANY teaching artists eager to improve their classroom skills, Leslie, her brothers, and a family friend, YANY Board Chair **KIM GREENBERG** (a TC alumna parent) have since funded creation of the TC Teaching Artist Certificate Program.

■ And, of course, the unrestricted dollars we receive through the TC Annual Fund enable us to address any need, from promising research to a much-needed repair. In 2017, the Fund raised

PAST, PRESENT AND FUTURE

Opposite page, from left: 2015 Lemann Fellows Taisa Nunes Barros, Caroline Taveras da Silva and Ana Carolina D'Agostini.

Below: TC's street smarts, and some past superstars.



over \$2 million from 3,700 donors, ranging from major contributors like **RON SALTZ** (Ed.D. '11, M.Ed. '95, M.A. '92) to folks who repeatedly give what they can afford.

FOCUSING ON OUR STUDENTS

For our part at TC, as the Campaign progressed, we increasingly focused on our students,

EXTENDING THEIR LEGACIES

Clockwise from top: The Lisa Wright Endowed Directorship honors the Hollingworth Center's longtime leader; the Robert T. Carter Fellowship, funded by alumna Michele Barakett and her husband, Tim, honors the emeritus professor by supporting a Counseling Psychology doctoral student's race-related work; the Pearl Rock Kane Endowed Scholarship Fund, honoring the Klingenstein Center's outgoing director, supports the Center's students.



who represent the future of our fields of expertise. We launched an all-out push to create scholarships named for great TC scholars of the past and present, adopting the motto that *the legacy of our luminaries is in the promise of our rising stars*. Our faculty came forward with their own scholarship gifts, underscoring that *students are critical partners in their research*. As of 2018, we have worked with donors to create more than 160 new endowed “tribute scholarships.”

And then, unexpectedly, the American political landscape changed. Public discourse became increasingly polarized and uncivil. Civic institutions came under attack, as did the rights of many vulnerable minority populations. With journalists like Nicholas Kristof urging concerned citizens to support the organizations that best embodied their values, TC emerged as the cause for many *citizen philanthropists* who sought the continuing development of engaged, caring young people. For so many in our community, this became their *TC moment*.

The result was that, when we hit our original \$300 million mark this past winter, no one wanted to stop. The gifts have continued to pour in, in all sizes and forms. Just recently, they have included:

- Generous support from **WEIMING EDUCATION LIMITED**, one of China's largest providers of private school education, and the **ALVIN I. & PEGGY S. BROWN FAMILY CHARITABLE FOUNDATION** — as well as the **NATIONAL SCIENCE FOUNDATION** and the **CARNEGIE CORPORATION OF NEW YORK** — to create TC's Education for Persistence and Innovation Center (EPIC), a new, interdisciplinary center that studies failure as a catalyst for innovation and success.

- Support from new TC Trustee **CAROLE SLEEPER** (M.A. '05) for the TC Fund and TC's partnership schools; a major new gift to the Carole L. Sleeper Endowed Scholarship, which



MOTION APPROVED Launching TC's dance education doctoral program.

supports students committed to working in K-12 schools; and a new endowed scholarship for students in our Department of Education Policy & Social Analysis.

■ The William S. Epps Endowed Scholarship Fund, which enables students who are not from privileged backgrounds to enjoy a Teachers College education without the burden of excessive debt. The **REV. WILLIAM EPPS** (M.Ed. '70) spent 14 summers at TC, where his parents, like many other aspiring Southern black teachers during the Jim Crow era, earned their degrees after being denied admission by institutions in their home states. Today, Rev. Epps is Pastor of Los Angeles' historic Second Baptist Church, which has figured prominently in the nation's Civil Rights movement. And now, his generous gift establishes a restricted, endowed fund in memory of his parents, Charles T. Epps, Sr. and Pauline J. Epps, and his brother, Charles T. Epps, Jr.; and in honor of his sister, Paula Epps Johnson.

Every one of these gifts so clearly comes from the heart. And what I want to say now, from *my* heart, is simply: Thank you. Thank you all, because TC donors are the best, the smartest, the most caring, and the most creative that I have ever worked with — and because your generosity and foresight is enabling one of the world's truly great institutions to rise once again and build its strength for the future.

We can't know what challenges will next come our way — but we do know that when Teachers College is able to put its best foot forward, the world benefits.

Thank you for making the right choice. Thank you for choosing Teachers College.



Suzanne M. Murphy

SUZANNE M. MURPHY
(M.ED. '99, M.A. '96)
VICE PRESIDENT, DEVELOPMENT
& EXTERNAL AFFAIRS

TC FUND 2018

(as of May 15, 2018)

\$2.0

MILLION RAISED

3,600

DONORS

MAKING UNRESTRICTED
CONTRIBUTIONS

SUPPORT THE TC FUND

DESIGNATE

YOUR GIFT FOR
FINANCIAL AID AND
ENABLE MORE STUDENTS
TO GRADUATE WITHOUT
THE BURDEN OF
CRUSHING DEBT.
WWW.TC.EDU/DONATE

As Time Goes By

The Campaign's impact on student support will keep growing

F

ROM THE VERY BEGINNING OF TEACHERS College's historic Campaign, **Where the Future Comes First**, TC President Susan Fuhrman has framed the push to increase student scholarship support as a two-tiered effort: removing financial obstacles for today's students and ensuring increased support for students in the future.

The Campaign has succeeded on both fronts. To date, it has raised nearly \$100 million in

student support, for both immediate use and investment in TC's endowment, and established more than 160 new scholarships. As the endowment grows, it will spin off more money in the years ahead, benefiting future generations of TC students.

"We are in a constant competition with peer institutions to bring the very best students to Teachers College," says George Bonanno, Professor of Clinical Psychology and Director of TC's Resilience Center for Veterans & Families. "Speaking for our own work at the Resilience Center, the Campaign has provided us with really dynamic students who serve as partners in our research. Looking back a few years, we might not have been able to recruit these students without this funding."

Of course, today's students are tomorrow's colleagues and partners.

"Thanks to scholarship funds raised by TC's Campaign, we've been able to bring in a series of really terrific students who have helped us in our research and policy work and then, in several instances, gone on to work in key jobs with non-profits or in state and local government, where they've continued to partner with us," says Pamela Koch, Associate Research Professor and Executive Director of the Laurie M. Tisch Center for Food, Education & Policy. "You can't put a price tag on those kinds of outcomes."

Ayanda Dalamba (M.A. '18), the recipient of the Evalyn Edwards Milman Music Education Fellowship, which enables TC students to teach music in public schools, offers her thanks to the scholarship's creator, former elementary school teacher Evalyn Milman (M.A. '64).

"I'm so grateful to have had assistance from Ms. Milman in financing my education at TC. I feel really lucky to have had that support and I love that she — and the TC community — is so generous to the students. I couldn't be happier to have been able to work with my students over the



BIG ASSISTERS Clockwise from top: Donor Irene Trowell-Harris (right) with Rashida Robinson; donor Sharon Pierson (left) with Sulki Song; donor Ann Barber (center) with Evangeline Lew (left) and Emma Klainberg; donor Gail Worthington (left) and Paola Muñoz.

past two years; it's been an unforgettable experience. While I know they have learned from me, I have also learned so much from them!"

Estate and gift planning has been equally important, especially those gifts seeded in a donor's lifetime. Giving of this kind holds special appeal, because a donor is able to create a scholarship, see its impact, meet students who benefit, and leave an enduring legacy. One especially powerful example: the \$10 million gift that

Trustee Emerita Abby M. O'Neill made in 2013. TC created a pilot scholarship program at that time, and, since O'Neill passed away in Spring 2017, has fully launched the Abby M. O'Neill Teaching Fellowship program, which provides \$40,000 per student.

All in all, it seems pretty clear: The nearly \$100 million that the Campaign has raised for student scholarship is a gift that will keep on giving — for many years to come.

DOLLARS FOR SCHOLARS

NEARLY
\$100
MILLION
IN STUDENT SUPPORT

MORE THAN
160
SCHOLARSHIPS
ACROSS FIELDS

It Takes a Committee

Among the many unsung heroes of [Where the Future Comes First](#), the 18 members of TC's Campaign Committee have played an especially pivotal role.



ED BY CAMPAIGN CHAIR

and trustee Marla Schaefer (M.A. '03) and Vice Chairs Bill Rueckert (TC Board Chair) and Leslie Nelson (TC Board Vice Chair), TC's Campaign Committee has worked to capitalize on opportunities and bolster fundraising from

alumni who had not yet participated in the campaign. Its forte has been the creation of fundraising initiatives focused on parents, international families, crowd-funded scholarships and select academic programs.

For example, Helen Pennoyer, whose daughter, Margaret, earned a dual degree in Early Childhood Education and Special Education in 2013, led the creation of the Smarter Parenting Series, in which TC faculty and alumni have provided evidence-based advice to help parents and grandparents navigate challenges that arise during the critical years of child development.

"In a world where there is so much information on parenting, it can be difficult for parents to distinguish fact from fiction," Pennoyer says. Since the series began in 2016, TC has hosted seven parenting seminars that are open to the TC Community. Podcasts of the sessions are available online at tc.edu/smarterparenting.

Nelson kicked off the first-ever TC Parents Dinner. Thanks to her efforts, TC Parents have significantly advanced the College's scholarship efforts.

More broadly, the committee's members have hosted more than 40 events around the world, meeting with more than 1,600 TC alumni and friends encouraging them to reconnect with TC.

Maryalice Mazzara (Ed.D. '84) hosted a reception at the Chinese consulate in New York City, highlighting the longstanding relationship between TC and China.

Californians Camilla Smith (M.A. '72) and Reveta Bowers, each of whom is also a TC Trustee, hosted multiple events in the Bay Area and Los Angeles respectively. Joshua Solomon (Ed.D. '10), also a Trustee, kicked off a new alumni chapter for TC's Education Leadership



QUIET HEROES The Campaign Committee has been led by Chair Marla Schaefer (center) and Vice Chairs Leslie Nelson and Bill Rueckert.

[FACE TO FACE]

Committee members hosted over

40

events worldwide and met with over

1,600

TC alumni and friends

program, hosting alumni at the CORE Club last fall. Rebecca Binder (M.A. '00) helped with regional fundraising in both Boston and Pennsylvania.

Efforts by Lin Loughheed (Ed.D. '77) and Marla Schaefer resulted in a new alumni chapter in South Florida and the re-engagement of more than 250 local alumni.

And a series of faculty-focused salons were inspired and hosted by Binder, Schaefer, Dailey Pattee (Ph.D. '04), who is also a Trustee, and Julie Ratner (Ed.D. '96).

"This group is so talented and so committed to TC," says Schaefer. "Their efforts have made a powerful direct impact — and they have inspired so many others. We couldn't have done it without them."



CONCERTED EFFORT

Maryalice Mazzara (Ed.D. '84) hosted a reception at the Chinese consulate in New York City, highlighting the longstanding relationship between TC and China.

Minding the Gap

Having struggled with college costs, new Trustee **Carole Sleeper** (M.A. '05) is helping TC's students

SEEKING CLOSURE

"I want to close the gap between the haves and the have-nots. So I feel very comfortable with being able to give something away."

— Carole Sleeper



SOME YEARS AGO, WHEN CAROLE SLEEPER taught first grade, one of her students had not received an Individualized Education Plan (IEP), though he clearly had a learning disability. Rather, the boy's kindergarten teacher had addressed his behavioral issues by ordering him to stand alone in a corner.

"She didn't realize he needed help," says Sleeper (M.A. '05), who recently joined TC's Board. When Sleeper procured the IEP, the boy's family, which was using the program then called Food Stamps, presented her with a can of beans — "the nicest gift I've ever received."

Sleeper's mother, a high school valedictorian, was dissuaded from college on the grounds that

young women should become secretaries, bank tellers or wives. Sleeper's father, an electrician and handyman, left high school before earning a diploma. Yet both urged her to attend college, even though affording it would be tough.

Sleeper attended Susquehanna University on a scholarship. Later, when her husband, Nate Sleeper, became successful in financial investment, she taught. She recalls absorbing the cost of school supplies, books and even the rugs used for story time: "A lot of the kids had nothing, so supplies were leaving every day."

At TC, Sleeper learned about the "whole child" and how non-school factors shape learning. She has created the Carole L. Sleeper Endowed

Scholarship in TC's Department of Curriculum & Teaching for students committed to public school teaching; contributed to the TC Fund and Teachers College Community School; and now endowed a scholarship in the Department of Education Policy & Social Analysis.

Sleeper strongly believes in public education and wants to improve it through TC's Board and by meeting students' financial needs: "I want to close the gap between the haves and the have-nots. So I feel very comfortable with being able to give something away." — **STEVE GIEGERICH**

A Trustee to Bet On

Education helped **Laura Sloate** beat tough odds. Now she's joining TC's Board

“CAN DO WHAT ANYONE ELSE CAN, JUST A little differently,” says new Teachers College Trustee **Laura Sloate**.

Well — no. Sloate, blind since she was six, does most things better than other people. After establishing herself on male-dominated Wall Street, she founded her own company and sold it to Neuberger Berman, where she's now a Managing Director. She serves on four charitable boards ("I want to help, not just sign a check"), works out daily (she used to run 75 flights of stairs in her building) and, thanks to Gizmo, her German shepherd seeing-eye dog, leaves fellow pedestrians in the dust. "He's incredibly smart," she says. "When I sign a restaurant check, he gets up to leave."

A self-described information junkie who sleeps five hours per night, Sloate spends weekends reading up on everything from cookies to gene editing to robotic ships that can cross the ocean with no one aboard. "Wall Street finances the future," she says. Still, she credits her success to her mother, who had her home-tutored and then sent her to private school. "She said, 'You're

my brilliant Jewish daughter, and you can do anything," recalls Sloate, who graduated from Barnard and earned an M.A. in history at Columbia.

Sloate joined TC's board because "education is the key to helping people improve their positions in life, and an institution that educates educators has an even greater impact." She's interested in the College's work in learning technology, a hot field on Wall Street. Her advice to young people: Make your passion your career.

"There are bad days when I leave work depressed, but I come back raring to go. You can't do that if you're not passionate. I'm always looking forward to learning more and helping as much as I can." — **JOE LEVINE**



STREET SMART

"Education is the key to helping people improve their positions in life, and an institution that educates educators has an even greater impact."

— **Laura Sloate**

A photograph of Warner Burke, an older man with white hair, smiling and holding a long, ornate ceremonial sword. He is wearing a dark suit jacket over a light-colored checkered shirt. The background is a textured stone wall.

Cutting-Edge Learning Theory

W. Warner Burke

E.L. Thorndike Professor of Psychology & Education

Career

Social-organizational psychologist; consultant to Fortune 500 companies, nonprofits and the U.S. military; co-founder of the joint TC-West Point Eisenhower Leader Development program

Research Contributions

Co-Creator of the Burke-Litwin Organizational Change Model; developer of the Burke Learning Agility Inventory, a personal growth development tool which measures leadership potential through the lens of flexibility and openness to new information and perspectives

Philosophy

Self-awareness predicts performance and high self-awareness predicts high performance.

Why I Support TC's Students

We get some of the best students from around the world, including many who have been key partners in my own research. They deserve the chance to focus on their studies and their research.

Proudest Accomplishment

Being named a chaired professor – the Thorndike Chair.

What Makes a TC Education Special

Our dual emphasis on scholarship and practice.

Favorite Book

Thinking, Fast and Slow by Daniel Kahneman

TC Gift

TC Grace Dodge Society member. Through a licensing arrangement with EASI-Consult, half of all future proceeds from the Burke Learning Agility Inventory will support doctoral students in TC's Social-Organizational Psychology program.

S U P P O R T o u r S T U D E N T S

In 2015, Warner Burke received a ceremonial sword from the U.S. Military Academy at West Point.
Photo: Karsten Moran

*You, too, can support TC's students.
Contact Linda Colquhoun
at 212 678-3679
or visit tc.edu/supportstudents*





[A SYMBOLIC CROSSROADS]

“X”

Teachers

College's

10th Academic

Festival

spotlights

the world

at a

crossroads

[CIVICS IMPERATIVE]

“The immune system of the body politic is kicking in. But going from acute illness to chronic illness isn’t going to cut it. We need a renewal.”

— Eric Liu

Titled simply “X,” TC’s 2018 Academic Festival, held in early April, marked the signature homecoming event’s 10th anniversary. It also expressed “a symbolic crossroads — a joining of paths in a moment of societal crisis, change and new opportunity,” said TC President **Susan Fuhrman**.

Fuhrman, given a standing ovation by a capacity crowd in Cowin Auditorium and presented with a generous contribution to the Susan H. Fuhrman Scholarship fund by alumna **Charo Uceda** (M.A. ’08), is stepping down on June 30th. Still, her multidisciplinary imprimatur was much in evidence. Following a video recapping past Festival themes (wellness, technology, the STEM disciplines), the day’s program featured panels on topics that included gun violence, the global refugee crisis and social justice pedagogy.

Sounding a major Fuhrman priority, keynote speaker and President’s Medalist **Eric Liu**, founder of Citizen University, declared that “every teacher is a civics teacher,” adding, “If you are not teaching power as an educator, you are committing professional malpractice.”

TC presented Distinguished Alumni Awards to civil rights pioneer **Sybil Jordan Hampton** (Ed.D. ’91, M.Ed. ’82); **Gabriela Simon-Cereijido** (M.S. ’00), a leading bilingual speech-language pathologist; **Louise Ada** (M.A. ’84), a physiotherapist who has transformed stroke rehabilitation;

and **Henrietta Kralovec** (Ed.D. ’90, M.Ed. ’85), a teacher educator who opposes homework.

Bradford Manning (M.A. ’10), co-founder of Two Blind Brothers, a clothing business for the sight-impaired, and **Thabo Msibi** (M.Ed. ’08), Dean of South Africa’s University of KwaZulu-Natal, received Early Career Awards. **James Jones**, Director of the University of Delaware’s Center for the Study of Diversity, received TC’s Morton Deutsch Award for Social Justice. **Kathryn Hill** (Ed.D. ’18) received TC’s Shirley Chisholm Dissertation Award for exploring education reform, urban communities and parent engagement. And Science Education doctoral candidate **Lisa McDonald** won a student research poster competition with “The Role of Children’s Racial Identity and its Impact on Science Education.” — **SIDDHARTHA MITTER**





SEEING CLEARLY
Deutsch Award winner
James Jones equated
“color-blindness” with
excessive individualism.

[FESTIVAL IN BASE 10]

TC’s 10th Academic Festival drew

1,000+

attendees and featured

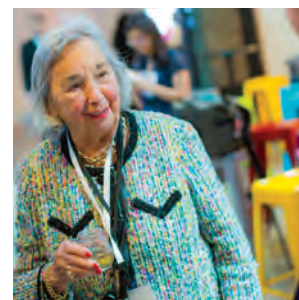
10

cross-disciplinary panels

“A Joining of Paths”

An event that galvanized Teachers College

Academic Festival 2018 reflected everyone’s perspective. Top: **Eric Liu** urged teachers to unleash students’ power; smiles at registration. Middle: Outgoing President **Susan Fuhrman**, alumna **Phyllis L. Kossoff** and incoming President **Thomas Bailey**. Bottom: Faculty member **Nathan Holbert** and friend; Trustee **Joyce Cowin**.



[THE DE-LABELER]

“How Much Could They Learn?”

Leonard Blackman sought the full intellectual development of children with mental disabilities

Teachers College psychologist **Leonard Blackman**, a pioneer in bringing students with mental disabilities into the mainstream of American education, died in late October. He was 89. ■ Blackman, whom TC President Susan Fuhrman called “a brilliant scientist and teacher and consummate institution builder,” secured the federal funding to build TC’s Thorndike Hall in 1973 and to establish and direct the nation’s first comprehensive Research and Demonstration Center for the Education of Handicapped Children (subsequently the Center for Opportunities & Outcomes for People with Disabilities).

Those efforts helped launch the inclusive education movement.

Born in 1928 in Manhattan, Blackman began his career as Director of Research of the Edward R. Johnstone Training and Research Center, a New Jersey institution for people with what was then called mental retardation, serving as principal investigator of an early effort to use computers to teach.

“In the mid-1950s, most children with severe delays were being educated in institutions, with very little attention to the things that were important to real learning,” recalled Blackman in 2013, adding that he had a nephew with Down syndrome. “My desire was their full intellectual development,



irrespective of the label they’re given.”

At TC, Blackman set up a multidisciplinary program, unique for its time, that involved not only educators, but also psychologists, neurologists and researchers from other fields.

During that same period, parents of mentally disabled children — particularly those whose children were housed in institutions — began demanding that “their children go to regular schools, in their own communities, and with other children,”

Blackman recalled. Their efforts resulted in the passage of the 1975 Education for All Handicapped Children Act.

Following the U.S. Supreme Court’s 2002 ruling that execution is an unconstitutional punishment for those considered mentally disabled, Blackman argued in *The New York Times* that culpability should not be determined by the global definition of mental disability, but, rather, by the extent to which an individual suffers deficiencies in understanding cause and effect.

Blackman taught at TC for 37 years, mentoring hundreds of students, serving as TC’s Acting Dean and, later, as its Ombudsman and Emeriti Committee Chair. He retired as Professor Emeritus of Psychology & Education, receiving TC’s Medal for Distinguished Service to Education in 1999.

Student Supporter

The former Leonard & Frances Blackman Lecture series, which brought many eminent speakers to campus, has been reconstituted as the Leonard & Frances Blackman Research Fellows Endowed Scholarship Fund for doctoral students in Intellectual Disabilities. Contact **Linda Colquhoun** at **212 678-3679** or **colquhoun@tc.edu**

[EDUCATION EVANGELIST]

Luns C. Richardson



TC alumnus **Luns C. Richardson** (M.A. '58), one of the nation's longest-serving college presidents and a major figure in the world of historically black colleges and universities, died in January at age 89.

Richardson served for 43 years as the ninth President of historically black Morris College in Sumter, South Carolina, retiring in 2017 with the title of President Emeritus. Richardson, known as "L.C.," was also an ordained Baptist preacher who served for 56 years as the pastor of Thankful Baptist Church in nearby Bamberg. ■ As described in *Diverse Issues in Higher Education*, Richardson grew up in rural South Carolina making a three-and-a-half-mile trek to and from a two-room, racially segregated grammar school. He was class valedictorian at Butler High School in 1945, and would later receive more than 100 honors and awards during his career, including honorary doctorates from several colleges and universities. ■ During his presidency, Morris built 17 new buildings and increased its endowment from \$30,000 to more than \$12 million. Leading political figures such as former Vice President Joe Biden came to speak on campus.

[A TC SON]

Richard Alexander



Richard Thomas Alexander (M.A. '41), a longtime education professor and the son of Thomas Alexander, founding dean of TC's now-defunct New College, passed away

in October at the age of 100. ■ Richard Alexander grew up in Seth Low Hall and attended TC's Lincoln school. He knew then-TC President William Russell as "Uncle Will," and, through his father, was also on familiar terms with William Heard Kilpatrick, George Counts and Paul Monroe. ■ Alexander earned both his undergraduate and master's degrees at New College, where "the philosophy was about learning to live with others from different cultures and seeing how we get our food in the world," he said in an interview six years ago. New College's "orientation" consisted of six weeks spent on a 1,000-acre working farm in western North Carolina. "Throughout my career as a teacher" — including a stint at the Speyer School, TC's pioneering community school — "I thought about how we did things at New College." ■ Alexander served in the U.S. Army's 83rd Division during World War II, seeing action in both the Battle of the Bulge and

the Normandy Invasion. He was awarded the Bronze and Silver Star and also the French Legion of Honor in 2010. ■ He taught at Western Carolina University, the University of Tennessee, Adelphi University and, for the final 25 years of his career, as a professor of elementary education at Indiana's Ball State University, where he created a foreign exchange program with England's Keele University that continues to this day.

Add to His Legacy

To support The New College Scholarship, an endowed fund established by Richard Alexander (M.A. '41) for TC Curriculum & Teaching students, contact **Linda Colquhoun** at **212 678-3679** or **colquhoun@tc.edu**.

[HEALTH ADVOCATE]

Karen Baldwin

She delivered thousands of babies — and dog therapy to TC students

Karen Baldwin (Ed.D. '03), a TC Health Education adjunct faculty member and wife of former Vice Provost and current Organization & Leadership Department Chair Bill Baldwin, died in May. ■ With her Labrador retriever, Abigail, Baldwin was much loved at TC, providing dog therapy

services for students around exams.

■ A Certified Nurse Midwife, Baldwin was a longtime clinical midwife and director of midwifery services in New York City hospitals, including Beth Israel Medical Center, Gouverneur/Bellevue and North Central Bronx. She delivered thousands of healthy babies, advocated for maternal and child health and supported Planned Parenthood. ■ A Fellow in the American College of Nurse-Midwifery, Baldwin taught at Rutgers University School of Nursing and Mount Saint Mary College, directing the latter's Graduate Nursing Program.



[THE LAST WORD: TC STUDENT VOICES]

The Shimmer of Small Things



GREW UP IN A HOME WITH WALLS covered with military art and bookshelves crammed with tomes on famous campaigns, battles and military leaders. I vividly recall my father sitting on his bed at night, shining his boots for the next day, the smell of polish permeating the room. I asked him once why he did it. “Because it matters,” he told me.

Only years later, as a cadet at West Point, did I understand the significance such a ritual can take on. Shining shoes or boots can be painstaking

and frustrating. Yet, the rewards are manifold. The rhythmic coaxing forth of a shine imbues pride and signifies effort and attention to detail. It is a small thing, but the Army taught me that, sometimes, it is the smallest things that signify the most. They serve as the foundation, the permission to allow great things to manifest.

My eventual transition from military service to the civilian world was difficult, as it was for my dad and for many Veterans. The stereotype of the struggling Veteran is someone who is

shell-shocked from combat and suffering from post-traumatic stress disorder (PTSD). But for many of us, the issue may ultimately be as simple as the inability to explain the meaning of a shoe shine. Or maybe — as my father told me years ago — it’s a reluctance to let go, because the great satisfaction of military service is knowing that it matters. And if what you do matters, then *you* must matter as well.

For a time, I was afraid that I might never find that sense of purpose again. But Teachers College, where I came to pursue these questions, gives voice to the voiceless and attention to the novel. TC encouraged my work and

DEFINING ROLE

“The great satisfaction of military service is knowing that it matters. And if what you do matters, then *you* must matter as well.”

— Meaghan Mobbs

put faith in my conviction that most military Veterans aren’t afflicted by PTSD, but rather, by the experience of transition itself.

Now I have a new sense of purpose. It is a refinement of the feeling of selfless service I experienced in the military, a

dawning conception that I still serve my Nation long after I’ve taken off my uniform. — **MEAGHAN MOBBS**



Former Army Captain Meaghan Mobbs is a third-year doctoral student in Clinical Psychology and the David & Maureen O’Connor Scholar at TC’s Resilience Center for Veterans & Families.

She was recently presidentially appointed to the Board of Visitors of the U.S. Military Academy at West Point and also selected for the inaugural Bush Institute Stand-To Veteran Leadership initiative.

[CLASS ACTS]

Walking in Smaller Shoes

Tran Nguyen Templeton explores the world as children see it

For her TC dissertation, Tran Nguyen Templeton (Ed.D. '18) equipped 11 preschoolers with digital cameras, believing that “people being studied should have an equal hand in designing research about them — and who knows better about childhood than young children?” ■ At age 3, Templeton escaped with her family from South Vietnam in a shrimp boat. In public school in Houston, she recalls, “no one was asking me what I felt.” Even after winning a first-grade writing award, she was placed in a remedial English as a Second Language class. ■ She’s since helped found a special education school in Guatemala and won a \$20,000 American Educational Research Association minority dissertation fellowship. As a tenure-track Assistant Professor at the University of North Texas this fall, Templeton hopes to “change the way we teach children by giving them more agency in what they learn and how they learn.” — **ROBERT FLORIDA**



THE **FUTURE** of Our Fields

Spotlighting students who will extend TC's legacy

PHOTOGRAPH: JOHN EMERSON



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Photo: Bruce Gilbert

Karen Frank (M.A. '06)

Global Change Management Director,
PwC, a multinational professional
services firm

Career

We help clients solve important problems (e.g., introducing robotics) to stay competitive. So, it's only fair to take our own advice. I build our internal change management capabilities across 150+ countries so that we are better at adapting to change.

Why I support TC students

I regularly apply lessons I learned at TC. I want to give back to the community that got me here.

Proudest accomplishment

Seeing people work in new ways or hearing messages I've written repeated in hallways or in teams means change is taking hold. Changes are only effective when individuals decide to work differently.

What makes a TC education special

I was drawn to TC's focus on the "social" dynamics of organizations. Applying courses like group dynamics to my work is essential.

My philosophy

Strive for a "win-win" – for the firm (return on investment) and for our people (enhancing the way we work) – with every change.

TC Gifts

TC Annual Fund contributor; John Dewey Circle and Maxine Greene Society member; TC Career Services student mentor