

2024 | ANNUAL REPORT



Teachers College
COLUMBIA UNIVERSITY

A Graduate School of Education, Health & Psychology

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A photograph of the President, an older man with glasses, wearing a dark suit, white shirt, and blue patterned tie. He is speaking into a microphone at a podium, gesturing with his hands. Behind him are two ornate, dark-colored statues on pedestals. The background is dark and out of focus.

A LETTER FROM THE PRESIDENT

TC's annual report is a welcome opportunity for me to reflect on a year that saw great progress on our priorities and during which I was consistently, and profoundly, inspired. This has been especially meaningful in the context of tremendous global conflict and challenge. I learn so much from meeting our community members: the students, many of whom traveled far and wide to study at TC and take time to share their stories with me; the faculty members who are breaking new ground in their fields of education, health and psychology; the alumni who talk about the transformative impact of their TC education, which continues as they put theory into practice and shape the world around them; and our loyal friends and generous donors who are moved to support the work and help us achieve even more.

Among the conversations that have stayed with me are those about the “micro communities” created: students and alumni of our teacher education programs, like the Abby M. O'Neill Fellows, or those who joined in our day-long program, “Rejuvenating Our Praxis: Sharing Critical Hope,” and seek each other out for friendship, continued learning and support as they face classroom challenges. Or our dance education alumni who gathered to celebrate the opening of our Arnhold Dance Education Research Studios — and the generosity of Jody and John Arnhold and the Arnhold Foundation — and shared their excitement for our extraordinary new site and potential for community programming. Or the social-organizational psychology students and alumni who joined us for a lively “fireside chat” and shared their experiences with me and

their peers; a fire was indeed lit. Our donors engaged with their whole hearts and talked of their commitment to TC; they stay connected with our students and faculty and are ever eager to learn more and do more.

These communities are born of a common interest in making our world better. That fuels lifelong bonds, as does a shared sense of accomplishment. And together, we have achieved a lot.

Through our strategic priorities, we have continued to ensure our academic offerings meet the needs of the moment, including through top-tier professional development and cutting-edge research opportunities, outstanding faculty mentors and inquiry-based scholarship.

We have infused digital innovation across the spectrum of our offerings, such as that highlighted in our conference on Artificial Intelligence Research in Applied Linguistics (AIRiAL) or our partnership in EdTech Week.

Our new Vice Dean for Research, Dr. Caroline Ebanks, joined us in April and is leading our effort to expand our high impact research, and brings innovative strategies for supporting student research.

Through our additional efforts to support student success, we increased our doctoral fellowship stipends, and invested in our career development programs so that our students can thrive in their chosen fields.

My mission remains to ensure that our campus fosters not only learning, but also connection-building. We have done this by living our values and creating an environment that is welcoming, inclusive, collaborative and diverse.

At TC, we have a representation of many backgrounds, ethnicities, geographies and schools of thought. This enables our work and our impact to be far-reaching and culturally responsive, whether in New York City, or in the 160+ countries represented by our alumni, tens of thousands strong.

Indeed, our commitment to impact drives our work. Over the course of the year, our faculty excelled in connecting their scholarship to real-world implications, and it has been a consistent joy to see them published and quoted as experts in the media and in testimonies before local and federal agencies. We have showcased this work through our Public Good Initiative, including a new podcast series and a map of TC projects and partnerships in communities around the globe.

For most of us, Teachers College is so much more than a place for scholarship and research. We are a “macro community” built of compassion, strength, and an eagerness to serve. Seeing our community members working together toward this goal, the leadership of our Trustees and the loyal engagement of our supporters brings me enormous gratitude — and motivates me to do more.

I thank you for your partnership and for sharing our commitment to the public good.

Warmly,



Thomas Bailey
President

BY THE NUMBERS

Students

4,603 enrolled in Fall 2024
from **71** countries and **49** states

72% master's

22% doctoral

Donor Impact

Aid awarded: **\$38 million** in
scholarships & assistantships

\$28.04 million raised

- **\$9 million** for student financial aid
- **300** new donors and **9** new
named scholarships

Research funding: **\$37.97 million**



GRACE DODGE SOCIETY

At the annual luncheon of the Grace Dodge Society, dedicated members — who plan to support Teachers College through their wills, trusts or other planned gifts — [gathered](#) to mark another year of impact and honor Trustee Emerita Joyce Berger Cowin. Pictured: President Bailey, Cowin, Board Chair Emeritus William D. Rueckert, and Board Chair Leslie Morse Nelson.

EDUCATION

To help reduce attrition among early career educators, TC provides critical mentorship and support through its New Teacher Induction Program. Building upon TC's robust preparation for the classroom and other residency programs, the program pairs recent graduates of TC's teacher preparation programs with professional TC-based mentors, and offers cohort-based learning to help these public school educators navigate the many demands associated with one's first and second year of teaching. Funded by the New York Community Trust and led by TC's Office of Teacher Education, new teachers participate in a learning community that helps equip them to navigate classroom management, tailor lessons for a variety of learners, and communicate effectively with colleagues and supervisors. Other important initiatives on behalf of early career educators included support from TC alumni Deborah (M.A. '69) and Roy Lewicki (Ph.D. '69 and a member of the President's Advisory Council).



"Teaching is a profession where learning is happening over years, and TC is really helping with that learning arc. Induction programs like this are important to combat the teacher shortage broadly, not only to prepare folks but also to keep them in the classroom."

-Aimee Katembo

Director of the Office of Teacher Education

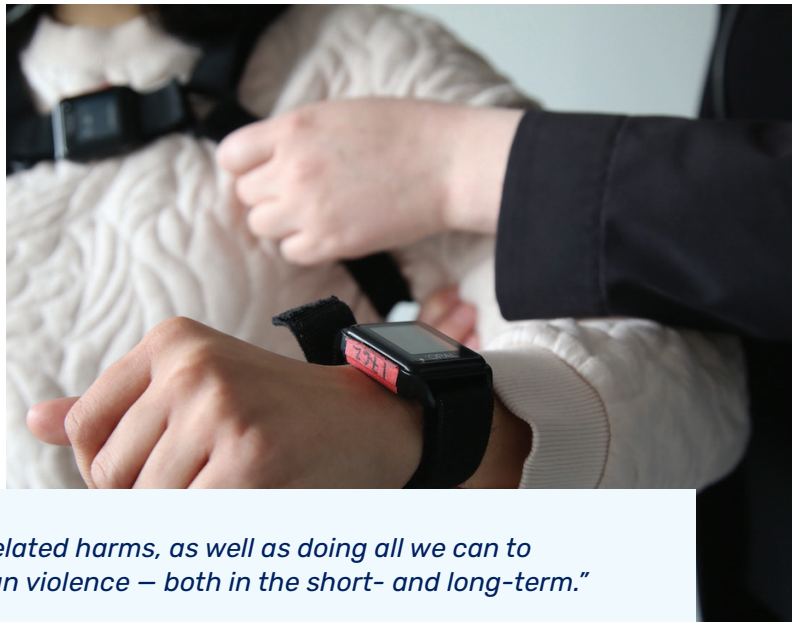


IN HIGHER ED

The Community College Research Center developed an innovative [framework](#) for broadening the benefits of dual enrollment for high school students taking college courses, and released a landmark [report](#) on national and state-by-state outcomes; it will continue to [produce](#) research-based guidance, tools and metrics.

HEALTH

Important efforts to improve health and well-being continued with key advancements from College faculty. TC Professor Sonali Rajan — one of the nation's preeminent experts on curbing gun violence — received funding from the CDC to support her work at the Columbia Center for Injury Science and Prevention. In addition, faculty in TC's Biobehavioral Science Department advanced key work related to Parkinson's disease, including greater access for speech therapy and resources, and a clinical trial examining the efficacy of telehealth for the condition.



"We need to think about preventing all forms of firearm-related harms, as well as doing all we can to support schools and communities in the aftermath of gun violence — both in the short- and long-term."

-Sonali Rajan

Professor of Health Promotion & Education, and the founding president of the Research Society for the Prevention of Firearm-Related Harms

PSYCHOLOGY

TC launched its new Online School Counseling program, which equips future school counselors with the expertise and intensive fieldwork needed to support young people through socio-emotional struggles and major life transitions like college. In addition, Ben Lovett — Professor of Psychology and Education — advanced critical research in helping teachers and school counselors mitigate test anxiety among students, a rising phenomenon since the pandemic.

"Students with higher test anxiety are less likely to avail themselves of educational opportunities, simply because taking tests is so aversive...Our work empowers mental health professionals to use exposure therapy techniques in appropriate, effective ways and offer students the needed support along the way."

-Ben Lovett

Professor of Psychology and Education



"Every day, our TC faculty show up and act on behalf of their students as teachers and mentors, as program directors and chairs, scholars, center and institute directors, and colleagues. They act to raise critical awareness of issues in their fields and work hard to make TC a better place to learn and shape the public good."

-KerryAnn O'Meara

Vice President for Academic Affairs
Provost and Dean of the College

A LETTER FROM INSTITUTIONAL ADVANCEMENT

Teachers College has always been devoted to solving problems and shaping the future. And this past year has been no exception, with our students, faculty, alumni, donors, and trustees working to spark ideas and lead change.

In 2024, I returned to TC to lead the Office of Institutional Advancement, and it has been an honor to be back. From the first event I attended in June, what impressed me was the cross-section of alumni from so many fields of education, health, and psychology — all committed to making a difference. At Alumni Day, we reflected on the power of returning to the place that shaped us at critical moments in our lives. And even when we gather beyond the halls of 120th Street — as we recently did in California and Florida — we share experiences, exchange ideas, and continue to build better versions of ourselves and the world. We hope you will consider joining us at future events when we bring together TC alumni on campus or in your hometown.

Overall, as we've shared in this report, TC continues to prioritize enrolling and supporting exceptional students, awarding \$38 million in scholarship funds in fiscal year 2024. That is the backbone of our efforts, along with supporting faculty research and evolving programs. One of the highlights this past fall

was the opening of the College's new Arnhold Dance Education Research Studios, established by a most generous gift from Jody (M.A. '73) and John Arnhold, and the Arnhold Foundation — but one example of the power of giving. We also received support from over 200 first-time donors, which speaks to their belief in TC's future, and in June, members of our Grace Dodge Society came together for our annual luncheon as we thanked and honored those who have included TC in their estate plans.

Teachers College and the achievements of TC students, today and into the future, rely on collective generosity. Thank you so much for being a part of it.

Best wishes,

Roberta W. Albert
Vice President for Institutional Advancement





GIFTS WITH IMPACT

"TC's graduates give me great hope for the field of dance education. This new dance space at TC will inspire innovative ways of bringing dance into the life of every child for decades to come."

–Jody Gottfried Arnhold (M.A. '73)

Described by visitors as "one of the most stunning dance spaces in New York City," TC's new [Arnhold Dance Education Research Studios](#) mark the latest chapter of dance education at the College, a destination for teacher educators, researchers and policy experts preparing to advance the medium's potential to positively transform education in PK-12 schools, post-secondary settings and community based programs. Established by a generous gift by Jody and John Arnhold, and the Arnhold Foundation, the studios advance research and teaching in dance education, right in the same building where dance education began at TC more than 100 years ago. Jody Gottfried Arnhold's vision and support have also helped create the College's doctoral program in Dance Education, and the Arnhold Institute for Dance Education Research, Policy & Leadership as a reflection of her belief that every child deserves a quality dance education. "[We are] fulfilling a new vision," says Barbara Bashaw, TC's Arnhold Professor of Practice in Dance Education and Executive Director of the Arnhold Institute, "where interdisciplinary research has room to rise, stretch, and connect to practice, transforming the lives of dancers, teachers, leaders, families, PK-12 schools and children worldwide."

GIFTS WITH IMPACT



A phenomenal teacher's impact on their students lasts a lifetime, and thanks to the Abby M. O'Neill Teaching Fellowship, more than 80 TC students and graduates have committed to teaching in New York City public schools for at least two years. A critical component of the College's efforts to support America's largest school system, and established by a generous gift from the late Trustee Emerita Abby M. O'Neill in 2013, the O'Neill Teaching Fellowship [welcomed](#) its latest cohort of 13 students and continued to cultivate mentorships across its alumni that will benefit generations of students at a celebratory gathering and reunion last fall. Pictured: Abby M. O'Neill Fellows Bethany Freynk (M.A. '20) and Andrea Perla (M.A. '24) at the reunion.

"This fellowship has been such a blessing and gift for me, because it is an opportunity to become an educator and, at the same time, gain the resources to learn in this influential and reputable environment."

–Shreya Uppal (M.A. '26)

In the most profound love stories, two people not only impact one another — but the world beyond them. Such is the case for TC alumni Ann Boehm (Ph.D. '66) and Gary Robertson (Ph.D. '67), who last fall [celebrated](#) a decade together — 60 years after first dating in 1964 during their time at Teachers College. Now, through a significant planned gift to the College that nods to their respective careers in assessment, the couple will create a future endowed associate professorship in School Psychology, with an emphasis on early childhood, as well as a doctoral fellowship in the Measurement, Evaluation, and Statistics program. Their planned gift intertwines their legacy in advancing testing's value in education and elsewhere — once a challenge to take on separately, but now, a shared mission.

"TC changed the course of my life, and the way I think about so many things." **–Gary Robertson (Ph.D. '67)**



ALUMNI DAY

TC Alumni Day welcomed more than 200 alumni, students, faculty and friends to campus last October for invigorating discussions on the power of connection and a celebration of our community.



Alva R. Baxter-Boehm (Ph.D. '74) and Nakia Howell-Spears at the Alumni Day luncheon.



Tom Rock, TC's Chief Student Affairs Officer and Associate Vice President, discusses *The Joy of Connection*, by the late Ruth Westheimer (Ed.D. '70), with her co-authors Pierre Lehu and Allison Gilbert.



Alumni Award honorees Claudia Schrader (Ed.D. '02, Ed.M. '01, M.A. '92) and Vikash Reddy (Ph.D. '16, M. Phil. '15) with President Thomas Bailey, and fellow award recipients Beverly Elmyra Johnson (Ed.D. '86, Ed.M. '83), Louis N. Wool (Ed.D. '14) and A. Brooks Bowden (Ph.D. '14, M. Phil. '13).



"I have to say, bar none, Reunions or Alumni Days are amongst my favorite days on campus. During these days we enjoy one another's company and have the chance to look back. We return in our minds to the selves we were 10, 20 or 50 years ago, when we walked across 120th Street and up the TC steps. We return in our minds to the rush of beginnings and in so doing we provide ourselves with nourishment for going forward now."

—Roberta W. Albert (M.A. '97)

Vice President for Institutional Advancement

CONVENING EXPERTS – AND ADVANCING THE PUBLIC GOOD

For more than 135 years, TC's led innovation — and remains at the center of it all, cultivating solutions through conferences, professional development and more. Here's a glimpse at some of the dynamic programming on TC Way in 2024.



Academic and industry experts from across the globe [explored](#) critical questions related to AI and language learning at the College's Artificial Intelligence Research in Applied Linguistics (AIRiAL) Conference.

"We're bridging the gap between academia and industry in this particular discipline to support graduate students as the next generation of researchers and developers."

– **Erik Voss**

Assistant Professor of Applied Linguistics & TESOL, who leads the AIRiAL Conference

Local middle school educators gained pedagogical tools critical to fostering the next generation of leaders, scientists and activists at the [2024 Summer Climate Institute](#). Created as part of a significant National Science Foundation grant, the Climate Institute is a partnership between TC's Center for Sustainable Futures, NYC Public Schools and Columbia University, and is set to initially run through 2026.

"Education is crucial for mitigating the impacts and risks of climate change, and as guardians of today's students, teachers and educators play an essential role in preparing them for a challenging future."

– **Oren Pizmony-Levy**

Associate Professor of International and Comparative Education and Director of the College's Center for Sustainable Futures





TC convened education professionals for “Rejuvenating Our Praxis: Sharing Critical Hope,” a teacher preparation conference focused on solutions-driven dialogue across curriculum, pedagogy, research and advocacy. The conference aligns with additional work from the Office of Teacher Education to support educators early in their careers.

“We need your voice. We need your wisdom. We need ways to collectively share our knowledge and our passions.”

– **Celia Oyler**

Former Vice Dean for Teacher Education

More than 400 educational leaders from 26 states and 15 countries engaged in critical exchange related to spirituality in whole-child, K-12 education at TC’s conference titled “Awakened Education: Engaging the Spiritual Core.” The gathering’s fifth installment followed the former U.S. Surgeon General Vivek Murthy’s recognition of spirituality as one of the four vital pillars of health.

“There are three key priorities that every educator has before them: to make healthy, whole, resilient human beings, to create a civil society with democratic values and to protect our environment through sustainability in education.”

– **Lisa Miller**

Professor of Psychology and Education and
Founder of TC’s Spirituality Mind Body Institute



LEADERSHIP

TRUSTEES

Leslie Morse Nelson, Chair
Russell Albanese
Katrina Armstrong
Thomas Bailey
Denise Glyn Borders
Laura E. Butzel
Don Callahan
George Cigale
Geoffrey J. Colvin
Dr. Charles F. Desmond
Nancy R. Douzinas
Patricia Green

Dennis Holtschneider
Helen Kahng Jaffe
George N. Kledaras
Dr. Lisa Kohl
Dr. Lin Loughheed
Eduardo Marti
Kent McGuire
David P. O'Connor
Dailey Pattee
Missie Rennie
Valerie Rockefeller
Thomas Rogers

William D. Rueckert, Chair
Emeritus
Marla L. Schaefer
Christina M. Capodilupo Schwefel
Edith Shih
Carole Sleeper
Camilla M. Smith
Joshua Solomon
Jay Urwitz
Bruce G. Wilcox
Elisa Wilson

HONORARY & EMERITI TRUSTEES

Cory A. Booker
James P. Comer
Joyce B. Cowin
Dawn Duquès
Ruth L. Gottesman
Antonia M. Grumbach
Marjorie L. Hart

Elliot S. Jaffe*
A. Clark Johnson Jr.
Thomas H. Kean
Roland M. Machold
Enid W. Morse
J. Richard Munro*
Jeffrey M. Peek

Charles O. Prince III
Elihu Rose
E. John Rosenwald Jr.
Laurie Tisch
Sue Ann Weinberg

**Recently deceased*

OFFICERS & SENIOR LEADERSHIP

Thomas Bailey
President
KerryAnn O'Meara
Vice President for Academic Affairs,
Provost and Dean of the College
Tani Castañeda
Vice President for Enrollment and
Student Success

Katie Embree
Vice President for Planning and Strategy, Chief of
Staff to the President, and Secretary of the College
Roberta W. Albert
Vice President for Institutional Advancement
Tamara Britt
Vice President and General Counsel

Hank Perkowski
Vice President for Finance and Operations
Janice S. Robinson
Vice President for Diversity and
Community Affairs
Lisa Seales
Vice President for Administration

FINANCIALS

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with standards established by the Financial Accounting Standards Board (FASB) for external financial reporting.

Balance Sheet

The balance sheet presents the College's financial position as of August 31, 2024. The College's largest financial asset is its investment portfolio, representing 74% of total assets, with a fair market value of \$569.3 million as of August 31, 2024. The investment portfolio includes \$537.3 million relating to the endowment, which represents contributions subject to donor-imposed restrictions that such resources be maintained permanently or designated to the endowment by the Board of Trustees. The endowment is managed to achieve a prudent long-term total return (dividend and interest income and investment gains). The Board of Trustees adopted a policy designed to preserve the value of the endowment portfolio in real terms (after inflation) and provide a predictable flow of income to support operations. In accordance with the policy, \$22.1 million of investment return on the endowment portfolio was used to support operations in fiscal year 2024.

The College's second largest and oldest asset is its physical plant, consisting of land, buildings, furniture and fixtures, and equipment. As of August 31, 2024, the net book value of plant assets was \$126.5 million, representing 16% of the College's total assets.

The College's total liabilities of \$157.8 million are substantially less than its assets. As of August 31, 2024, long-term debt represented the most significant liability at \$94.2 million.

In accordance with FASB, the net assets of the College are classified as without or with donor restrictions. At August 31, 2024, the College's net assets without donor restrictions totaled \$232.2 million.

Assets	Amount (\$)
Cash and cash equivalents	29,844,045
Student accounts and other receivables, net	5,030,352
Grants and contracts receivable	25,238,355
Inventories and other assets	3,554,689
Contributions receivable, net	9,474,094
Funds held by bond trustee	819,015
Investments	569,302,627
Student loans receivable, net	2,707,370
Plant assets, net	126,462,342
Total assets	772,432,889

Liabilities and Net Assets	Amount (\$)
Liabilities	
Accounts payable and accrued expenses	17,817,246
Deferred revenues	14,826,677
Long-term debt, net	94,162,530
Accrued pension and other benefit obligations	22,241,403
Other liabilities	4,176,222
Funds held for others	4,575,781
Total liabilities	157,799,859

Net Assets	Amount (\$)
Without donor restrictions	232,164,596
With donor restrictions	382,468,434
Total net assets	614,633,030
Total liabilities and net assets	772,432,889

Statement of Activities

The statement of activities presents the financial results of the College and distinguishes between operating and non-operating activities. Operating revenue without donor restrictions totaled \$234.9 million. The College's principal sources of operating revenues were student tuition and fees, net of student financial aid, representing 53% of operating revenues, and grants and contracts for research and training programs, representing 15% of operating revenues. Investment return, auxiliary activities, other sources and net assets released from donor restrictions mainly comprise the remaining 32% of operating revenue without donor restrictions. Operating expenses without donor restrictions totaled \$228.8 million. Non-operating activities principally include donor restricted contributions, donor restricted grants and contracts, investment return net of amounts appropriated as determined by the College's endowment spending policy, and non-operating changes to pension and postretirement liabilities.

OPERATING REVENUES	Without Donor Restrictions	With Donor Restrictions	Total
Student tuition and fees, net of student aid	125,225,280	–	125,225,280
Grants and contracts	34,780,439	–	34,780,439
Contributions	2,664,007	–	2,664,007
Endowment return appropriated and other investment income	26,588,698	–	26,588,698
Sales and services of auxiliary enterprises	25,101,096	–	25,101,096
Other sources	2,942,145	–	2,942,145
Net assets released from donor restrictions	17,613,232	(17,613,232)	–
Total operating revenues	234,914,897	(17,613,232)	217,301,665

OPERATING EXPENSES	Without Donor Restrictions	With Donor Restrictions	Total
Instruction	79,351,952	–	79,351,952
Research, training and public service	47,339,206	–	47,339,206
Academic support	22,920,415	–	22,920,415
Student services	12,956,703	–	12,956,703
Auxiliary enterprises	23,322,410	–	23,322,410
Institutional support	42,941,348	–	42,941,348
Total operating expenses	228,832,034	–	228,832,034
Increase (decrease) in net assets from operations	6,082,863	(17,613,232)	(11,530,369)

NON-OPERATING ACTIVITIES	Without Donor Restrictions	With Donor Restrictions	Total
Contributions	–	8,398,375	8,398,375
Grants and contracts	–	4,566,696	4,566,696
Investment return, net of amounts appropriated	18,497,831	29,138,867	47,636,698
Other pension and postretirement changes and net periodic benefit costs other than service costs	8,677,554	–	8,677,554
Net assets released from donor restrictions for capital	3,941,482	(3,941,482)	–
Other, net	144,363	868,386	1,012,749
Increase in net assets	37,344,093	21,417,610	58,761,703
Net assets at beginning of year	194,820,503	361,050,824	555,871,327
Net assets at end of year	232,164,596	382,468,434	614,633,030

MEET A FUTURE LEADER

Jalnidh Kaur (Ph.D. '24, Economics & Education) was once concerned she couldn't simultaneously earn a doctorate and become a mother. Today, she has done both. Now on the faculty at University of Glasgow's Adam Smith Business School, Kaur [shared](#) her journey during her address at TC's Convocation ceremony for 400 graduates last spring.



"As we step out into the world, let us vow to carry with us the superpowers that we've acquired in the halls of TC – those of empathy, compassion, and humility."

–Jalnidh Kaur (Ph.D. '24, Economics & Education)

Annual Report 2024

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Teachers College
COLUMBIA UNIVERSITY

Where True Change Begins®

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