

TC Today

THE MAGAZINE *of*
TEACHERS COLLEGE,
COLUMBIA UNIVERSITY

SPRING/SUMMER 2016

USING THE
ARTS TO
EMPOWER
AT-RISK KIDS:
ANDREA
KERZNER
(M.A.'87)

CELEBRATING
TC'S MINORITY
POSTDOCTORAL
PROGRAM

A GIFT BRINGS
DANCE EDUCATION
BACK TO TC

The Art *of the* Possible

Applying technology
to *creativity* —
and vice versa



Table of Contents



FEATURES

10

A Portrait of the Artist in the Digital Age

A new TC program grapples with the nature of creativity in the 21st century, attempting to find meaning amid technical innovation and enhance artistic traditions developed throughout human history

- **Technology Center**

From its Games Research Lab to its Gottesman Libraries, the College is a hub for digital innovation in education



22

Launching Careers and Widening the Discourse

TC's Minority Postdoctoral Program encourages scholars who don't check their identities at the door

30

Art = Power

Through the arts, Andrea Kerzner (M.A. '87) is bringing hope to youth in South Africa, Uganda and the South Bronx



ON PAGE

IO

DIGITAL DETRITUS

TC's new program in Creative Technologies marries the old and new. New tools such as Arduinos, maKey-maKeys and invent-ables can be used to animate old but interesting junk like that pictured here, from old-time cameras to outdated robots to boom-boxes and TV parts. The goal is for students to embrace an expanded notion of materials, make things move, light up and make noise, and say, "I'm not intimidated."

46 Campaign Update: Once More, With Feeling

Our Campaign donors fund their passions, including student scholarships and a new dance education doctoral program

51 On Board

The Matchmaker: Leslie Nelson has a gift for identifying needs and finding the people to address them



DEPARTMENTS

- 3 PRESIDENT'S LETTER**
Celebrating TC's creativity and diversity
- 5 NEWS @TC**
Honors at AERA, New York's Education Commissioner speaks at TC, celebrating the Cowin Financial Literacy Program
- 34 UNCONVENTIONAL WISDOM**
Paradigm-changing work on spatial thinking, evaluating colleges, navigating information overload, youth gun violence, math identity, organizational change and the new education philanthropy
- 40 EARLY RISERS**
Younger alumni in psychology
- 64 FUTURE LEADERS**
The Last Word How teaching led TC Student Senate President Chelsey Saunders to study education policy
Class Acts Arab-Israeli tennis star and peace-builder Fahoum Fahoum

ALUMNI NEWS

- 52 INBOX**
Reflections from TC's 2016 Distinguished Alumni Award winners
- 53 NEWS, PROFILES & NOTES**
News Parenting advice; eating by reheating; celebrating TC and China
Profiles Olivia Hooker (M.A. '47), Nick Sousanis (Ed.D. '14), Tomoko Takahashi (Ed.D. '84), Brenda LaGrange Johnson (M.A. '65)
- 56 CLASS NOTES**
- 62 IN MEMORIAM**
Antoinette Gentile, Robert L. Crain, Susan G. Gordon, Bill Campbell (M.A. '64), Mattiwilda Dobbs (M.A. '48)



The magazine of Teachers College is produced by the Office of Development and External Affairs at Teachers College, Columbia University.

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

James L. Gardner
ASSOCIATE VICE PRESIDENT,
EXTERNAL AFFAIRS

Sara Clough
SENIOR DIRECTOR, STRATEGIC
COMMUNICATIONS

TC TODAY STAFF

Joe Levine
EDITOR

Heather Donohue
BUSINESS OPERATIONS & MARKETING
INITIATIVES MANAGER, EXTERNAL AFFAIRS

CONTRIBUTORS

Paul Acquaro, Linda Colquhoun, Rebecca Donaldson, Harriet Jackson, Patricia Lamiell, Mindy Liss, Nikki Marenbach, Urania Mylonas, Scott Rubin, Kat Stephens-Mothudi, Sally Sweeney, Matthew Vincent, Hua-Chu Yen

Nina Ovrzyn
ART DIRECTOR

TC Today Spring/Summer 2016
Volume 40, Number 2,
Copyright 2016 by Teachers College,
Columbia University

Articles may be reprinted with the permission of the Office of External Affairs. Please send alumni class notes, letters to the editor, address changes and other correspondence to:

TC Today
525 W. 120th St., Box 306
New York, NY 10027
212-678-3412
tctoday@tc.edu
www.tc.edu/tctoday

ON THE COVER



Digital Illustration: Jim Lucas;
Photograph: iStock by Getty Images

Smart Planning

Dorothy del Bueno makes plans that work. So do we.

Dr. del Bueno (Ed.D., R.N.) created the Performance Based Development System used by over 400 health care centers in 48 states. She also has created two Charitable Gift Annuities (CGA) with Teachers College.

A noted art collector, Dr. del Bueno, a past TC Alumni Council member and Distinguished Alumni Award recipient, attended TC through a Nursing Traineeship Scholarship: **“The doctoral program under Dr. Mary Alice White’s expert guidance began my rewarding career in the business of competency evaluation.”**

“Creating a gift annuity with a reputable non-profit is one of the smartest ways to prepare for retirement,” she says. **“It provides a fixed income for life, with substantial tax benefits. There are no outside legal fees, and most important, it provides for the future of an institution close to one’s heart.”**

Based on the ACGA rates of 2015, a gift annuity created at age 70 provides a 5.1% return. A deferred annuity created at age 45, which begins paying out at age 65, earns 8.9% income annually for life—most of which is tax-free.



*Alumnna Dorothy del Bueno, Ed.D., R.N.
Teachers College Distinguished Alumni Award Recipient*

PHOTOGRAPH © JD CLOSSER | Special thanks to Macy Art Gallery at Teachers College, “bilateral” by artist Tara Geer.

For more information, please contact us today:

Louis Lo Ré
Director of Planned Giving
lore@tc.edu
212-678-3037



Teachers College, Columbia University | EIN: 13-1624202

Hope Springs Eternal

Academic Festival at Teachers College is a joyous celebration of the richly diverse creativity of our faculty, staff, students and alumni. This year's Festival, themed "Full STEAM Ahead," was an exuberant call to add the arts to the nationwide educational focus on science, technology, engineering and mathematics (STEM).

The Festival's keynote, composer Theodore Wiprud, Vice President for Education at the New York Philharmonic, described his efforts to make the Philharmonic's famed Young People's Concert series more interactive for our multimedia era.

"The core of our mission is to bring great performances to all kinds of people," Dr. Wiprud said. "Our techniques are rooted in Leonard Bernstein's legacy, but also in Maxine Greene's and John Dewey's."

It was a gracious nod to TC's history and to our continuing belief in what Dewey called "the audacity of imagination." We approach arts education, which began at the College, as a means of nurturing imaginative audacity in all fields. Indeed, in this issue's cover story, on the College's new Creative Technologies program, Professor Judith Burton argues that the arts must be taught with other subjects "in such a way that they extend and inform each other, making thinking more multidimensional, layered, flexible and complex."

The Creative Technologies program builds on artistic traditions forged by TC alumni ranging from Georgia O'Keeffe to Raphael Montañez Ortiz. The program also reflects how we are harnessing technology in all subject areas to revitalize the ideas of Dewey, Greene and others for our times. This issue also provides a rundown of some striking examples of those efforts.

As Dr. Burton says, "It's not just that we are learning techniques and technologies. If you know how to play and explore and experiment and be

reflective — to learn openly and flexibly — you can ultimately do almost anything."

Speaking of people who can do almost anything, another powerful moment at Academic Festival was provided — in absentia — by Dr. Olivia Hooker (M.A. '47), a 101-year-old survivor of the 1921 Tulsa race riots who became the first African-American woman to serve in active duty in the Coast Guard and then a pioneering advocate for the disabled. Feeling a bit under the weather, Dr. Hooker, who was to receive the Teachers College Distinguished Alumni Award, sent a videotaped message expressing her gratitude for being honored and her delight in "what Teachers College is like today — how diverse, how many people's aims have been raised."



We at TC take great delight and pride in our unique Minority Postdoctoral Fellowship program, also featured in this issue. Former Fellows have become university deans, chaired professors, global nonprofit leaders and business entrepreneurs. They have celebrated their unique identities while making societal inequities their collective focus. As Khalil Gibran Muhammad, Director of New York City's Schomburg Center for Research in Black Culture, suggested at the Fellowship's 20th anniversary celebration in March, such "creative dissent" benefits us all.

Our world faces difficult and unprecedented challenges. Creativity and diversity are among our most valuable assets in meeting these challenges. That Teachers College thrives by celebrating and advancing these ideals every day makes me proud and optimistic about our future.

Susan Fuhrman

SUSAN FUHRMAN (PH.D. '77)

“We are harnessing technology in all subject areas to revitalize the ideas of Dewey, Greene and others for our times.”

▶ If you weren't among this year's more than 1,200 attendees at Academic Festival, visit <http://bit.ly/1TNnKo5> to get caught up.



INTRODUCING

MONTHLY GIVING AT TEACHERS COLLEGE

Monthly giving to the TC Fund is a convenient, affordable and efficient way to make a lasting difference at Teachers College.

Give a monthly gift of any amount charged to your major credit card.

Visit tc.edu/GivetoTC and select the “Recurring Gift” option, or call us at 212-678-3411.

How your monthly donation adds up

\$15 per month = \$180 per year

\$50 per month = \$600 per year

\$83.34 per month = \$1,000 per year
and membership in THE JOHN DEWEY CIRCLE
TC’s annual leadership giving society

GIVE MONTHLY

Ensure that TC’s vital work continues every day!

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

TCFund

Bringing The College To You

As evidenced at Academic Festival in April, there's lots going on at TC. In this issue: Honors at AERA, New York's Education Commissioner delivers TC's Kossoff Lecture, celebrating the Cowin Financial Literacy Program.





Teaching the Teachers of Teachers

WITH A NEW DOCTORAL SPECIALIZATION IN Teacher Education, TC's Department of Curriculum & Teaching is redefining the preparation of teacher educators — those who teach teachers and conduct related research — and building a more thoughtful and coherent program of preparation to elevate the status of teacher educators and their research.

“One thing that has been missing in the conversation about preparing teachers is the notion of a quality teacher educator,” says **A. Lin Goodwin**, Evenden Professor of Education and Vice Dean. “People already have this wrong-headed idea that, ‘well, teaching can be done by anyone’ — so why shouldn't any teacher be able to do teacher education? But being good at something doesn't necessarily make one good at translating that skill for others or unlocking it for a novice.”

DIVERSITY MAP



A new Race, Ethnicity and Inter-Cultural Understanding Curriculum Map details Teachers College's more than

60

regularly-offered courses on these themes. TC is “the epicenter of new curricula on these timely and important issues,” says **Amy Stuart Wells**, Professor of Sociology & Education, who — backed by a TC Provost's Investment Fund grant — led TC students in creating the map. “We undertook this project to connect the dots of this amazing interdisciplinary curriculum.” <http://bit.ly/23ohXc9>

Celebrating The Cowin Financial Literacy Program

TC'S COWIN FINANCIAL Literacy Program celebrated its national expansion in late April. Now in 46 states, the Cowin Program presented its inaugural **Joyce Berger Cowin** Champions Award for Financial Literacy Advocacy, Education and Leadership (named for the Project's benefactor) to former New York Giants football great **Justin Tuck** and his wife, **Lauran**, founders of Tuck's R.U.S.H. for Literacy. The festivities included a panel discussion featuring former *Fortune* editor **Carol Loomis**, *Time* columnist **Dan Kadlec**, *Black Enterprise* columnist **Stacey Tisdale** and TC faculty member **Anand Marri** (Cowin Program developer), moderated by personal finance author **Beth Kobliner**. <http://bit.ly/1TyTqvq>



PSYCHOLOGY TAKES CENTER STAGE



An April conference, “The Promise of Psychology @ TC,” showcased the full breadth of the College's work in psychology. Faculty members **Peter Coleman**, **Xiaodong Lin** and **George Bonanno** keynoted, and breakout sessions featuring TC faculty addressed research linking science and practice, social justice/advocacy, local relevance/global reach, and learning and cognition. <http://bit.ly/1W6Xyqk>



UNDERGROUND MOVEMENT

In May, in Zankel Hall's basement, Faizal Badat (Clinical Psychology), Max Levi Frieder (Art & Art Education) and fellow students, faculty and staff created a mural of fantastic faces and inscriptions such as *umuntu ngumuntu ngabantu* ("a person is a person through another person") and *gentileza gera gentileza* ("kindness begets kindness"). "We wanted to represent student diversity," said Badat. View Frieder's work at artolution.org

Students Honor Four Black Female Faculty

Four black, female Teachers College professors who have recently received promotions were honored at TC's annual Black Student Network Gala: **Michelle Knight-Manuel**, Professor of Education in the Department of Curriculum & Teaching and Special Adviser to TC's Provost (far left); **Felicia Mensah**, Professor of Science & Education, and **Erica Walker**, Professor of Mathematics & Education, both in the Department of Math, Science & Technology (second and fourth from left); and **Yolanda Sealey-Ruiz**, Associate Professor of English Education in the Department

of Arts & Humanities (third from left). ■ Knight-Manuel, Mensah and Walker were promoted to full professor, and Sealey-Ruiz was tenured with promotion to associate professor.



HONORS & DISTINCTIONS

Ernest Morrell, TC's Macy Professor of Education, delivered the inaugural Henry M. Levin African Diaspora SIG Lecture at the Comparative & International Education Society annual meeting in March. Levin is TC's William Heard Kilpatrick Professor of Economics & Education.



Visual Journeys Through Wordless Narratives: An International Inquiry with Immigrant Children and The Arrival, co-authored by **Carmen Martínez-Roldán**, Associate Professor of Bilingual/Bicultural Education, was awarded the Edward B. Fry Book Award by the Literacy Research Association.



Philanthropy & Education, a new peer-reviewed journal to be edited by **Noah D. Drezner**, Associate Professor of Higher & Postsecondary Education, will be published by Teachers College and Indiana University Press. The journal will highlight the increasing role played by education philanthropy around the world.



Sonali Rajan (Ed.D. '10), Assistant Professor of Health Education, was awarded TC's Strage Junior Faculty Prize for her groundbreaking research on the behavioral associations of gun violence by youth.



A Big Year at AERA

Honors for TC folk at every career stage



THE AMERICAN EDUCATIONAL RESEARCH Association's 2016 award recipients included the following Teachers College faculty, faculty emeriti, alumni and students:

Alex Bowers, Associate Professor of Applied Statistics; the Outstanding Reviewer Award from *Education Administration Quarterly*.

Jared Boyce (Ph.D. '15); the Outstanding Dissertation Award from the Advanced Studies of

Twelve, count 'em,

12

members of the extended TC community were honored at AERA 2016.

National Databases Special Interest Group.

Christopher Emdin, Associate Professor of Science Education; the AERA Early Career Award.

Celia Genishi, Professor of Education Emerita; the Dr. John J. Gumperz Memorial Award for Distinguished Lifetime Scholarship.

Jeffrey Henig, Professor of Political Science & Education; the Politics of Education Association Stephen K. Bailey Award.

Doctoral student **Esther Ohito**; the Distinguished Graduate Student Paper Award from the Critical Issues in Curriculum and Cultural Studies Special Interest Group.

Stacey Robbins (Ed.D. '15); the SIG Workplace Learning Dissertation of the Year Award.

Judith Scott-Clayton, Associate Professor of Economics & Education; the Division L Early Career Award.

Yolanda Sealey-Ruiz, Associate Professor of English Education; the Division K Mid-Career Award.

Doctoral student **Mara Simon**; the Lawrence F. Locke Graduate Student Award for Outstanding Paper, from the Research on Learning and Instruction in Physical Education Special Interest Group.

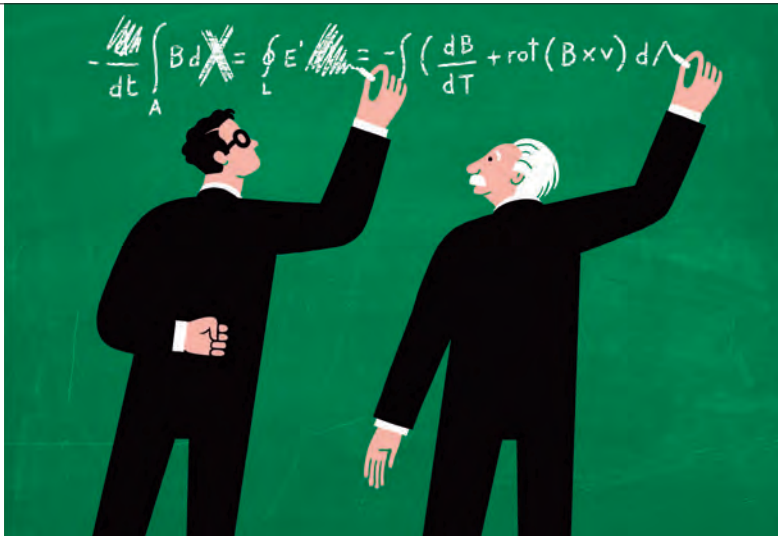
Elizabeth Tipton, Assistant Professor of Applied Statistics; the Early Career Award for Division D, Category-Quantitative Research Methodology.

Amy Stuart Wells, Professor of Sociology & Education; the AERA Presidential Citation for exemplary research.



NY'S COMMISSIONER: MANY WAYS TO EVALUATE ACHIEVEMENT

“It's really important that we put local control back in place and allow school districts to work with their educators” to bring students to high standards, said New York State Commissioner of Education **MaryEllen Elia**. In delivering TC's 2016 **Phyllis L. Kossoff** Lecture on Education Policy this past February, Elia called herself “a strong proponent of...multiple ways to determine how well a kid or a teacher or a group of students or a school or a district is doing.” <http://bit.ly/1Tx4F8D>



Loud Reports: Headline-Makers from TC

New findings on student motivation, cross-sector collaboration to improve urban schools and community college transfer rates

■ High-school students may improve science grades by learning about the personal struggles and failed experiments of great scientists such as Albert Einstein and Marie Curie, according to a new study led by **Xiaodong Lin**, Professor of Cognitive Studies in Education. The study, supported by a \$2.5 million grant from the National Science Foundation, found that students who learned about scientists' intellectual or personal struggles



significantly improved their grades, with low-achieving students benefitting the most. The study was co-authored by TC students **Janet N. Ahn**, **Jondou Chen**, **Fu-Fen Anny Fang** and **Myra Luna-Lucero**.

■ Collaborations in which

school systems, state and local governments, businesses, community organizations and nonprofits improve educational outcomes are attracting attention nationwide, according to *Collective Impact and the New Generation of Cross-Sector Collaborations for Education: A Nationwide Scan*, recently completed by TC researchers and commissioned by The Wallace Foundation. The TC team that authored the report includes **Jeffrey Henig**, Professor of Political Science & Education; **Carolyn Riehl**, Associate Professor of Sociology & Education Policy; **David Houston**, a Ph.D. student in the Department of Education Policy & Social Analysis; **Michael Rebell**, Professor of Law & Educational Practice, and



Executive Director of TC's Campaign for Educational Equity (CEE); and **Jessica Wolff**, CEE's Policy Director.



■ Only 14 percent of students starting in community colleges transfer to four-year schools and earn a bachelor's degree within six years of entry, finds a new report by TC's Community College Research Center (CCRC), the Aspen Institute College Excellence Program and the National Student Clearinghouse Research Center. Even in states with the best track records, only about one in five students transfer and graduate within six years of enrolling. **Davis Jenkins**, Senior Research Associate at CCRC, worked on the report with CCRC Research Associate **John Fink**.

■ Only 14 percent of students starting in community colleges transfer to four-year schools and earn a bachelor's

degree within six years of entry, finds a new report by TC's Community College Research Center (CCRC), the Aspen Institute College Excellence Program and the National Student Clearinghouse Research Center.

Even in states with the best track records, only about one in five students transfer and graduate within six years of enrolling.

Davis Jenkins, Senior Research Associate at CCRC, worked on the report with CCRC Research Associate **John Fink**.

IN BRIEF

■ TC launched a new **Bilingual Latina/o Mental Health concentration**, New York's only program offering culturally appropriate training in delivering mental health services in Spanish to Latinas/os. Faculty and field supervisors are bilingual.

■ Associate Professor of Education & Public Policy Luis Huerta testified in Congress that **private school vouchers and tax credits do not improve student outcomes**.

■ Based on proposals made by a blue ribbon committee including Associate Professor of English Education Yolanda Sealey-Ruiz, the New York Board of Regents unanimously recommended \$50 million in spending to coordinate a statewide version of **President Obama's My Brother's Keeper program to assist young men of color** as they travel the road through school to adulthood.

■ Shanghai-based Classba.com awarded Associate Professor of Cognitive Studies Ryan Baker a **\$110,000 grant to establish a new collaborative research lab with TC**.

■ A **research study of the opt-out-of-testing movement**, led by Oren Pizmony-Levy, Assistant Professor in International & Comparative Education, and Assistant Adjunct Professor Nancy Green Saraisky (Ph.D. '15), hopes to answer key questions about the growing movement and the motivations of those who support it.

A P O R T R A I T O F

THE ARTIST

A new TC program grapples with the

I N T H E

nature of creativity in the 21st century

DIGITAL AGE

BY ELLEN LIVINGSTON ■ PHOTOGRAPHS BY DEBORAH FEINGOLD



IT STARTED SEVEN YEARS AGO WITH A PRACTICAL PROBLEM. THE TEACHERS COLLEGE PHOTOGRAPHY LAB HAD SPRUNG A LEAK. NEVER MIND WHAT AN OLD-STYLE DARK ROOM WAS DOING UP ON THE LIGHT-FLOODED ROOF OF GRACE DODGE HALL. THE WATER DAMAGE WAS SIGNIFICANT, AND THE OLD LAB WOULD HAVE TO GO.

Found Sound

MUSIC MAKER Art & Art Education doctoral student Max Levi Frieder in TC's Thingspace, building one of his "Foundstruments" — a music-producing creation made from found objects. The Thingspace features vinyl cutters, 3-D printers, laser cutters and other tools.



HERE SOME MIGHT HAVE SEEN ONLY HEADACHES, JUDITH BURTON, PROFESSOR OF ART & ART EDUCATION, SAW OPPORTUNITY. TOGETHER WITH A DOCTORAL STUDENT WHO HAS SINCE GRADUATED, SEAN JUSTICE (ED.D. '15), AND FUNDED BY THE MYERS TRUST, BURTON SET ABOUT CREATING THE MYERS MEDIA ART STUDIO, A CUTTING-EDGE NEW FACILITY IN THORNDIKE HALL LOCATED IN — WHERE ELSE? THE BASEMENT.

But this being TC — home over the years to artists ranging from Georgia O’Keeffe to Raphael Montañez Ortiz and educators from Arthur Wesley Dow to Maxine Greene — hardware was only a part of the conversation.

“TC has historically played a key role at turning points in art education,” says Burton, who also directs the College’s Macy Gallery. “So we felt a responsibility to grapple with the rapidly expanding influence of technology in every aspect of the arts.”

At that time, Burton taught a course called “Processes and Structures in Visual Education,” which emphasized developing students’ creativity and imagination rather than conventional technical skills with any particular set of tools or

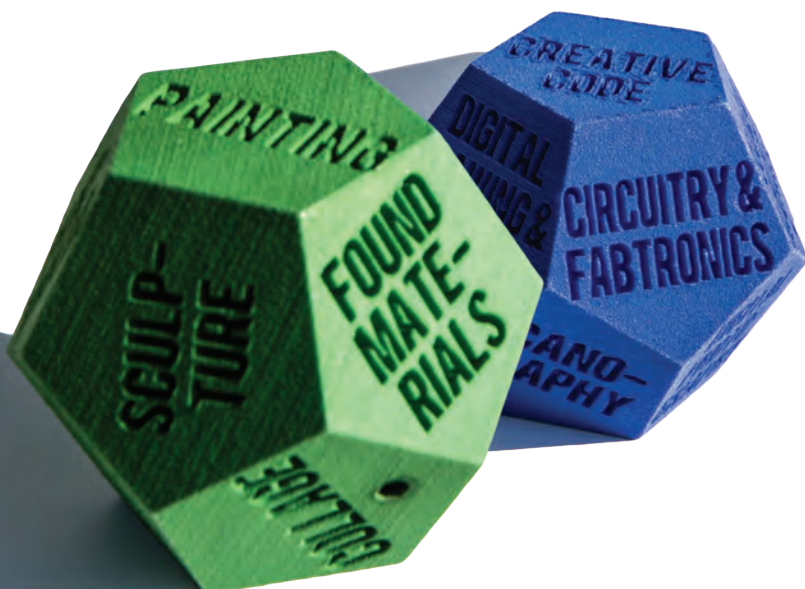
projects. She asked a new faculty member, Richard Jochum, to begin thinking about how to apply the same sensibilities to working in the digital medium. Jochum, now Associate Professor, obtained a TC Provost’s Investment Grant to develop a creative technologies curriculum. He also launched a series of annual symposia and mounted a digitally focused exhibition in Macy Gallery titled “New Gifts.”

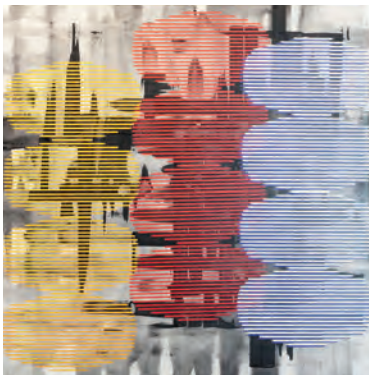
But there was one more piece of the puzzle. As Burton contemplated the growing presence of computers in art and art education, she found herself thinking about the importance of physical stuff and making things with one’s hands. In 2014, while giving the keynote address at an exhibition called “thingworld” at China’s National Art Museum, she had a revelation. The unique proposition of a creative technologies curriculum at TC would be its grounding in enduring artistic traditions.

Possible Art

RICHARD JOCHUM’S students roll these multi-sided dice to set the parameters for new artworks they create. One student’s toss triggered a project showing what Van Gogh’s “Starry Night” would look like in different eras and settings.

“As we move forward into this world in which we’re giving away so much to the machine, human sensibility is getting lost,” she says. “And it was suddenly clear to me that we needed to create a space to bridge between the computer screen and more physical 3-D engagements with visual and traditional tools and materials such as wood, metal and found objects. We needed to continue using the same kind of language about art in order to keep the digital





DIGITAL DISPLAY Images from an exhibition on creative technology, mounted in Teachers College's Macy Gallery in June 2015. The exhibition was co-curated by Richard Jochum and Sean Justice, assisted by TC doctoral student Meghana Karnik and supported by a TC Provost's Investment Grant. The show featured 22 artists, most of whose works were interactive, creating an enhanced user experience. For example, the far-left image in the second row and the far-right image in the third row are of clothing that can be illuminated through a wireless connection to an iPad. The bottom middle image shows a light box that the viewer can press to make colors more or less intense.



Good Stuff

TRASH TALK Judith Burton and Jaymes Dec (second photo from top) discuss found art in the Thingspace, TC's "space to bridge the computer screen and more physical 3-D engagements." Top: a soldering tool. Bottom: an old TV monitor part.

from becoming something wholly different."

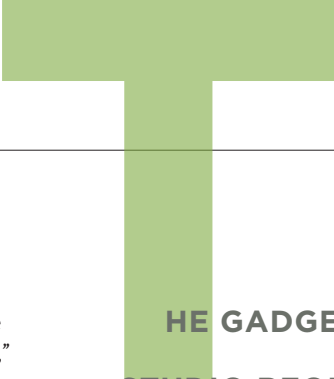
Late this past winter, it all came together when New York State formally approved a free-standing certificate program at TC in Creative Technologies, open to anyone, and a specialization in Creative Technologies within the College's Ed.M. program. Both will officially begin this summer, though some of the core courses have been offered for the past several years.

The 15-credit sequence of courses not only provides hands-on experience with emerging technologies, but poses compelling philosophical questions about art and where it is headed. What does it mean to be an artist in the digital age? What role should traditional art forms play? Are there still clear standards for what constitutes art and core artistic skills? How should teachers incorporate new technologies into their school classrooms? How can artists find meaning amid technical innovation that changes almost daily? And how to transfer entrepreneurial and problem-solving skills enhanced by art?

"We're living in a world of digital materialism and we need to engage our students with that world in order to understand what it's about," Burton says. "We need to provide leadership rather than being led by it. That means finding creative and exciting ways to use technology that build upon and enhance the artistic traditions that have developed over the course of human history."

NEW MEDIA, NEW FORMS

When Richard Jochum met for the first time this past February with students in "New Media, New Forms," a required class in creative technologies for all Art & Art Education M.A. students seeking teaching certification, he told them, in essence, to check their egos at the door. "There's always going to be someone who knows more than you do about some new technological advance," he said — so forget about mastering the medium in the way that painters and sculptors aspired to in the past. Instead, Jochum advised, focus on collaboration and staying open to new and different ways of doing things.



“Different” is certainly the word evoked by both the Myers Studio and the adjoining Thingspace (or “fab lab,” for fabrication laboratory) created by Burton, Jochum and their team of digital natives. Merely describing the gadgetry in the Myers Studio requires a vocabulary more reminiscent of science fiction than the artist’s atelier. The room’s bins are filled with drawdios — tiny synthesizers that use a pencil to create musical sounds; Arduinos, which are microcontrollers used to build interactive devices; invent-abling kits, designed to help school-aged children create simple engineering projects; and maKey-maKeys, electronic tools that connect every-day, non-wired objects to computers, endowing them with new powers (the classic example: a row of bananas that becomes a playable piano keyboard). The studio’s banks of iMac work-stations, replete with webcams and microphones, enable artists to access powerful art programming tools such as Scratch, TurtleArt and SketchUp.

Next door, the Thingspace is equipped with wood and metal shops, as well as vinyl cutters, 3-D printers, laser cutters, large-format printers and other equipment that simply didn’t exist a decade ago. The tables and shelves are littered with the detritus of the late 20th century — old

HE GADGETRY IN THE MYERS STUDIO REQUIRES A VOCABULARY MORE REMINISCENT OF SCIENCE FICTION THAN THE ARTIST’S ATELIER. BINS ARE FILLED WITH DRAWDIOS, ARDUINOS, INVENT-ABLING KITS, MAKEY-MAKEYS AND IMAC WORKSTATIONS.

television sets, phones, vacuum cleaners — awaiting deconstruction and reconstitution into new forms and objects.

“The goal is for us to learn to embrace an expanded notion of materials,” Jochum told his students. “We want to lower the barrier, so you feel more inclined to revisit some of these new materials and say, hey, I want to have my own

Confidence Man

STUDENT CENTERED

Jochum at The Wall, an exhibition space in Macy Gallery where students are encouraged to show their works. The goal, with all forms of art, is for students to say, “I’m not intimidated.”





THE ASSIGNMENT: CREATE AN INTERACTIVE ART PIECE ABOUT A CHILDHOOD EXPERIENCE. ONE STUDENT CONNECTED SMALL RUBBER BALLS TO HER COMPUTER; WHEN THEY BOUNCED, IMAGES OF BOUNCING BALLS SHE HAD PLAYED WITH AS A CHILD JUMPED UP AND DOWN ON THE SCREEN.

students make pop-up books in my art classroom — not just with traditional paper and crafts, but maybe with circuits that light up. The goal is to have you say, “I’m not intimidated.”

THE REANIMATORS

James Dec’s Thursday evening course on Digital Foundations in Creative Technologies also emphasizes the core theme of integrating digital technology with the material world, but it goes deeper into the programming side of that equation. One chilly evening early in the spring semester, students presented projects they had completed using a program called Scratch. The assignment was to “create an interactive art piece about an experience from your childhood that influenced or inspired you.” One student had connected small rubber balls to her computer; when they bounced, images of bouncing balls she played with as a child jumped up and down on the screen. Another had recreated a scene of her father pushing her on a swing as she delightedly shouted “Zero G!”

Scratch is a programming language developed by MIT scientists specifically to get young children hooked on computer programming. It employs a system of graphic blocks, each representing a different animation element (for example, “play sound”) that can be used in a nearly endless number of combinations. “Scratchers” program by dragging together these blocks, which resemble puzzle pieces and fit only when they make sense.

Dec says he’s seeing a new kind of creativity rapidly taking hold in K-12 classrooms, powered by the availability of these types of education-oriented programs, a wide range





Tech Team

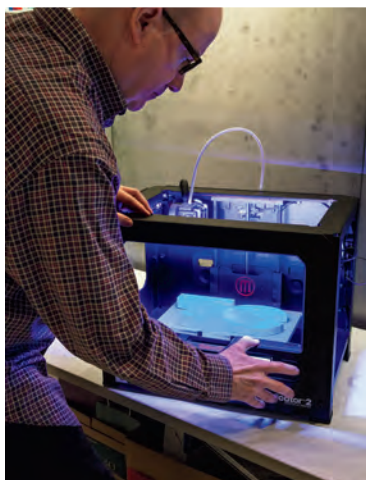
IT TAKES A VILLAGE

In TC's Creative Tech program, everyone adds knowledge. Above: Program catalyst Judith Burton flags TC's role at turning points in art education. Below, left: Student Bashir Oyakhilome Harrell in Myers Studio, which Sean Justice (Ed.D. '15; below, right) helped equip.

of open-source computer hardware and software, and the burgeoning "maker movement," in which would-be inventors band together to create new machines and electronic devices from old equipment. Dec himself has been at the forefront of that movement, setting up New York City's first school-based Maker Space/Fab Lab at the Marymount School of New York in 2011. Today, Dec says, such spaces have become commonplace at the city's independent schools, and public schools are now scrambling for funding to establish them as well.

Rather than teaching coding or the use of software in a vacuum, projects in Creative Technologies encourage students to think about the ways the digital can animate and redefine the physical. Recent projects in Dec's class have focused on using copper tape and conductive cloth to make paper crafts and articles of clothing that light up and make sounds. In one instance, students used a program called TurtleArt to create intricate geometric shapes based on traditional Islamic tile designs. Once completed, students will use a software program called Tinkercad to transfer their designs into clay tiles that can be produced on a 3-D printer.

"Art has always been about technology even going back



Historic Figures

TC PIONEERS: The College has been home to many artists over the years who went on to achieve global fame. From top: TC alumni Georgia O'Keeffe, Ad Reinhardt, Agnes Martin and Raphael Montañez Ortiz.





IT'S NOT JUST THAT WE ARE LEARNING TECHNIQUES AND TECHNOLOGIES," BURTON SAYS. "IT'S THAT WE ARE MOVING TOWARD LEARNING HOW TO LEARN, HOW TO BE OPEN AND FLEXIBLE, BE MORE ADAPTIVE AND IMAGINATIVE. THESE ARE THE SKILLS WE NEED THESE DAYS."

to the caves," Dec says. "The paintbrush can be considered technology. What's happening now is that a much broader range of tools is becoming more accessible and cheaper."

Burton and her team emphasize that the interaction between the arts and technology is very much a two-way street. She talks about replacing the acronym STEM (for science, technology, engineering and mathematics) with STEAM — a vision in which art is understood and taught along with the other subjects "in such a way that they extend and inform each other, making thinking more multidimensional, layered, flexible and complex."

"It's not just that we are learning techniques and technologies," Burton says. "It's that we are moving more toward learning how to learn, how to be open and flexible, be more adaptive and imaginative. Maybe you don't know how to code or use this or that piece of technology. But if you have a way of approaching it and the ability to acquire the knowledge you want, if you know how to play and explore and experiment and be reflective — to learn openly and flexibly — you can ultimately do almost anything. These are the skills we need to be learning these days."

It was in search of those skills that Denise Hand sought out Dec's class. A New York City middle school teacher who already had a strong background in technology, Hand wanted to expand her computer skills but felt most courses approached the subject in a dry, technocratic way.

"My concept of computer science is much more like what we're doing in this class," Hand said in February. In one of her projects, she created a model of Paul Revere's midnight ride that — using circuits on cardboard, like the "sliders" in some children's books — could actually light up with one light or two. In another, she created an interactive Gotham-like cityscape, replete with a structure modeled on the Empire State Building, in the style of a famous pointillist artist, that changes to red when the right buttons are pushed. The point of both projects was to learn to manipulate different tools, not invent something of immediate utilitarian value, Hand said, but she has no doubt about the ultimate payoff. "I feel like any time I learn something new it does appear in my own classes, whether 100 percent directly or in a more roundabout way."

SETTING THE PARAMETERS

When he first began teaching New Media, New Forms, Jochum assigned a final project in which students tossed three six-sided dice to set the parameters for a new artwork they would create. The sides of the first die listed new technologies, such as scanning, audio or computer coding.





Beyond Technology

LEARNING ABOUT LEARNING Jochum, doctoral student and Thingspace Coordinator Andrew Corpuz, and doctoral student Sohee Koo. Opposite page: On the shelves of the Thingspace, artists can rummage through the dust bin of technological history.



The sides of the second die represented more traditional media such as painting, sculpture or collage. The third die listed broad themes, such as identity or community. Each student rolled the dice and was challenged to create an art work that incorporated whichever three parameters were coming up — for example, painting, audio, community — creating a multitude of possibilities. Yet after teaching the course for a number of years, Jochum decided that even three six-sided dice are too limiting. So now he uses three 12-sided dice, which — practicing what he preaches — he creates from scratch with his students on a 3-D printer.

Jochum has been fascinated with the final projects students have created in years past. One woman whose toss of the dice turned up creative coding, painting and environment created a computer program in

which users could manipulate a sliding control to adjust the visual representation of the air quality in famous paintings. Thus, a viewer could see not only how Van Gogh saw his “Starry Night” through the clear air of late 19th-century Provence, but also how it would appear if the artist had been gazing out of the window into the thick pollution of early 21st-century Beijing.

GEN X-BOX?

In the classic Marx Brothers movie *Duck Soup*, Groucho Marx’s character, President Rufus T. Firefly, glances at an official briefing and says, “Why, a four-year-old child could understand this report. Run out and find me a four-year-old child. I can’t make head or tail out of it.”

That moment more or less came to pass in Jaymes Dec’s class in February. Several of the students were getting frustrated trying to master Scratch, including one who described her project as “a massive failure that was driving me insane.” Having anticipated such responses, Dec had brought a guest expert to class: his 10-year-old niece, Lucia, who proceeded to breeze through five or six Scratch

(CONTINUED ON PAGE 20)

(CONTINUED FROM PAGE 19)

programs in which she is completely fluent.

It was an amusing moment, but it echoes comments made by speakers at a summit on arts education that Burton convened at TC this past winter.

“We are facing a society and economy which are characterized by complexity, ambiguity and uncertainty,” said Gerald Bast, President of Austria’s University of Applied Arts in Vienna. Artists are experts in dealing with these issues, he said, and art education should enhance their imaginative and associative abilities, problem-solving and critical thinking.

With the tools and materials on hand in the Myers Studio, Richard Jochum says he can only guess what his students will come up with in the future. If you’re the parent of an elementary or middle-school student, he says, it’s just a matter of time before he or she comes home with a creation made with one of those tools — something that lights up or moves or makes noise.

Will it be art? That’s one for the critics. 

MORE ABOUT CREATIVE TECH

Watch a PBS MetroFocus segment from February to learn about TC’s new concentration and advanced certificate program in Creative Technologies.

<http://bit.ly/1orcNfT>

MORE 21ST-CENTURY LEARNING

TECH -

The College is a hub for digital innovation

NOLOGY

to create better teaching and learning

CENTER

THE CREATIVE TECHNOLOGIES PROGRAM IS ONLY ONE FACET OF TEACHERS COLLEGE’S INCREASINGLY WIDE-RANGING LEADERSHIP IN DIGITAL INNOVATION IN EDUCATION. TC IS WELL KNOWN FOR STRENGTHS IN:

COGNITION AND CONCEPT FORMATION

TC’s Institute for Learning Technologies (ILT) explores grounded cognition — the fuller understanding resulting from the learner’s ability to create mental and perceptual simulations of concepts or processes. ILT unites “John Dewey’s emphasis on the importance of learning from experience with E.L. Thorndike’s insistence on empirical rigor,” says Director John Black, developing and evaluating visualizations, animations and physical embodiments to teach math, science and literacy.

Black, Cleveland E. Dodge Professor of Telecommunications & Education, has consulted for IBM and Xerox and mentored many education technology start-up leaders.

Assistant Professor Catherine Chase explores how the design of instruction affects student learning, transfer and motivation. She studies an instructional method called Invention-with-Contrasting-Cases, in which students invent a representation of a fundamental scientific structure that accounts for the variation across cases. Chase guides students through the invention process using a computer-based Invention Tutor.

Associate Professor Sandra Okita, a faculty member in the Communications, Media & Learning Technologies Design (CMLTD) program, explores how forming peer-like relationships with robots, agents and avatars helps young students learn and share knowledge and ideas. She has also demonstrated that using robotic companions can reduce pain and emotional

anxiety in seriously ill children.

Black and ILT provide and evaluate embodied learning experiences and programming instruction in the Teachers College Community School.

GAMES AND VIRTUAL REALITY

TC's CMLTD Program studies the digital revolution's impact on all areas of education and human experience. CMLTD "explores how existing and emerging forms of computing — including mobile technologies, digital platforms and interactive media — affect education and all human experience," says Director Lalitha Vasudevan, continually redefining educational technology research and design.

Digital games tap users' desire to win and enable them to experience their actions' consequences. Vasudevan, Associate Professor of Technology & Education, is launching a Master of Arts program in Design and Development of Digital Games centering on the

creation and study of games to stimulate learning and behavior change.

Research Assistant Professor Joey Lee, Coordinator of TC's Games Research Lab, "gameifies" climate change and other science learning topics. Through Columbia University's partnership with the NASA Goddard Office of Education, he's creating a portal aimed at improving teachers' classroom use of virtual reality. Lee offers teachers a summer "Teacher Tinker Technology Bootcamp" on games, robotics, virtual reality, apps, interactive websites and other tools.

LEARNING ANALYTICS

Associate Professor Alex Bowers mines data to help school districts predict and improve long-term outcomes for different populations of students. A former pharmaceutical cell biologist, Bowers uses a technique called cluster analysis to identify, as early as the third grade, students at risk for failure to graduate.

Fiona Hollands, Associate Director of TC's Center for Benefit-Cost Studies of Education, has helped create new digital tools to enable schools and districts to conduct cost-benefit analyses of different interventions. Hollands co-authored a sweeping assessment of massive open online courses.

PARTNERING WITH SCHOOLS

TC's Center for Technology and School Change (CTSC), led by Associate Professor of Practice Ellen Meier, helps schools link their


Library Maker Spaces to classroom activities. Through CTSC, New York City 11th and 12th grade English and Social Studies students use technology to create oral histories within their communities. CTSC also partners with New Haven, Connecticut schools on technology-based teacher professional development and curriculum design.

FACILITATING DIGITAL COLLABORATION

Within the College's Gottesman Libraries, directed by Gary Natriello, Ruth L. Gottesman Professor of Educational Research, the EdLab creative services unit has facilitated digital initiatives such as the national distribution of a curriculum about Hurricane Katrina and its aftermath.

THE MAKER MOVEMENT

Assistant Professor Nathan Holbert's Snow Day Learning Lab makes and studies games, toys and technologies that offer children opportunities to experience and explore different phenomena, revealing how, in a digital age, they make sense of the world through play. Computer science, engineering and maker activities are also framed to appeal to more girls and young women.

Making media is also a focus of CMLTD's Media & Social Change Lab, directed by Vasudevan and involving other program faculty, including Assistant Professor Ioana Literat. 



Launching Careers *and* Widening the Discourse

TC'S MINORITY POSTDOCTORAL PROGRAM ENCOURAGES SCHOLARS WHO DON'T CHECK THEIR IDENTITIES AT THE DOOR

■ BY ELLEN LIVINGSTON

WHEN MONIQUE LANE WAS A DOCTORAL STUDENT, NO ONE AT HER graduate school of education studied the educational needs of black girls and women. Fortunately Lane, who grew up in South Los Angeles wishing for a teacher who understood the trials of “being black, female and serious about learning,” found a “mentor from afar” — Illinois State University professor Venus Evans-Winters, author of *Teaching Black Girls: Resiliency in Urban Classrooms*. ■ This past winter, Lane — now a Teachers College Minority Postdoctoral Fellow — organized “And Still We Rise: A Conference on Black Girls and Women in Education,” which drew over 300 scholars, public school teachers and others to Teachers College. (<http://bit.ly/1ZOurmt>) Evans-Winters spoke, and several black female college and high school students read poetry and participated in panel discussions.

(CONTINUED ON PAGE 24)

“The Fellowship supports knowledge production that shapes new narratives and new understandings of what’s normal.”

— LALITHA VASUDEVAN



VALUING VARIETY

Paul Green (next to Vasudevan) says TC has welcomed those who “valued perspectives on the periphery of what was considered normative.”

“It was amazing to see the light in these young women’s eyes as they saw their *ideas celebrated*,” says Monique Lane, who spotlighted high school students at her conference.

Lane’s story resonated powerfully at the Minority Postdoctoral Fellowship’s 20th anniversary reunion at TC in March. The program’s 30-plus alumni include college deans, department heads, endowed professors, a World Bank policy analyst and four current TC faculty members. Better still, suggested keynote speaker Khalil Gibran Muhammad, Director of Harlem’s Schomburg Center for Research in Black Culture, they are challenging a higher education system that still seeks “white students in black or brown face”—scholars who check their race or ethnicity at the door. Calling for “more creative dissent and less cosmetic diversity,” Muhammad, later joined by prize-winning poet Gregory Pardlo, invoked Supreme Court Justice Sonia Sotomayor’s post-assimilationist vision of minorities teaching from their experiences and seeking more than mere representation.

The TC Minority Postdoctoral Fellowship grew directly out of the Holmes Group, a national initiative co-founded in the early 1990s by then TC President P. Michael Timpane to increase recruitment and retention of diverse teacher education faculty. In 1995, Karen Zumwalt, then Dean, developed

TC’s Fellowship, modeled on programs offered by some educational foundations.

“Teachers and administrators in our nation’s public schools were predominantly white, although more and more students were not,” recalls Zumwalt, now Evenden Professor Emerita. “We saw this fellowship as our contribution to the profession.”

Today, blacks earn 7 percent of all U.S. doctoral degrees and Latinos 5 percent — numbers that are up since the ’90s but still woefully small. Still, the former TC Postdocs exert outsized influence because their work, from helping young students of color see themselves as math scholars to exploring the impact of growing up Muslim in post-9/11 America, powerfully reflects who they are.

“The Fellowship demonstrates our conception of what an academic community is all about,” says current TC Provost and Dean Tom James. “New funds of knowledge have been brought into the institution, new questions have been asked, new disciplinary perspectives have been seeded.”

All involved agree the program remains essential.

“To ask why we still need this kind of program is to assume that we have parity,” said Soo Ah Kwon, a Minority Postdoctoral Fellow in 2005–06 and now Associate Professor of Asian American Studies and Human Development & Family Studies at the University of Illinois at Urbana-Champaign. “This is about asking important questions about inequalities that are still very deeply structured in our society.”

Illustrating that point, Thurman Bridges, a Fellow from 2009–11 and now Associate Professor of Teacher Education at Baltimore’s Morgan State University, described visiting public schools after protests triggered by the death of Freddie Gray, a black man, in Baltimore police custody.

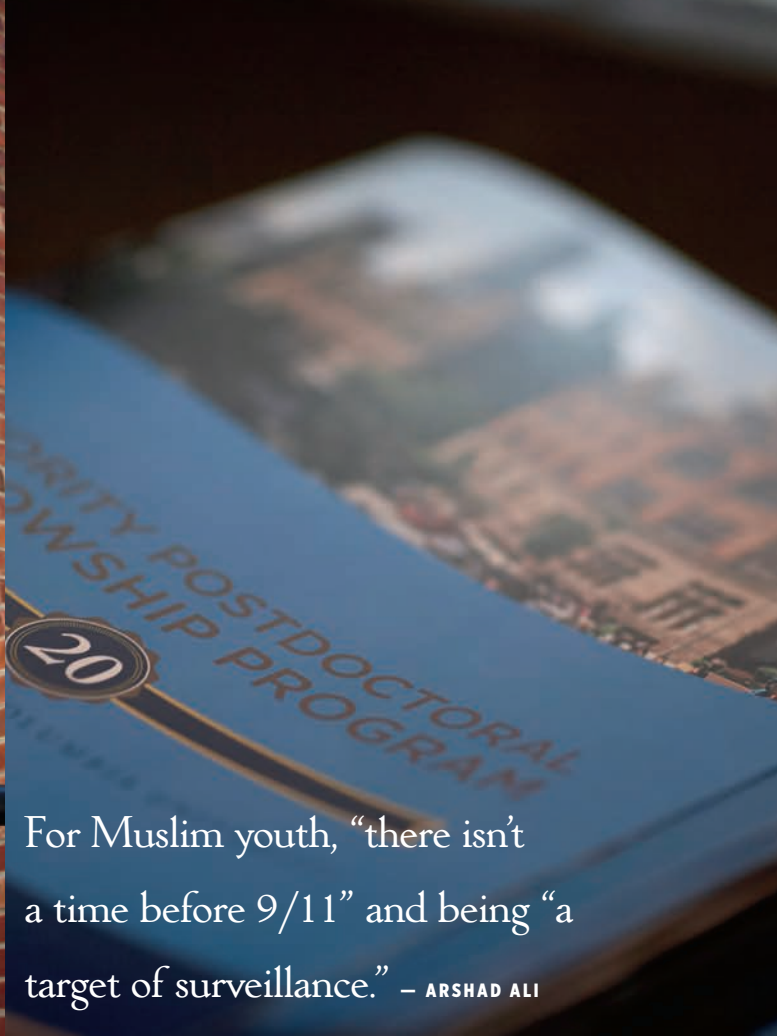
“I see students who are empowered and ready to resist and raise their hands, but state leadership and teachers as leaders aren’t pushing students to think in those critical ways,” he said. “Yet students were engaging in those conversations on their own and looking to do something productive. We need to provide them with opportunities to do that.”

(CONTINUED ON PAGE 26)



“We Have a Lot of Work to Do”: Delores Jones-Brown

Delores Jones-Brown, who attended a segregated elementary school, says TC’s Minority Postdoctoral Fellowship helped her become Professor and Founding Director of the John Jay College Center on Race, Crime & Justice. “In my personal life there’s evidence of substantial change in racial dynamics, but there are still brutal realities out there,” says Jones-Brown. “We have a lot of work to do.”



For Muslim youth, “there isn’t a time before 9/11” and being “a target of surveillance.” – ARSHAD ALI



DIVERSE VIEWS

Arshad Ali (above) studies post-9/11 Muslim youth; Soo Ah Kwon (below), activist youth of color; and Alia Tyner-Mullings, alternative urban schools.



Yet 2008-09 Fellow Michael Wilson, currently Assistant Professor of Inclusive Education at TC and Director of the Teachers College School to Prison Pipeline Project, cited TV host Melissa Harris Perry, who fell out with MSNBC after protesting its decision to preempt her show for presidential campaign coverage.

“We’re constantly in this space of trying to figure out where do I raise my hand, how do I raise my hand, how insistent am I, and how far do I take this?” Wilson said. “How comfortable will an institution be when you turn your words on them? When you turn the words inward you are challenging the institutional preservation. That’s the greatest challenge — each individual’s ability to find that balance.”

For Associate Provost Kristine Roome, Fellowship Coordinator, the reunion was a step toward a broader dialogue. “We’re starting to think about this program collectively,” Roome said. “This network of accomplished individuals, who all had their start at TC, constitutes a wonderful resource. We brought them home to engage collectively in the conversations happening across the country. We are not sure where it’s going to go. All we know is that it’s time.”

Learn more about TC’s Minority Postdoctoral Fellowship at <http://bit.ly/1st2mK8>

The *Difference* a Year Makes

FIVE TC MINORITY POSTDOCS REFLECT ON A CAREER-CHANGING FELLOWSHIP

Soo Ah Kwon

ANALYZING THE POWER OF ACTIVIST YOUTH OF COLOR

As a doctoral student, Soo Ah Kwon helped Asian and Pacific Islander students in Oakland defeat expansion of a local juvenile correctional facility. ■ Kwon found that success inspiring but was equally interested in how the students were affected by working within the political system.

In her subsequent book, *Uncivil Youth: Race, Activism, and Affirmative Governmentality*, she built on French philosopher Michel Foucault’s

notion of “governmentality” to explore how activist youth of color simultaneously work toward racial, social and economic justice and are limited by and even unintentionally reinforce existing power structures. ■ Kwon, now Associate Professor of Asian American Studies and Human Development & Family Studies at the University of Illinois Urbana-Champaign, says *Uncivil Youth* owes much to her 2005-06 Minority Postdoctoral Fellowship at TC. She worked closely with education anthropologist Hervé Varenne, an authority on how schools unwittingly limit educational activities and the rewards they produce. ■ Kwon currently studies global youth citizenship, particularly programs promoted by the United Nations, and investigates the growing impact of international students, particularly Asians, on American higher education. ■ “People like to think we’ve moved beyond notions of race,” says Kwon, but the TC Fellowship addresses “important questions about inequalities that are still very deeply structured in our society.”

Maisha T. Winn

THINKING ABOUT YOUTH IN THEIR FULL HUMANITY

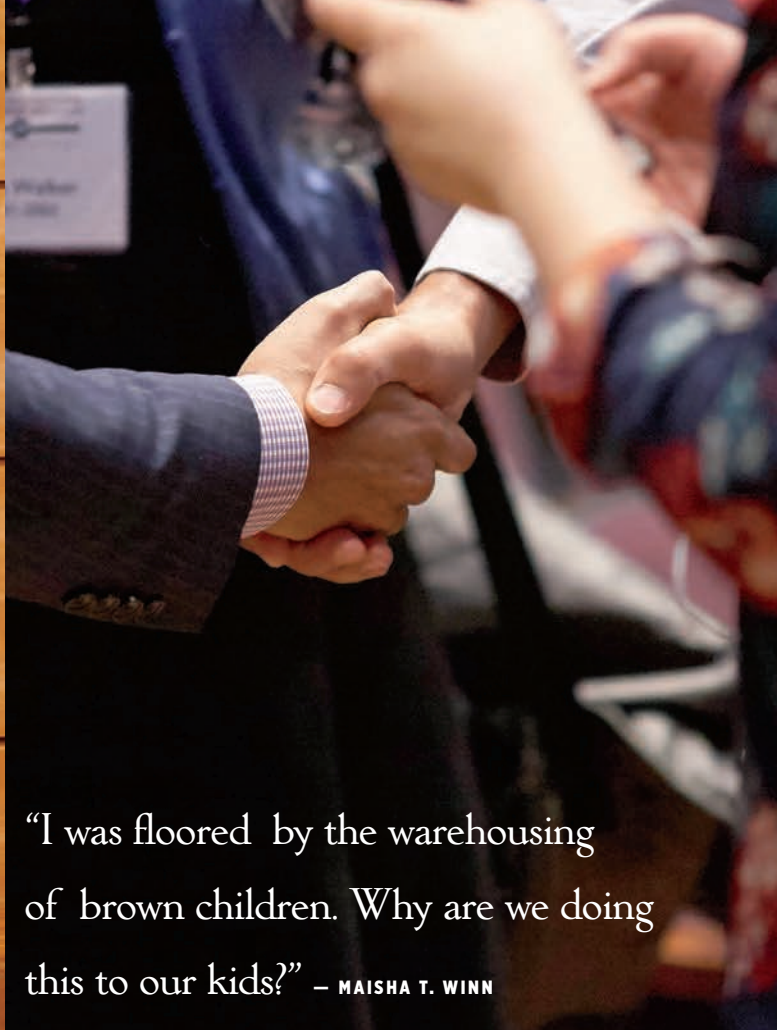
2003 TC Minority Postdoctoral Fellow Maisha Winn discovered the Bronx classroom of “Joe the poetry teacher” — Joe Ubiles, co-founder of school-based Power Writers, which “empowers urban youth through the mastery of language and cultural literacy.” ■ In her book, *Writing in Rhythm: Spoken Word Poetry in Urban Classrooms*, Winn — now Susan J. Cellmer Distinguished Chair in English Education and Professor of Curriculum & Instruction, Language & Literacies at the University of Wisconsin-Madison School of Education — writes that Ubiles taught in a room without windows, “but his compassion forged a view many could no longer afford in New York City.” ■ Winn left TC with a tenure-track position and the material for *Writing in Rhythm* (published as Maisha T. Fisher). In *Girl Time: Literacy, Justice, and the School-to-Prison Pipeline*, she examines a theater program that prepares incarcerated girls “for a performance of possibilities.” ■ “When I set foot in a regional youth detention center — a

(CONTINUED ON PAGE 28)



Telling a Uniquely American Story: Cally Waite

Professor Cally Waite, director of TC’s History & Education Program, is an authority on historically black colleges and universities (HBCUs), an interest she developed as a TC Minority Postdoc. Founded mostly to educate newly freed slaves, HBCUs offer a unique window on “the intersection between theoretical democracy and democratic citizenship,” Waite says.



“I was floored by the warehousing of brown children. Why are we doing this to our kids?” – MAISHA T. WINN

COUNTERPOINT

Above and lower right: Minority Postdocs Maisha T. Winn and Rigoberto Marquez. Left: Khalil Muhammad keynoted the reunion conference.



jail for children — I was floored by the warehousing of brown children,” she says. “Why are we doing this to our kids?” ■ Winn now studies restorative justice attorneys working in courts and schools. And she still channels Ubiles, who was “thinking about young people in their full humanity.”

Lalitha Vasudevan

CREATING NEW NARRATIVES

In Fall 2004, TC Minority Postdoctoral Fellow Lalitha Vasudevan sat in her new office and thought: *Now what do I do?* ■ “It was a great moment,” recalls Vasudevan, now TC Associate Professor of Technology & Education. “The blank walls reminded me that it was on me to make things happen. In grad school, you are pushed to cultivate scholarly expertise, somewhat to the detriment of your own intellectual curiosity. Then you’re advised to stick to what you know. So before seeking a tenure-track position, I wanted to figure out what I wanted to do next.” The Fellowship supports “knowledge production that shapes new narratives and understandings of what’s normal.” ■ Vasudevan has since studied “the lived experiences of African-American adolescent boys” and court-involved youth. In *Arts, Media, and Justice: Multimodal Explorations with Youth* (2013) and *Media, Learning, and Sites of Possibility* (2008), she has championed cultivating students’ creative agency. The recipient of TC’s Strage Prize for Junior Faculty, she heads TC’s Media and Social Change Lab and Center for Multiple Languages & Literacies and co-leads TC’s Civic Participation Project. ■ “Being at TC has been an honor and a privilege,” she says. “Relationships from that Postdoc year are still bearing fruit.” — JOE LEVINE

Arshad Ali

STUDYING YOUTH IN THE CROSSHAIRS

The revelation in 2011 that New York City police and the CIA had spied on Muslim communities sparked civil rights lawsuits. It also redirected the research of then-TC Minority Postdoctoral Fellow Arshad Ali. ■ “I had been exploring how race and religion affect the identities of Muslim youth in a post-9/11 world,” recalls Ali, now Assistant Professor of Educational Research at George Washington University’s Graduate School of Education & Human Development. “When the news broke, that research morphed into thinking about surveillance.” His TC Fellowship empowered him to proceed. “It was really powerful to have someone like George Bond [the late TC education anthropologist] engage me as a colleague.” ■ In a recent article in *Anthropology & Education Quarterly*, Ali describes a growing “culture of fear” among Muslim youth. The “dangerous, violent, rebellious and suspect figure of the Muslim continues to haunt the American imagination,” he says, hampering young Muslims in developing trust and participating socially. ■ “For these youth, there isn’t a time before 9/11,” he says. “A world in which they’re a target of surveillance, of political attack, of cultural attack — that’s normal. My interest is in how they are making sense of this world and in helping them see themselves as people with agency.” ■ Ali applauds President Obama for telling American Muslims “you fit right here,” but notes that “state actions — spying on Muslim communities, as part of a larger concern of policing of communities of color — continue. People’s rights and lives are on the line.”

Rosalie Rolón-Dow

FOCUSING ON THE UNDERREPRESENTED

Since 1970, the U.S. Hispanic population has grown by 592 percent. Yet being “the only one” is still common for Latino scholars, says Rosalie Rolón-Dow, Associate Professor at the University of Delaware (UD) School of Education. “Even though Latinos are the largest group among underrepresented students, we still don’t know a lot about their experiences.” Rolón-Dow, who is of Puerto Rican heritage, is Co-Chair of UD’s Latino/Hispanic Faculty and Staff Caucus. “Like so many institutions, we have some diversity and equity issues. The goal is to better inform what the university is doing about them.” ■ As a 2002-03 TC Minority Postdoctoral Fellow, Rolón-Dow, now an authority on educational identity among Latino students, learned to navigate the academy. ■ “I thought, I’ll just take a chapter from my dissertation and it will be a publication, but that wasn’t the case. Many people that year helped me learn to write for a different audience.” ■ Rolón-Dow believes such experiences remain essential in directing students from underrepresented groups into academia. ■ “We face challenges that other faculty don’t, whether it’s alienation or finding mentors,” she says. At the same time, “culturally and politically, Latinos are a powerful force, and there is so much to investigate.” ■ TC



Pioneering new approaches to teaching and learning



Urging a Global Perspective: Paul Green

The official desegregation of U.S. schools resulted in “the loss of African-American public school teachers,” writes former TC Minority Postdoc Paul Green. Green, Associate Professor of Ethnic Studies at the University of California at Riverside, worries that, taught primarily by white teachers, today’s diverse American student population is poorly understood.



“We face challenges that other faculty don’t, whether it’s alienation or finding mentors.” — ROSALIE ROLÓN-DOW



EMPANELED

Clockwise from top left: Rosalie Rolón-Dow; reconsidering the Minority Post-doc at 20; TC Professor and former Postdoc Erica Walker; poet Gregory Pardlo.





Art =

THROUGH THE ARTS, ANDREA KERZNER IS BRINGING HOPE TO YOUTH IN SOUTH AFRICA, UGANDA AND THE SOUTH BRONX

BY **WILL BUNCH**

PHOTOGRAPHS BY DON HAMERMAN

Power

ast October, Andrea Kerzner, founding CEO of the arts education nonprofit Lalela, flew to her native South Africa to launch a new Center of Art & Innovation in Johannesburg's Maboneng Precinct. Kerzner (M.A. '87) lives in New York City, "so I'm not always there for the transformative moments" — but on this occasion she'd asked former Lalela student Siyolisi Bani to speak. "When we first met him in Cape Town, he was in a gang, growing up in one of our most marginalized communities and at risk of losing all hope, like so many of South Africa's youth," Kerzner says. "But he loved doing art, so he joined our program. One day, we framed one of his paintings and included it in an exhibit in our gallery at the One & Only Cape Town Hotel."

(CONTINUED ON NEXT PAGE)

In Maboneng, Bani, now at university studying graphic design, said that seeing his painting in the gallery made him realize “anything in life was possible.”

“Siyolisi is now working with us, helping youth from his community see a new world of possibility,” Kerzner says.

A GIFT OF IMAGINATION

In South Africa, where only three in 10 students in lower-income township schools reach grade 12 and two-thirds of young people ages 18–25 are unemployed, “possibility” is a *raison d’être* for Lalela.

“There are huge structural issues in South Africa — obviously people need clean water and health care — but I believe it is important to empower the younger generation to make changes for themselves,” says Kerzner. “South Africa needs entrepreneurship, but without adequate education and hope for the future, youth turn to drugs, violence, crime. The first subjects to be taken out of low-income schools are the arts, and this robs youth of the creativity that leads to innovation and positive change. Art massages the right brain and gives you the power to think outside the box; it improves self-confidence and develops powers of persistence, collaboration and solution thinking. Students engaged in the arts are five times less likely to drop out of school, and two times more likely to graduate from college.”

Lalela (Zulu for “to listen”) has been about possibility for Kerzner, too. Her father was a successful entrepreneur who developed South Africa’s largest hotel and resort chain. He became a supporter and friend of President Nelson Mandela. Yet Andrea left South Africa during apartheid “because I couldn’t live in that system anymore and didn’t want my children growing up there. The devastating effects of apartheid motivated me to launch Lalela,” she says. “I saw people without homes. I saw a community develop across the valley from our family home with no sanitation or running water.”

A LIFE-CHANGING TRIP

Kerzner’s own daughter sparked Lalela’s eventual creation. “I’d worked in finance, looking after my family’s investments,” says Kerzner, who earned a London Business School degree after studying organizational psychology at Teachers College. “My daughter wanted to take her friends to South Africa to fulfill their school’s community service requirement.”

For Kerzner, the trip’s highlight “was an art project in the KwaZulu-Natal region, an area hit hard by HIV/AIDS. We engaged young school children in art workshops. One creative moment led to another, and during a mask-making project, children donned the masks they decorated and began to open up about how they lived and what they endured. Listening to these stories, seeing how art broke down barriers and gave children a new voice when they were too traumatized to use the voice they had — it was joyful and transformative. Also the transformation of my daughter and her friends as they interacted with students from different cultures — it changed my life to see the difference one could make.”

MAPPING HEARTS, AND MORE

Over the next several years, with UNICEF and the International Rescue Committee, Kerzner worked with refugee children and former child soldiers of eastern Chad, Darfur and the Democratic Republic of Congo. She launched Lalela, with the motto “Art = Power,” in Cape Town in 2010, when South Africa hosted soccer’s World Cup. With schools on extended break, her priority was providing activities to keep kids off the streets.

“Initially we worked with just 20 children, then bussed children in from surrounding communities Mondays through Fridays,” she recalls. “After five weeks we had a growing community of young artists! The local primary school principal said, ‘Can we continue?’”

Today Lalela directly serves more than 2,200 South African students ages six through post-high school, reaching thousands more in schools through the curriculum ‘I AM’ (for “ideas, art and music”). Lalela staff work with former child soldiers at Hope North, in northern Uganda, using an arts facility built specifically for Lalela with money raised in part by students at New York City’s Blue School.

“In all our work, the primary goal is typically artistic — teaching skills such as using and mixing colors, exploring creativity and understanding trial and error,” Kerzner says. “The secondary goal is about character development, advancing life skills and academic achievement.”

Lalela also asks youth from divided communities to work together to create “Heart Maps” to heal hatred and mistrust.

“They ask each other, ‘What heritage were you born with, what are your fears, your challenges and

LALELA, IN A WORD

Always
inspire with creativity.

Reimagine
challenge as opportunity.

Trust we can be
the trailblazers of change.

Lalela Project provides educational arts to at-risk youth, sparking creative thinking and awakening the entrepreneurial spirit.



HEALING BY GIVING VOICE The Lalela Project is premised on the belief that doing art not only engages children’s creativity and hope, but also gives them the voice to describe how they have lived and what they have endured. To support or learn more about Lalela, visit www.lalela.org.

your dreams?” Kerzner says. “Then they map each other’s answers to the four chambers of their hearts. They learn to appreciate differences, common challenges and dreams. After a while, dialogue turns into laughter and deeper understanding. You can watch the walls of past hatred break down right in front of your eyes.”

In another Lalela program, “Photography for Social Change,” young people document community issues. One group photographed a neighborhood where children played in garbage and open sewage. On Mandela Day, the group showed their pictures in the community hall.

“They called on everyone to do something,” Kerzner says. “There was a cleanup and a new community awareness. Our students taught their moms cleaning techniques such as using lemons from local trees as sanitizers.”

NEW DIRECTIONS

In 2014 Kerzner brought Lalela to New York City, through an after-school program for middle school students in the Hunts Point section of the South Bronx.

“I’m a firm believer in not duplicating services, and New York City has strong arts programs,” she says. “But we were asked to come by the Beacon After School Program. Also, several board members and volunteers live in New York City, and they were anxious to see us do something here.” So far, Hunts Point youth have responded enthusiastically. “The at-risk communities in South Africa and the South Bronx are similar — single-parent households, unemployment, gangs, domestic and sexual violence.”

For Kerzner, the Lalela Project clearly has become an all-consuming passion. Beyond creating qualified partnerships with foundations and seeking corporations to invest in the next generation of change makers, she spends her time ensuring that her core team remains intrinsically motivated. “They work all day in difficult, emotionally demanding situations,” she says. “I speak with them most every night. It’s a tough atmosphere, and you can’t reward highly, so it’s important for me to create the right culture, with an innovative arts atmosphere that really reflects our values. Because there’s so much more to be done.” **TC**

THE FUTURE *of Education*

New fields of inquiry that cross departments and disciplines

Unconventional Wisdom

Paradigm-changing work by TC faculty and staff members



Education's Final Frontier

Barbara Tversky explores the untapped power of spatial thinking

IN FEBRUARY, THE SOUND OF TWO BLACK HOLES colliding billions of light years away confirmed Einstein's theory of gravitational waves linking time and distance.

It also underscored what Barbara Tversky has long asserted: that "our ability to use spatial thinking to understand complex abstract concepts separates us from other species."

"I'm fond of language — I use it all the time — but we think in other ways, too," says Tversky, TC Professor of Psychology & Education, and Stanford University professor emerita. "We live our lives in space, we navigate space, we know firsthand about distance and direction and we use our bodies and space to understand, reason, communicate and create."

Language is a product of spatial and visual thinking, Tversky argues. In individuals' development and that of our species, gesturing precedes speaking; pointing, connecting things with lines drawn in the air, or showing the size of the proverbial big fish by spreading the arms wide.

Both physical gestures and (in Tversky's parlance) "frozen" ones — sketches, maps, diagrams — express meanings more directly than words, which have arbitrary relations to meaning. "Upwards, in gesture or diagram, is readily produced and understood, even by preschoolers, to indicate more, better and stronger," Tversky says. "Going up requires overcoming gravity and overcoming gravity takes health, strength, wealth. By expressing meanings more directly, both forms of spatial communication — gestures and diagrams — foster thought and creativity."

Spatial thinking enables leaps in understanding that, quite literally, are beyond words. Tversky and her former postdoctoral student Masaki Suwa have documented the "conversations" architects have with their own sketches, through which, by keeping drawings ambiguous and repeatedly reconfiguring them, they continually discover new possibilities. Another former student, Andrea Kantowitz (Ed.D. '14), similarly documented artists' "conversations" with their initial renderings. Gestures integrated with explanations can change thought. Work by Azadeh Jamalian (Ph.D. '14) shows that gestures help students understand subtle temporal concepts such

as cyclicity and simultaneity. And gesturing can support memory and thinking. Tversky, Jamalian, postdoc Valeria Giardino and students Melissa Bradley and Yang Liu have shown that when students study complex descriptions of space or STEM systems, most model the spaces or the systems through spontaneous hand gestures. They then perform better on tests of memory and inference. Similarly, in her dissertation with Tversky, Eliza Bobek (Ph.D. '12) showed that creating visual explanations of STEM phenomena benefits learning more than creating typical verbal explanations.

The takeaway? "We need to better understand how the human mind learns and thinks spatially and how we can improve that thinking,"



“We live all our lives in space, we navigate space, and we use our bodies and space to understand, reason, communicate and create.”

— Barbara Tversky,
Professor of Psychology & Education

says Tversky, who was elected to the American Academy of Arts and Sciences in 2013. "We need to teach spatial reasoning — how to create and understand diagrams and maps and how to make inferences from them, how to think about spatial transformations." She herself teaches two such courses, Spatial Cognition and Visual Communication. But the focus on spatial thinking should begin with young children, she says, and should be as fundamental as arithmetic and writing.

Otherwise, that proverbial big fish will get away. — JOE LEVINE

Not Judging the Bookish By Their Covers

SO...WHAT'S THE POINT OF THOSE HIGHER ED rankings, anyway?

Does ranking high in the annual "best colleges and universities" listings really reflect the quality of teaching and learning in a school?

In a word, no, says TC's Corbin Campbell, Assistant Professor of Higher Education. "It might signal to employers that students are smart coming in, but it has little to do with what's actually happening inside that university."

Campbell spearheads a unique research program that quantifies post-secondary educational quality down to the classroom level and compares it within and across institutions. In a multi-institutional study in 2013 and 2014, she, her TC students and others watched hundreds of class sessions and analyzed syllabi at nine diverse institutions, including public and private, more and less selective, and research-based and liberal arts.

One preliminary finding, albeit from a small sample size: classes taught in so-called "broad access" institutions scored higher than those in more selective, prestigious schools on teaching quality indicators such as leveraging students' prior knowledge and connecting it to a course's core ideas.

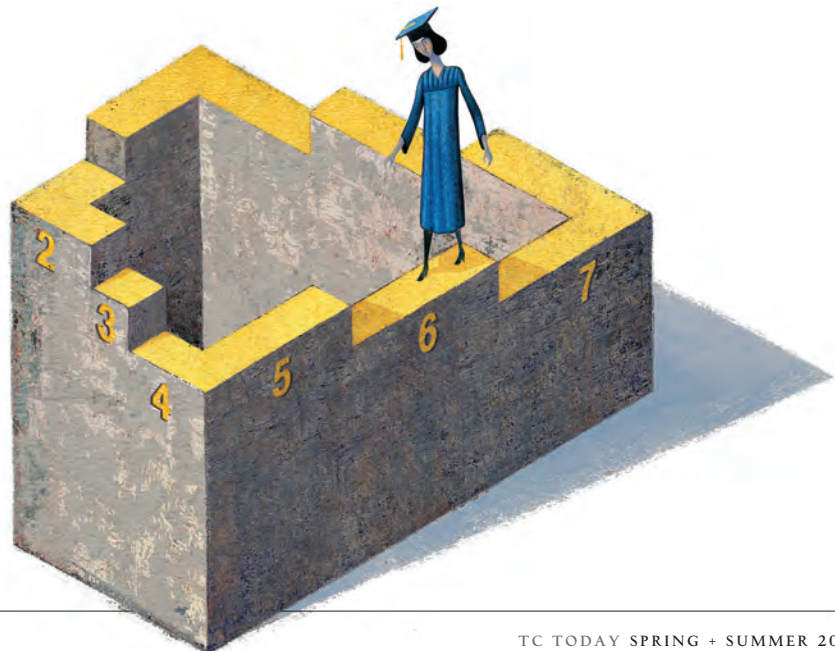
There's precedent for Campbell's detailed observations inside schools.

"In K-12 education research, we have tens of thousands of videotaped observations, used in countless studies," she says. "But in higher education, there has been little quantitative obser-



“I’m interested in starting a conversation with the broader public about what’s important in a college education. What environments foster good teaching and learning?”

— Corbin Campbell,
Assistant Professor
of Higher Education



vational research.” Ethnographies exist, she says, but do not lend themselves to structured comparison.

Campbell, an Academic Fellow for the Institute for Higher Education Policy and Lumina Foundation’s Policy Direct program, reports strong interest in her project — including from faculty her team has observed. “I think they feel they put a lot of effort into teaching practice that sometimes gets ignored.” Ultimately, though, she’s targeting a larger audience.

“I’m interested in starting a conversation with the broader public about what’s important in a college education. What environments foster good teaching and learning? How much do you know about that broad-access institution next door that — guess what — has great teaching and learning practices? Don’t discount that graduate from there!” — **SIDDHARTHA MITTER**



“The expert mindset is critical, but you have to recognize how it hinders us from assessing trends, forming new insights and fostering needed conversations.”

— Lyle Yorks, Professor of Adult & Continuing Education

Navigating in the Age of Information Overload

IN THE 21ST CENTURY, “WE ARE SWAMPED by input and interconnected in unprecedented ways,” says Lyle Yorks, Professor of Adult & Continuing Education. Yet we also are “siloeed” by everything from our professional expertise to the news sources we trust.

Yorks addresses that paradox — “perhaps the major learning challenge adults face” — through research; through workshops for corporate and institutional clients; and through “Strategic Advocacy,” his course in AEGIS (Adult Education Guided Intensive Study), the TC doctoral program he directs for mid-career professionals.

His message: How we filter information can



cause us to over-simplify. “The expert mindset is critical but hinders us from assessing trends, forming new insights and fostering needed conversations.”

Culture, too — societal or professional — can blind us to alternative perspectives.

“Because people do not have a culture but inhabit one, they are never free agents capable of transcending their situation,” Yorks writes in his paper “Cross-Cultural Dimensions of Team Learning.”

Yorks asks his TC students to weigh conflicting advice in their own jobs and apply strategic tools and practices to learn from uncertainty. He also challenges organizations to navigate complexity. In his 2013 book, *Strategic IT: Best Practices for Managers and Executives*, Yorks and coauthor Arthur M. Langer urge chief information officers to strategically deploy technology by building collaborative alliances organization-wide. In their award-winning paper, “The Role of Reflective Practices in Building Social Practices in Orga-

THE FUTURE of Research
The groundbreaking ideas of TC faculty, in action

nizations,” Yorks and his former student Yoshie Tomozumi Nakamura (Ed.D. ’10) argue that forming these social networks requires employees to connect with colleagues with diverse backgrounds and viewpoints.

In their recent paper, “Do I Really Know You? Do You Really Know Me? Empathy Amid Diversity in Different Learning Contexts,” Yorks and Elizabeth Kasl argue that intellectual understanding from an “effortful, top-down process” can’t alone bridge such differences. The two champion building an empathic understanding of others through “presentational knowing” — sharing one’s perspective through storytelling and other expressive forms.

That’s an idea that even 20th century folks can appreciate. — **SIDDHARTHA MITTER**

Youth Gun Violence: Many Causes, No Magic Bullet

GUN VIOLENCE BY YOUTH MAKES headlines but is difficult to research. There’s little funding, and rhetoric from the gun-control debate hampers formulating evidence-based research hypotheses about causes and prevention.


The result, says Sonali Rajan, Assistant Professor of Health Education: We tend to fall back on conclusions unsupported by evidence. Take the oft-cited idea that young people who commit gun violence are mentally ill. Mining a massive federal database, Rajan and Kelly Ruggles, an Assistant Professor at NYU Langone Medical Center, found that among the 5 to 10 percent of American teens who report regularly carrying a firearm, there is a much stronger association with substance use, engagement in physical fighting and exposure to sexual violence than with any poor mental health indicator. In fact, mentally ill teens are likelier to be victims than perpetrators of violence. The study, published in *PLOS ONE* in 2014, found no association between screen time (including video game use) and firearm possession.

Rajan (Ed.D. ’10), who received TC’s 2015 Strage Junior Faculty Prize (established by TC

alumna Alberta Strage and her husband, Henry), believes steps can be taken on gun violence despite political gridlock.

For example, while schools increasingly budget for security to deal with “active shooter” situations, Rajan argues for prevention focused on student behaviors. In a forthcoming paper, she and Ruggles delve deeper into substance use and abuse, prevention of which they believe should be integrated with efforts to address violence. “If we asked a student who is coping by engaging in regular substance use, ‘What else is happening?’ the prevention of firearm-related violence could be a matter of schools and communities...providing additional and more comprehensive support.”

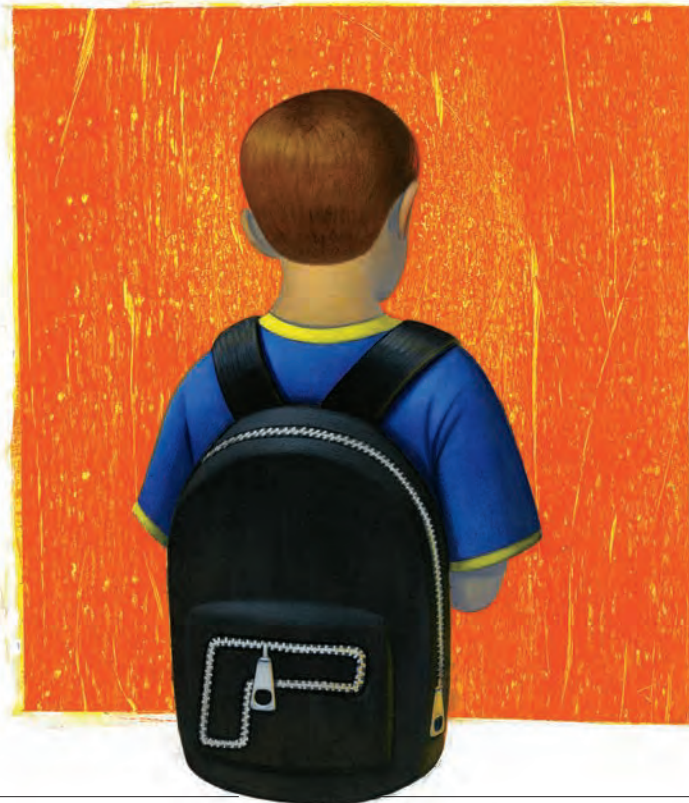
Now Rajan is distilling current knowledge about violence prevention programs.

“The conversation should be about what teachers can do in conjunction with others — principals, psychologists, guidance counselors, parents, community members — to support these youth in crisis,” she says. “That conversation would do wonders.” — **SIDDHARTHA MITTER** 



“The conversation should be about what teachers can do in conjunction with others to support these youth in crisis.”

— **Sonali Rajan,**
Assistant Professor of
Health Education



[GUEST FACULTY ESSAY]

Giving Math a Makeover

WE CAN ALL BE MATH PEOPLE BY ERICA WALKER



AFTER 20 YEARS OF RESEARCH and teaching in mathematics education, I'm still struck that most people tell me deeply personal stories about their negative experiences with math. It has always bothered me that math has such a poor reputation, enabled by very narrow and stereotypical representations of math in media and popular culture. It's past time to write a new American story about math.

My current research focuses on how our mathematical lives are informed by our multiple identities (both fluid and

fixed), experiences we have with math in and out of school, and mathematical spaces that support or undermine our orientations toward math. I've developed this notion of mathematical spaces from research on literacy and social and cultural geography, as well as my own historical and contemporary research on Black American mathematicians. I argue that *mathematical spaces*, although perhaps not as widely recognized as spaces that promote literacy practices, must be uncovered and leveraged for people's math learning and socialization.

Research reinforces that there are

many ways to engage in literacy: read widely, write well, and perform in spoken word contests, readings, recitations, plays and programs. Are there many ways to be a math person? In my book, *Beyond Banneker: Black Mathematicians and the Paths to Excellence*, mathematicians, undoubtedly because they have very strong, positive mathematics identities, identify multiple mathematical spaces that supported their mathematics learning and development as "mathematical people." They talked about doing

MATH IDENTITY

"Our mathematical lives are informed by experiences in and out of school and spaces that support or undermine our orientations toward math."

— Erica Walker

and learning about math in school and at home, during after-school programs, family trips, and neighborhood sports games, at churches and on porches, and in parks and school assemblies.

I seek to uncover more of these spaces, both contemporary and historical, to develop a more complete portrait of how the public can

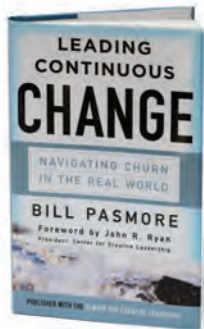
engage in positive and powerful mathematics experiences. Doing so, and making such spaces widely available and accessible, is critical to ensuring not just mathematical competence, but also mathematical excellence for all. **TC**



Erica Walker is Professor of Mathematics & Education at TC. This essay is adapted from "A Multiplicity All at Once": Mathematics for Everyone, Everywhere," her 2015 Etta Falconer Lecture at the Centennial Mathematical Association of America MathFest.

First Editions

TC'S FACULTY IN PRINT BY ALINA TUGEND



PADDLING IN THE PROVERBIAL CREEK

How corporations can navigate ongoing change

■ “Whatever your current organization’s pace of change, it is probably too slow,” warns **Bill Pasmore** in *Leading Continuous Change: Navigating Churn in the Real World*.

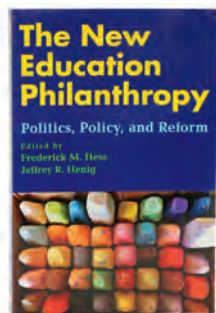
Too many companies still attack one problem and goal at a time, says Pasmore, TC Professor of Practice of Social-Organizational Psychology, and that’s not how the world works in the digital age. Instead, leaders need to prepare for the “permanent white water” of ongoing interruption and constant course change.

Yet paradoxically, the solution is not to charge into the fray and attack everything at once. Rather, leaders need to “step away from the buffet” of change initiatives and improvement projects, says Pasmore. He offers a “four Ds” model for developing a more thoughtful plan of attack:

- *Discover* which issues to address in order to create the most impact.

- *Decide* who in the organization will take part in leading change.
- *Do*. Amid complex continuous change, execution is always happening. Tap into the “collective intelligence” of the organization to help change move faster and more effectively.
- *Discern*, by collecting and making sense of data. What did you expect to happen? What did happen, and why? What should be done differently next time?

It’s impossible to stop the white water of change, Pasmore concludes, but skillful, thoughtful leaders can navigate the rocks and avoid overturning the boat.



GIVING, WITH STRINGS ATTACHED

Foundations are becoming bigger players in education

■ Standardized tests. The charter school movement. The Common Core State Standards.

Controversial education initiatives are much in the news, and now *The New Education Philanthropy: Politics, Policy and Reform*, co-edited

by **Jeffrey Henig**, TC Professor of Political Science & Education, and Frederick M. Hess of the American Enterprise Institute, spotlights the foundations that fund many of them.

The book’s contributors (among whom are Stanford emeritus professor Larry Cuban, journalist Dana Goldstein and blogger Alexander Russo) find that major funders such as Gates, Lumina, Ford, Broad and Walton have become more intentional, backing work with specific policy aims and requiring measurement of progress toward those goals.

Is that good or bad? Foundations today are often too ahistorical, approaching education reform with “lightly refurbished ideas...greeted as radical innovations.” Spending is increasingly shifting to support advocacy and dissemination rather than research. Too often, foundations don’t understand the impact of their own actions. Many also underestimate the importance of classroom teachers.

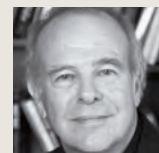
“The reform movement and the new education philanthropy have been hugely consequential simply because they show that the American system of public education is more flexible, resilient and responsive than many had come to believe,” Henig and Hess conclude. Still, more open and thoughtful research is needed to determine “whether they use their influence wisely and in pursuit of the right goals.”

TC AUTHORS



“Whatever your current organization’s pace of change, it is probably too slow.”

— **Bill Pasmore**,
Professor of Practice
of Social-Organizational
Psychology



“The new reform movement and the new education philanthropy have been hugely consequential simply because they show that the American system of public education is more flexible, resilient and responsive than many had come to believe.”

— **Jeffrey Henig**,
Professor of Political
Science & Education

Early Risers

In this issue: young alumni working in psychology

By AMANDA LANG



[NAIRA MUSALLAM (PH.D. '11)]

Driven by Data

In a complex world, using analytics to guide sound decisions

NAIRA MUSALLAM IS A PALESTINIAN and a citizen of Israel. She attended The Mar Elias Institution, a Catholic school that preached tolerance to its mix of Christian, Muslim, Druze and Jewish students. She possesses both a strong sense of social justice and a deep understanding of life's complexities. Hence her approach to solving

complex global problems, such as conflicts and genocide, by intensely analyzing data collected in real time. ■ While at Tel Aviv University, Musallam worked with Palestinians and Israelis suffering post-traumatic stress disorder from political violence. At Teachers College, she rendered an Arabic translation of *The Handbook of Conflict Resolution: Theory and Practice*, co-edited by Morton Deutsch (Founder) and Peter Coleman (Director) of the College's International Center for Cooperation and Conflict Resolution. She also came to believe in the power of analytic techniques such as inferential statistics and predictive modeling. She subsequently

“I WANT TO REACH millions of people,” says Naira Musallam. She’s en route to doing so through a startup that builds, analyzes and creates presentations from data patterns not readily apparent to average users.

directed R&D for a global consulting firm and taught applied statistics and national security/Middle East affairs at NYU. ■ Last summer, while becoming the first Arab woman to summit Denali (North America’s highest peak, formerly called Mt. McKinley), Musallam hatched a new venture, Frontier7, with fellow climber Tim Lawton. The goal: to empower organizations “to focus on what matters” by democratizing and scaling up scientific expertise. The product: a platform to build, analyze and create presentations from data patterns not readily apparent to average users. The company’s client list includes The Estée Lauder Companies, which it has helped engage employees in 34 countries, and NYU students working with Syrian refugees. ■ “Frontier7 scales scientists’ expertise to offer answers for everyone who didn’t have the privilege of gaining Ph.D. skills at TC,” says Musallam. “It’s my little way of giving back!”

[ISAAC GALATZER-LEVY (PH.D. '10)]

Predicting Our Responses to the Unpredictable

Anticipating (and aiding) how people will cope with trauma

YOU WAKE UP ONE MORNING, EXPECTING BUSINESS AS USUAL, and suffer a major heart attack. Modern medicine stabilizes you physically, but how will you fare psychologically and emotionally? ■ Understanding and predicting people’s differing responses to the same type of event, argues Isaac Galatzer-Levy, can reveal who is at risk for post-traumatic stress, depression and anxiety, and facilitate helping them more quickly. ■ Such predictions are neither simple nor infallible. “The social, the environmental and the biological combine in different ways for different people,” says Galatzer-Levy, Assistant Professor of Psychiatry at NYU School of Medicine. ■ Galatzer-Levy’s groundbreaking studies, conducted with his TC mentor, psychologist George Bonanno, have advanced understanding of variation in human stress response. Now he is studying emergency room patients, building a unique NYU database that includes people with different genetic makeups and experiences who have all undergone a singular potential trauma. He combines different methods, including latent growth mixture modeling, which classifies individuals based on their pattern of long-term adaptation to stress rather than according to classic definitions of psychological disorders in the American Psychological Association’s *Diagnostic and Statistical Manual*. He also uses machine learning to identify patterns that indicate risk. ■ The methodology is complicated, but the goal is simple: “To match individuals to the treatments that are best for them while not disrupting healthy coping.”



“THE SOCIAL, THE environmental, the biological all combine in different ways for different people,” says Isaac Galatzer-Levy, who is researching how these factors play out in differing human responses to traumatic events.

[SHEFALI TSABARY (M.A. '06)]

The Awakened Psychologist

Becoming a mother leads to a focus on parenting in the moment

PSYCHOLOGIST SHEFALI Tsabary launched her practice using the best of western concepts and theories. It was only after becoming a parent that Dr. Shefali, as she's known, began drawing on her background in the eastern practice of mindfulness, realizing that if she could teach people to practice "mindfulness in the moment" it could be game-changing for many family relationships. ■ In parent-child interactions, much of the standard advice focuses on how to change the child, but Dr. Shefali thinks this is backwards. "All the readings of self-growth lead us to our own evolution, so why not in the parent-child dynamic?" ■ That idea is at the heart of Dr. Shefali's three books — *The Conscious Parent: Transforming Ourselves, Empowering Our Children* (Namaste 2011); *Out of Control: Why Disciplining Your Child Doesn't Work and What Will*

SHEFALI TSABARY BELIEVES that the standard psychological emphasis on changing the child has it backward. "All the readings of self-growth lead us to our own evolution, so why not in the parent-child dynamic?"



(Namaste 2013); and *The Awakened Family: A Revolution in Parenting* (Viking 2016), released this past spring. She's sounded the same call in appearances on "Oprah's Lifeclass," in her TED Talks and via online courses. ■ Dr. Shefali credits TC for giving her the "depth of understanding that opened me up to so many modalities, which allowed me the creativity to find my own approach." She says her private practice has kept her grounded. ■ "For the most part, parents have the same concerns," she says. "Everyone is concerned about their children having a positive self-worth."

[ALEX PIETERSE (PH.D. '05)]

Quantifying Racism's Unique Harm

Documenting the damage from an intergenerational trauma

AS A NURSE, ALEX PIETERSE learned “to be with people in their vulnerability.” Fascinated by “race and racism as a construct and the health-related outcomes of that construct,” he came to TC to study with psychologist Robert Carter, who has spent years documenting the health impacts of race and discrimination. ■ “I knew I would learn from him,” says Pieterse, now Associate Professor of Counseling Psychology at the University of Albany School of Education, “but I did not anticipate how invested he would be in my learning and growth.” ■ Aided by Carter, Pieterse has realized that “the

unique piece about race is that it’s your experience as part of a larger collective. There is an intergenerational transmission of trauma, which leads to an ongoing sense of invalidation.” ■ Pieterse has developed and validated an inventory to assess anti-racism awareness and behavior among students in counseling and counseling psychology programs. He showed that white students and students of color responded differently to

a multicultural counseling course because they viewed racial group membership differently. Students of color were far likelier to have had negative racial experiences, to see themselves as representing their racial group and to feel unsafe in taking the course.

■ Pieterse believes the deaths of Michael Brown, Freddie Gray and other black men at police hands have renewed the national conversation about racism. Yet the grim headlines continue, and the discourse on race is far from universal. “I have three young boys of my own,” he says. “If my work contributes to better opportunities for them, it will be worth it.”

“THE UNIQUE PIECE about race is that it’s your experience as part of a larger collective. There is an intergenerational transmission of trauma, which leads to an ongoing sense of invalidation.”





[AURÉLIE ATHAN (PH.D. '10)]

Taking Motherhood Seriously

Telling “the biggest story never told”

ASK MOST PASSERSBY THE PHASES OF LIFE, AND YOU’LL GET the usual suspects: childhood, adolescence, adulthood. But *matrescence*? Not so much. ■ That, says Aurélie Athan (Ph.D. '10), is because the transition to motherhood — and its accompanying biological, psychological, social, cultural and spiritual complexities — is “the biggest story never told

“THE ACT OF parenting changes you. In a world of competition, parenting sometimes teaches us collaboration. In a world of violence, we know our kids respond better to understanding. In a world of distraction, parenthood demands our presence.”

in academia.” ■ “Mothers are the beginning of life and the cornerstone of all psychology,” says Athan, Lecturer in Counseling & Clinical Psychology and Director of TC’s Maternal Psychology Laboratory. “Scratch psychology and you hit a mother. But she’s invisible in terms of understanding her subjective experience — the person we seem least curious about. What’s that about?” ■ Athan has helped put *matrescence* — a term coined by the late medical anthropologist Dana Raphael — front and center in the larger discourse. She helped create TC’s new curriculum in Reproductive & Maternal Well-being, with courses ranging from her own “Mother Matrix: Developmental and Clinical Implications” to “Special Topics: Working with LGBTWQ Couples and Families,” taught by Gregory Payton. She sees TC as an ideal standard-bearer in a policy

area undergoing long-awaited changes such as greater attention to family leave and increased awareness of perinatal mood disorders. (A federal panel recently recommended screening pregnant women and new mothers for depression, and TC is offering the first known graduate level course in perinatal mental health.) ■ “The act of parenting changes you,” prompting behaviors and values that often counter our culture’s demands, Athan says. “In a world of competition, parenting sometimes teaches us collaboration. In a world of violence, we know our kids respond better to understanding. In a world of distraction, parenthood demands our presence.” ■ While grateful for increased attention to mothers in crisis, she believes the conversation about motherhood must expand to include more than crisis and dysfunction. ■ “Women are not of interest until they’re going mad. If I say postpartum, you say ‘depression.’ We don’t want to only reinforce negative narratives. Our work is to understand the whole developmental life span, so we can get to women before they are struggling. Can we care for mothers throughout the process?” — **ELLEN LIVINGSTON**

THE FUTURE of Our Fields
 Younger TC extended family members making their mark

[JAMES F. SUMOWSKI (PH.D. '07)]

Bridging the Mind-Body Duality

A philosophy major becomes a neuropsychological researcher

AS AN UNDERGRADUATE, JAMES F. SUMOWSKI MAJORED in both philosophy and psychology. He was sufficiently intrigued by modern philosophy’s “mind-body problem” — the relationship between the body and the presumed immaterial mind or soul — to further pursue psychology, and eventually neuropsychology. ■ Interested in children’s cognition and learning, Sumowski enrolled in the School Psychology program at Teachers College, led by Stephen Peverly. A neuropsychological assessment course with David M. Erlanger “made clear that brain structure and function represents the solution to the mind-body problem.” While at TC, Sumowski, seeking more focused neuropsychological training, completed a clinical neuroscience research fellowship on multiple sclerosis (MS). ■ Now Associate Professor of Neurology at Icahn School of Medicine at Mount Sinai in New York City (as well as a TC adjunct faculty member), Sumowski, with a five-year R01 grant from the National Institutes of Health, is investigating cognitive decline in people with MS. He is seeking modifiable lifestyle factors to protect against decline. ■ “TC’s School Psychology program gave me a strong foundation in cognitive psychology and psychological assessment and a unique perspective in studying neurologic disorders,” he says. “TC prepared me extremely well for a career dedicated to clinical practice and research within neuropsychology.” **TC**



A TC COURSE “MADE clear that brain structure and function represents the solution to the mind-body problem” and provided an erstwhile philosophy major with “a unique perspective in studying neurologic disorders” that he is now using to help patients with MS.



Once More, With Feeling: TC's Passionate Donors Rally to the Campaign

As our record-breaking Campaign, **Where the Future Comes First**, nears its historic goal of \$300 million, a remarkable outpouring of support is positioning us for preeminence and impact for generations to come. Simply put: Our generous and savvy donors are transforming TC by funding their passions on every front.

Take **Jody and John Arnhold**, whose very generous gift will establish a unique Dance Education doctoral concentration preparing those who educate dance teachers, policy makers and leaders in the field. TC was the birthplace of dance education a century ago.

Jody Gottfried Arnhold (M.A. '73) is Founder of 92Y's Dance Education Laboratory and Honorary Chair of the Board of Ballet Hispanico. She co-chaired the committee that drafted the New York City Department of Education Curriculum Blueprint for Teaching & Learning in Dance.

She also leads PS DANCE!, a movement to provide dance education for every student, and is executive producer of a New York Emmy-nominated documentary, PS DANCE!, about dance education in five New York City public schools. "We know what dance does for the body, but it also feeds the heart and mind," says Jody, whose gift with John establishes the Arnhold Chair in Dance

Education and Arnhold Endowed Scholarship for full- and part-time students. "Dance education is the grassroots effort for the arts and is good for children, schools and democracy. It builds good citizens with collaborative skills, creativity and imagination."

SUPPORTING TC'S TALENTED STUDENTS

Other donors are providing scholarship support so TC students can focus on building a better world. Their contributions include:

■ **The Donna E. Shalala Scholarship Fund**, supporting students in education policy. Dr. Shalala, a former TC faculty member, is among our era's most effective champions for public education



SUZANNE M. MURPHY Vice President, Development & External Affairs ▶

OUR GENEROUS AND SAVVY DONORS are transforming Teachers College by funding their passions. These



TAKING BOLD STEPS

Jody Gottfried Arnhold (M.A. '73) is working to ensure dance education for every U.S. student. Jody and John Arnhold are funding a doctoral concentration to prepare educators of dance teachers, policy makers and leaders in the field.

and health equity. She has led three major universities, served as Secretary of Health and Human Services in the Clinton administration and is currently President of The Clinton Foundation.

The Shalala Scholarship is endowed by Dr. Shalala's former students, including TC President **Susan Fuhrman** (Ph.D. '77) and **Allan Odden** (Ph.D. '75), University of Wisconsin-Madison Professor Emeritus, and his wife, **Eleanor**; and by faculty in TC's Department of Education Policy & Social Analysis.

■ **The Roy and Deborah Lewicki Scholarship Fund.** Roy Lewicki (Ph.D. '69), double emeritus professor at The Ohio State University, is an authority on strategic negotiation. The gift honors TC Professor Emeritus **Morton Deutsch**, who launched the field of conflict resolution.

The Lewicki Scholarship Fund supports students researching conflict resolution or social justice. **Alexandra Da Dalt** (M.A. '16) typifies those who will

become Lewicki Scholars. Alex's study of women in conflict-ridden Timor-Leste was named Outstanding Graduate Student Paper on Social Justice by TC's International Center for Cooperation and Conflict Resolution (ICCCR).

■ **The Debra A. Noumair Endowed Fellowship.** Organizational psychologists believe in working together. At May's five-year anniversary of TC's Executive Master's Program in Change Leadership, alumni created a new need-based scholarship named for Debra Noumair, Associate Professor of Psychology & Education. They have already raised \$75,000.

■ **The Professor Frances Connor Endowed Scholarship Fund.** The late Professor Connor (Ed.D. '53) called for "hope, not preconceived limits" for children with disabilities, launching today's inclusive education movement. A recent bequest from her estate significantly increased the Connor Scholarship's value, ensuring fund-

amazing gifts eloquently demonstrate that at TC, everyone can find a match for what they feel strongest about.



HONORING AN ICON

Left: Allan Odden (Ph.D. '75, with his wife, Eleanor) co-created a scholarship honoring former TC professor Donna Shalala (center). Right: Alexandra Da Dalt (M.A. '16) was honored for research on post-conflict Timor-Leste.

ing well into the future for students like current Connor Scholar **Christine Iturriaga**. At TC, Christine, Special Education District Chair for Yonkers, New York, studies stress in parents of young children with autism.

■ **Two-year Jonas Nurse Scholarships.** This fall, TC — the birthplace of nursing education — launches an online doctoral program for nurse educators. Four students will receive scholarships from the Jonas Center for Nursing and Veterans Healthcare — the first time the Center has funded students in an Ed.D. program.

“Nursing education faculty have particularly demanding jobs that require excellent teaching skills,” says

Professor **Kathleen O’Connell**, the program’s creator. **Tom James**, TC’s Provost and Dean, adds that the grant “confirms the growing importance of nursing education in a time of great change in the field, and the role that schools of education — TC in particular — can play.”

We have raised
\$242.9 million
toward our Campaign
goal of
\$300 million*

*AS OF MAY 31, 2016

■ **The Morse Fellowship.** Former TC Board Co-Chair **Enid (“Dinny”) Morse** and her husband, **Lester**, have generously supported many TC initiatives — including the Enid and Lester Morse Chair, held by Professor **Ruth Vinz**, who directs the College’s Center for the Professional Education of Teachers (CPET). A new Morse Fellowship will support students in TC’s teacher preparation programs.

“CPET provides rich, deep projects that support teachers in learning,” Professor Vinz says. “Dinny and Lester share that vision. They want to create citizens of the world who are not tied to one way of thinking, but who instead trust their own curiosity and capacity for thought and feeling.”

SUPPORTING FACULTY PROGRAMS

TC also has the Morses to thank for their daughter, Trustee **Leslie Nelson**, Vice Chair of our Campaign (see page 51). Three years ago,

AS OUR RECORD-BREAKING Campaign, *Where The Future Comes First*, nears its goal, an outpouring of support is

Leslie and her brothers, **Douglas** and **Andrew Morse**, honored their parents by funding a music curriculum at the Teachers College Community School (TCCS), taught by Teaching Artists from Young Audiences New York and TC students. When TCCS Teaching Artists wanted to learn more about pedagogy, Leslie proposed a Teaching Artist professional development program tapping TC's research-based understanding of students. Now she, Doug, Andrew, and family friend **Kim Greenberg** (mother of a TC alumna), are funding that program.

As TC Music & Music Education Professor **Lori Custodero** puts it, the program isn't "selling a specific approach or answer, but instead bringing awareness to Teaching Artists about the need to understand students as learners — to know their dispositional strengths and their culture."

Gifts to two other important efforts at TC share that stance.

One is alumna and Trustee **Edith Shih's** support to establish the summer Xiamen Music Education Lab at China's Xiamen University, uniting music education students from Xiamen University and Teachers College.

Edith, a longtime Chinese education advocate, is an ideal partner for the Lab, which is led by Associate Professor **Randall Allsup** (Ed.D. '02). The top legal mind at Hutchison Whampoa — a Fortune 500 investment holding company based in Hong Kong — Edith has fostered a broader culture of learning and good governance. She has also funded TC scholarships for Chinese students and — a talented singer — performed a moving rendition of "Over the Rainbow" at our College's doctoral convocation this spring.

TC's Campaign for Educational Equity (CEE), led by Professor **Michael Rebell**, similarly focuses on understanding learners' needs. CEE's Comprehensive Educational Equity Project seeks to identify, cost out and implement supports to level the playing field for under-served students. Now the **Judith and James Dimon** Foundation is funding the Project's analysis of legal and policy perspectives on preparing

positioning TC for preeminence for generations to come.

Revitalizing Our Campus

Reflecting lessons learned at TC about context, an alumna is funding the creation of user-friendly 21st-century classrooms

TC's great education anthropologist **Lambros Comitas** has long argued that *where* something is learned influences *how* it is understood. Alumna and Trustee Emerita **Patricia Cloherty** (M.A. '70) applied that idea in her enormously successful career in international finance, during which, at President Bill Clinton's behest, she helped Russia establish its private sector. Now she's applying it again with a generous gift, made in honor of Professor Comitas, to help TC create 21st-century classrooms in which technology helps students realize John Dewey's vision of actively exploring ideas and constructing understandings.

The College will begin work this fall to modernize six classrooms in Grace Dodge Hall (home to nearly two-thirds of all TC classrooms) with a goal of bringing them online by spring 2017. The effort follows a carefully planned run-up period during which TC built two prototype "smart classrooms" in Horace Mann and Zankel Halls and extensively tested them with a wide range of faculty and student users. As with



LOCATION SPECIALISTS Patricia Cloherty (M.A. '70) and TC education anthropologist Lambros Comitas.

those spaces, the new classrooms will offer conference tables of gleaming white board, video monitors and internet apps to enable real-time sharing of content from any smart device — but the technology will have a more user-friendly single-touch interface and a software base that makes the system more flexible.

"Our new classroom approach is to create a flexible modular space that provides a physical place where both faculty and students can have the freedom to incorporate new methodologies in support of their curriculum," said **Laura M. O'Connell**, Director of Capital Projects, who is heading up the initiative. "We're also providing a cost-effective option for the institution to address long-term capital needs."



CHANGE AGENTS

Alumni from TC's Executive Master's Program in Change Leadership (XMA) at the program's five-year anniversary. They joined forces to create the need-based Debra A. Noumair Fellowship to support an XMA student.

all students (especially those from poverty backgrounds) for competitive employment and productive careers.

Education reformer and innovator **Raymond Smart** is supporting a new CEE project to advance understanding of the resources, services and supports necessary to prepare students for civic participation. Many state courts have ruled that such preparation is an essential part of the right to a "sound basic education." Yet financially strapped schools (particularly those serving many low-income students of color) have reduced or eliminated social studies courses and service-learning opportunities, and surveys show that high-school graduates remain ignorant of basic facts about our government and democratic political system.

GET ON BOARD

These amazing gifts eloquently demonstrate that at TC, everyone can find a match for the areas of inquiry and good works they feel strongest about. As our Campaign nears the home stretch, we invite you to play a part by funding *your* passion and extending our historic legacy of firsts in education, psychology and health. Your support will shape an even brighter future for TC and the world — so why not start right now?

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

YOUR SUPPORT *will shape an even brighter future for Teachers College and the world.*

The Matchmaker

Leslie Nelson has a gift for identifying needs and finding the people to address them

ESLIE NELSON REMEMBERS A FAMILY vacation when her mother, Enid “Dinny” Morse, then Teachers College Board Co-Chair, was often on the phone. “She was a member of the presidential search that brought in Arthur Levine,” says Nelson, who became a TC Trustee herself in 2010. “I guess I have TC in my genes.”

Like her mother, Nelson, former founding head of a successful interior design firm, approaches her TC board service with a keen-eyed humility, advancing ideas based on a deep understanding of institutional needs. Consider her improvement of the Teachers College Community School music program, funded by the Morse family, which imports musicians from Young Audiences New York. Upon hearing that the teaching artists wanted to learn more about pedagogy, Nelson and her brothers, Douglas and Andrew Morse, proposed the creation of a teaching artist certificate program that imparts pedagogical and practical skills to facilitate better communication with students with diverse learning styles. They have since funded that initiative with their friend, Kim Greenberg, parent of a TC alumna.

Similarly, another developing project — through which TC clinical psychology doctoral students will provide on-site mental health support in public schools — arose from Nelson’s longtime service as a volunteer public school assistant teacher.

“One year, we had a particularly challenging group of fourth graders,” she recalls. “Many students had social and emotional issues that inhibited their academic ability. Even when these issues were diagnosed and treatment recommendations were made, there was often no follow-

MEETING NEEDS

“On-site initiatives often provide the best solution. So I thought, why not bring the mental health services to the school?”

— Leslie Nelson



up. I am a firm believer that on-site initiatives often provide the best solution. So I thought, why not bring the mental health services to the school? It’s like the old model of mammogram mobiles, which brought the screening right into the underserved neighborhoods.”

Given her success in galvanizing these efforts, possibly only Nelson was surprised when, in 2014, the College asked her to serve as Vice Chair of its Campaign, **Where the Future Comes First**.

“I nearly fell off my chair,” she says. “But it turns out I like matching people’s interests with TC’s work.”

“Being on the board has been more fulfilling than I ever would have expected,” adds Nelson, who has served on the College’s audit, academic affairs, strategic innovation, compensation and development committees. “I’ve learned so much, and Susan Fuhrman and her team treat the Trustees as genuine collaborators.” As Nelson has repeatedly demonstrated, that’s because they are. **TC**

Inbox

Jeffrey Putman (Ed.D. '11), Alumni Council President, shares award-winning

REFLECTIONS ON TC

AT ACADEMIC FESTIVAL 2016, IT WAS MY HONOR TO INTRODUCE SIX RECIPIENTS OF THE TEACHERS COLLEGE DISTINGUISHED ALUMNI AND EARLY CAREER AWARDS — RANDY BENNETT, DAVID JOHNS, MARYELLEN MCGUIRE, LIDA ORZECK, NANCY SCHLOSSBERG AND YUPHA UDOMSAKDI. HERE ARE SOME THOUGHTS THEY SHARED ABOUT THEIR KEY TC EXPERIENCES, FAVORITE PROFESSORS AND TOP LESSONS LEARNED. A SEVENTH HONOREE, OLIVIA HOOKER, IS FEATURED ON PAGE 53.

// There are thoughtful people on both sides of the aisle working to ensure...access to education. They need TC to prepare the next generation of policymakers//

— MaryEllen McGuire (Ph.D. '02), President of the Postsecondary National Policy Institute

// The chief benefit of having a thriving company is... it allows us to give back to support a thriving society//

— Lida Orzeck (Ph.D. '72), lingerie company Hanky Panky co-owner



// I learned...not just about education, but also about the social aspect of the USA, especially democracy//

— Yupha Sookcharoen Udomsakdi (M.A. '60), Thailand's first female Minister of Education

// I learned not only what assessment can do to help kids... but also to question the quality of assessment//

— Randy Bennett (Ed.D. '79), Norman O. Frederiksen Chair in Assessment Innovation at Educational Testing Service

// I took a pay cut from teaching to try...policy-making and the things that Aaron Pallas, Amy Wells and Lynn Kagan taught me//

— David J. Johns (M.A. '06), White House Executive Director, Educational Excellence for African Americans

TC's Esther Lloyd Jones "introduced me to the world of the mind and the intellect//

— Retirement guru Nancy K. Schlossberg (Ed.D. '61)



Next up: How you met your best friend at Teachers College — and who is or was that person? Respond via [facebook.com/TeachersCollegeAlumni/](https://www.facebook.com/TeachersCollegeAlumni/) and Twitter (@TeachersCollege)

[ALUMNI FOCUS]

Keeping Her Mind Up

HOW OLIVIA HOOKER, 101, HAS ACCOMPLISHED AND OVERCOME

Olivia Hooker was six on May 31, 1921, the day a white mob burned Tulsa, Oklahoma's Greenwood District. The Tulsa Race Riot, as it became known, was ostensibly triggered by a sensationalized encounter between a black shoeshine boy and

(CONTINUED ON NEXT PAGE)



Olivia Hooker *(continued from page 53)*

a white female elevator operator. White resentment against Greenwood, the nation's wealthiest black community, was the deeper cause.

Hooker's home and her father's store were torched. Several hundred blacks were killed and thousands detained by police, as though they were the aggressors. History ignored the incident for more than half a century.

Hooker (M.A. '47) has refused to be defined by those terrible events. Her parents imbued her with such a love of ideas that, at 101, she still recalls telling her sister Irene, newly returned from college, that she was working hard "to keep my mind up."

"She said, 'you don't have a mind, all you have are neural reactions,'" says Hooker, laughing. "So I said, well,

TRUE, THAT
"It could be a lovely world if everyone was peaceful in their efforts and aims."

— Olivia Hooker (M.A. '47)

all right, I have to deal with these neural reactions."

She's dealt with them ever since. In 1937, she earned a B.A. in education and psychology from The Ohio State University. During World War II, knowing nothing about the military, Hooker became the first African-American woman to serve in the U.S. Coast Guard.

After the war, she earned an M.A. in Psychological Services from TC and, subsequently, a Ph.D. from the University of Rochester, where she was the

only woman and only African-American in her cohort. She taught for 22 years at Fordham University, developing programs for the learning disabled and co-founding the American Psychological Association's Division 33 on Intellectual and Developmental Disabilities.

In her 80s, Hooker co-founded the Tulsa Race Riot Commission, which has lobbied Congress (albeit unsuccessfully) for restitution to survivors. In her 90s, she volunteered in the Coast Guard Auxiliary and in 2015, the Coast Guard officially renamed its Sector New York Galley in her honor.

"It could be a lovely world if everybody was peaceful in their efforts and aims," she says. "Once in a while you find somebody that's spent their lives trying to make things better for all of us, and that is a pleasure." It is indeed. — ELLEN LIVINGSTON

▶ Watch a video of Olivia Hooker at <http://bit.ly/1TFR5PK>



[GRACE NOTE]

DISTINGUISHED, EVEN IN ABSENTIA

In April, **Olivia Hooker** was slated to receive the Teachers College Distinguished Alumni Award at TC's Academic Festival. She wasn't feeling well, so the College brought the award to her — and she sent a videotaped message to the Festival audience. "It would have been my joy to be with you," Hooker said. "I thank the College for their vision. I will treasure this day for the rest of my life."

[SCHOOL FOR PARENTS]

PARENTING ADVICE FROM THE MOTHER SHIP



At Campaign Committee member **Helen Pennoyer's** suggestion, TC recently offered alumni an informational series titled "Smarter Parenting and Grandparenting." The sessions: "Beginning Limit-Setting and Positive Discipline" (**Bronwyn Becker Charlton**, Ph.D. '03); "Raising Children Who Soar: A Guide to Health Risk-Taking in an Uncertain World" (faculty member **Nancy Eppler-Wolff**, Ph.D. '85); "The Spiritual Child: The New Science on Parenting for Health and Lifelong Thriving" (Professor **Lisa Miller**).

[SHORTCUTS TO BETTER EATING]



REHEATING FOR HEALTHY EATING

Healthy eating is "totally doable," best-selling nutritionist **Ellie Krieger** (M.S. '94) told TC listeners in February — particularly when it's already done. Krieger's *You Have It Made: Delicious, Healthy, Do-Ahead Meals* (2016), explores the nitty-gritty of pre-preparing and reheating. Krieger bridges the gap between nutrition knowledge and behavior change.

[ENHANCING AN HISTORIC PARTNERSHIP]



A Century and Counting

TC and China's U.S. Consulate look to the future

Last fall, the Presidents of China and the United States pledged stronger cultural and educational exchange in 2016.

In January, 250 friends of Teachers College and the Consulate General of the People's Republic of China gathered at the Consulate in New York City. TC President **Susan Fuhrman** (Ph.D. '77) called the event — spearheaded by **Maryalice Mazzara** (Ed.D. '84), Director of Academic Affairs at the SUNY Levin Institute and Deputy Director of SUNY Confucius Institute for Business — "a wonderful opportunity to explore how TC could build on its historic ties with China."

"Education must lay the groundwork for working as a team," said Chinese Ambassador **Zhang Qiyue**. American and Chinese students must possess "an international vision and a big heart respecting all societies."

In the early 1900s, Chinese TC alumni built the modern Chinese education system. Today, TC faculty partner with China's higher education institutions, and TC's current enrollment includes nearly 300 Chinese and Hong Kong students. —**MINDY LISS**

TC faculty partner with China's higher education institutions, and TC's current enrollment includes nearly

300

Chinese and Hong Kong students.

Class Notes

Arts & Humanities

ART ADMINISTRATION

Eric Oberstein (M.A. '09) served as Producer of *The Afro Latin Jazz Suite* by Arturo O'Farrill, which earned the GRAMMY Award for Best Instrumental Composition at the 58th Annual GRAMMY Awards in Los Angeles in February. The suite appears on O'Farrill's album, *Cuba: The Conversation Continues*. Oberstein and his team won a GRAMMY in 2015 for *The Offense of the Drum*, which was honored as Best Latin Jazz Album.

ART & ART EDUCATION

City Abstract by **Andrew Buck** (Ed.D. '15) was accepted into the Huntington Arts Council's Juried Art Exhibit "Driven to Abstraction."

The second edition of *Envisioning Writing: Toward an Integra-*

[ARTS & HUMANITIES]

Eric Oberstein (M.A. '09) produced the *The Afro Latin Jazz Suite*, by Arturo O'Farrill, the GRAMMY Award winner for the Best Instrumental Composition at the 58th Annual GRAMMY Awards.

tion of Drawing and Writing (Heinemann 1992), by **Janet Olson** (Ed.D. '89), was displayed at the Cape Cod Museum of Art.

MUSIC & MUSIC EDUCATION

Edward J.P. O'Connor (Ed.D. '67) co-authored (with František Bonuš) and published *The Golden Gate Is Open: 31 Folk Dances from the Czech and Slovak Republics for Children and Adults*

(**CzechSlovakDances.com**), a video and instruction book for use in public school classrooms.

SCULPTURE & CRAFTS

Abrupt Departure, a sculpture by **Judith Peck** (M.E. '75), was included in the NEXUS Exhibition, an international juried fine art show at the Arts Guild of New Jersey in Rahway.

TEACHING OF ENGLISH

Shokry Eldaly II (M.A. '11),

who is completing his M.S.Ed. at Bank Street College of Education, was recently published in the anthology *The City that Never Sleeps: Poems of New York*, which includes works by Langston Hughes, Claude McKay, Maya Angelou, Federico Garcia Lorca, Adonis, e.e. cummings, Allen Ginsberg and Walt Whitman.

Alicia Pérez-Katz (M.A. '98) is resident Principal Ambassador Fellow for the U.S. Department

LOST & FOUND



The Birth of a Romance

WHILE WALKING a friend to class through the Teachers College lobby about 10 years ago, the son of **Doris Phillips Wilson** (M.A. '69) thought a woman in a photo on the wall might be his mother, who earned her degree in Business Education and recently received the State of Texas Piper Professor Excellence in Teaching Award. Sure enough, she was — and on closer inspection, her son discovered that his father, **Bill Wilson**, a graduate of TC with M.A. and Ed.D. degrees in Higher Education, was in the photo as well. Nowadays Doris comes to New York frequently, both to visit her three children and to pay respects to the photo, particularly since Bill Wilson passed away in 2013. During her most recent visit in summer 2015, a crowd gathered around her to hear her story. "I felt like a celebrity," she says. — **JOE LEVINE**

of Education, representing principals for the entire country.

TEACHING OF SOCIAL STUDIES

Judy Dick (M.E. '09) illustrated a Jewish-themed adult coloring book, *Shalom Coloring* (Behrman House 2015).

Jessica Shiller (M.A. '95) authored *The New Reality for Suburban Schools: How Suburban Schools Are Struggling with Low-Income Students and Students of Color in Their Schools* (Peter Lang Publishing 2015).

TESOL

Elizabeth Upton (M.A. '89) authored the children's book *Maxi the Little Taxi* (Scholastic Press 2016), illustrated by Henry Cole.

Biobehavioral Sciences

NEUROSCIENCE & EDUCATION

Maria Corazon I. Fernandez (M.E. '87) is a clinical psychologist at the Brain Wellness Center of the Asian Hospital and Medical Center (Manila) and at the Neurodevelopmental Clinic of the University of Perpetual Help Dalta Medical System. She conducts neurocognitive screenings of adults with memory and cognitive problems.

PHYSICAL EDUCATION

Wendy Gross (M.A. '71) published *Spirit in Motion: Gym & Water Fitness / Yoga Breath-Stretch Technique* (AuthorHouse 2015).

Michael McKeough (Ed.D. '77, M.E. '75) became Chair of the Physical Therapy Department at California State University, Sacramento.

SPEECH & LANGUAGE PATHOLOGY

Reem Khamis-Dakwar (Ph.D. '07) has been appointed Chair of the Communication Sciences and Disorders Program at Adelphi University (AU). After graduating from Teachers College, Khamis-Dakwar was appointed Associate Researcher at TC's Neurocognition of Language Lab, directed by Karen Froud. She joined AU as an assistant professor, established the Neurophysiology in Speech Language Pathology Lab and received tenure in 2014. Khamis-Dakwar has mentored several undergraduate and doctoral students at AU and is becoming internationally recognized for her expertise in language assessment and intervention in culturally and linguistically diverse populations. Her research focuses on developing authentic and innovative approaches in the assessment of language, speech and emergent literacy in Arabic.

Counseling & Clinical Psychology

PSYCHOLOGICAL COUNSELING

Richard V. Campagna (M.A. '91) hosted a multi-disciplinary, multi-media symposium on "Optimistic Existential Philosophy and Psychology" in Iowa City. The content was substan-

(CONTINUED ON PAGE 58)

[ALUMNI FOCUS]

A New Way of Thinking

Nick Sousanis is helping academia visualize new dimensions

Last November, the science journal *Nature* featured a nine-page comic, "The Fragile Framework," describing humanity's slow awakening to climate change. The artist was **Nick Sousanis** (Ed.D. '14), who calls his medium "a way to access whole new ways of thinking from which we usually shut ourselves off."

Sousanis's TC dissertation, *Unflattening*, is an extended meditation on perception and cognition, entirely in comic book form. Harvard University Press, the work's publisher, calls it "an insurrection against the fixed viewpoint."

"I started out making a comic because I saw the educational potential of the medium," says Sousanis, a postdoctoral fellow at the University of Calgary. "I didn't anticipate how hungry people were for alt-scholarship and comics."



Unflattening has won the 2016 American Publishers Award for Professional and Scholarly Excellence (PROSE) in Humanities and the Lynd Ward Prize for Graphic Novel of the Year (named for an early 20th century TC graduate who made wordless woodcut novels). Sousanis has become a leading champion of learning and scholarship that

"incorporates ways to get past some of the boundaries we set for ourselves."

In that spirit, Sousanis defended his dissertation at the home of the late TC philosopher Maxine Greene, joined afterward by his newborn daughter. "That's what you want to teach," he says of the playful curiosity between the baby and the 96-year-old scholar. "To open people's eyes about themselves and the world."

Sousanis's book is selling worldwide, with translations coming soon. He has connected with big comics companies and respected figures such as artist and comics theorist Scott McCloud. This fall he becomes an assistant professor at San Francisco State University.

"I'm an evangelist for comics and alternative forms," he says. "I'm happy to do it as a teacher." — **SIDDHARTHA MITTER**

[BIOBEHAVIORAL SCIENCES]

Reem Khamis-Dakwar (Ph.D. '07), Communication Sciences & Disorders Program Chair at Adelphi University, is recognized for language assessment and intervention in diverse populations.

tially inspired and developed during his time as a TC student and member of the Alumni Council.

Katie Dorsey (M.E. '15, M.A. '15) is interning at the Denver County Jail. She runs

three groups (one for men and two for women) and has two individual clients. She can't wait to take on others as she finishes the first quarter of her psychology doctorate.

Francine Fabricant (M.E.

'01) received an Axiom Business Book Award for *Creating Career Success* (Wadsworth Publishing 2013), securing a bronze in the Career category. The book includes research by TC faculty (as well as from many other sources). Fabricant

sees the honor as a reflection of the in-depth training she received at TC, which “truly informed the book on every page.” Fabricant is a member of TC’s Alumni Council.

PSYCHOLOGY IN EDUCATION

Nimat Hafez Barazangi (M.A. '72) authored *Woman's Identity and Retinking the Hadith* (Routledge 2015). Barazangi gave a Book Talk at TC's Gottesman Libraries in April.

Curriculum & Teaching

CURRICULUM & TEACHING
PS DANCE!, a documentary film

[ALUMNI FOCUS]

A Translator's Odyssey

When **Tomoko Takahashi** (Ed.D. '84), an applied linguist specializing in the dynamics of second language learning and cross-cultural communication, decided to publish her memoir, *Samurai and Cotton*, in English, she did the Japanese-to-English translating. After all, Takahashi has published research on second language acquisition, co-authored with her Teachers College advisor, Leslie Beebe, and textbooks in Japan, Korea, Taiwan and China. She's translated works from English to Japanese — including three by Rosa Parks, the late civil rights icon, who became a close friend.

Also, *Samurai and Cotton* tells of Takahashi's father's and her own journey to the United States. But therein lay the rub. “You care so much because it's your self-expression,” says Takahashi. Sometimes she

groped for the right expression; often, she simply rewrote while translating.

Ultimately, “I became fascinated by self-translation — I felt that I had a book about it in my head,” says Takahashi, who sought guidance from translation theorist Rita Wilson of Australia's Monash University.

Takahashi is Dean of the Graduate School for Soka University of America in Southern California. She has other responsibilities, including as a Commissioner and accreditation evaluator for the WASC Senior College and University Commission. Still, prompted by her conversations with Wilson, she completed a second doctoral dissertation — “Lost and Found in Self-Translation: Author-Translator's Re-encounter with the Past, Self, Inner Voice, and Hidden Creativity” — in 2014, 30 years after her TC doctorate.

Her career in applied linguistics rekindled, Takahashi draws inspiration from Parks, whom she often visited. “Here was this national treasure, and I would find her in the kitchen, slicing tomatoes,” she recalls. “There are a lot of memories.” — **SIDDHARTHA MITTER**



Photograph: Eric Mitsu Kimura

about dance education in public schools, was nominated for a NY Emmy award. The film's Executive Producer, **Jody Gottfried Arnhold** (M.A. '73), is a dance educator/advocate, founder of 92Y Dance Education Laboratory and 2013 TC Distinguished Alumni Award recipient. Arnhold has been leading a nationwide effort to ensure that every child in every public school in every state has access to a dance teacher and a quality dance education. (psdance-nyc.com/join-the-movement) She has just generously funded a new dance education doctoral program at Teachers College (see page 46).

Education Policy & Social Analysis

EDUCATION POLICY

Travis Bristol (Ph.D. '14) won the inaugural Teacher Diversity Award from the American Association of Colleges for Teacher Education (AACTE) for outstanding research and advocacy for policies needed to enhance diversity in the nation's teaching force. At the time, Bristol was a Research and Policy Fellow at the Stanford Center for Opportunity Policy in Education. Bristol has since been appointed Assistant Professor in English Education at Boston University. The award was given by one of AACTE's Topical Action Groups, dedicated to bringing more teachers of color into the profession.

SOCIOLOGY & EDUCATION

Prudence Carter (M.A. '95) was appointed Dean of the

Graduate School of Education at the University of California, Berkeley, effective June 30, 2016. A member of the National Academy of Education, a newly elected member of the Sociological Research Association and a Fellow of the American Research Association, Carter will bring to Berkeley her stature as a scholar, her strong vision for leadership in the field of education and her passionate commitment to public education.

Samson MacJessie-

Mbewe (M.A. '01) is now Director of Higher Education at the Ministry of Education, Science and Technology in Malawi.

Health & Behavior Studies

HEALTH EDUCATION

Brenda Marshall (Ed.D. '03, M.S. '00) was inducted into the National League for Nursing (NLN) Academy of Nursing Education (ANEF).

International & Transcultural Studies

FAMILY & COMMUNITY EDUCATION

Evelyn R. Bohm (Ed.D. '84, M.E. '80) retired and serves on the Board of Directors of The Alzheimer's Association. As a volunteer for the organization, she also runs several support groups for caregivers. Dr. Bohm feels "very grateful to be a graduate of TC as it has prepared me well in working

(CONTINUED ON PAGE 60)

[ALUMNI FOCUS]

An Ambassador for Lifelong Learning

Brenda LaGrange Johnson's career could be described as "continuing education"

Brenda LaGrange Johnson was teaching in Brooklyn when she enrolled in Teachers College's education psychology master's degree program.

"I had so many papers that I brought my typewriter on the subway!" says Johnson (M.A. '65), adding that she has no regrets. "The most important thing any person can do is continue their education. Keep taking in new ideas and ideals."

Johnson has lived by those words. In the late 1970s, she and a friend noticed that the Young Presidents Organiza-

tion, which their husbands participated in, included few women. They launched an importing and marketing company, Brenmer, that became so successful that in 2005 President George W. Bush appointed Johnson U.S. Ambassador to Jamaica. Johnson had no hesitations — "If you're not a career diplomat and are lucky enough to be offered



the job, you accept it!" — but faced "a steep learning curve" as Jamaican voters seated three new Parliaments in four years. Nevertheless, she built positive political relationships and took a special interest in Jamaican schools.

In recent years, Johnson has brought tutors to the Madison Square Boys & Girls Club and served on the boards of the Kennedy Center and Duke University's Nasher Museum of Art. She is active in the American Friends of Jamaica and has spearheaded the Board of The Prince of Wales Foundation's Rose Town Regeneration Project, which supports the impoverished Kingston neighborhood. Through the latter effort, she met Prince Charles and his wife, Duchess Camilla, and subsequently the royal couple visited Jamaica. "I joke that I traded the White House for Buckingham Palace," she says. "Living in Jamaica was an incredible experience. My 10 grandchildren visited 18 times and consider themselves 'Jamericans.'" — **KELSEY ROGALEWICZ**

with family and community.”

**INTERNATIONAL
EDUCATIONAL
DEVELOPMENT**

Colette Grace Mazzucelli (M.E. '11) was mentioned in a recent *New York Times* article, “Extreme Study Abroad: The World Is Their Campus,” partly about an international relations course taught for undergraduates at LIU Global. In the pilot course this fall, Professor Mazzucelli uses Google’s new Learning Management System Classroom to teach undergraduates engaged in field work on several conti-

[CURRICULUM & TEACHING]

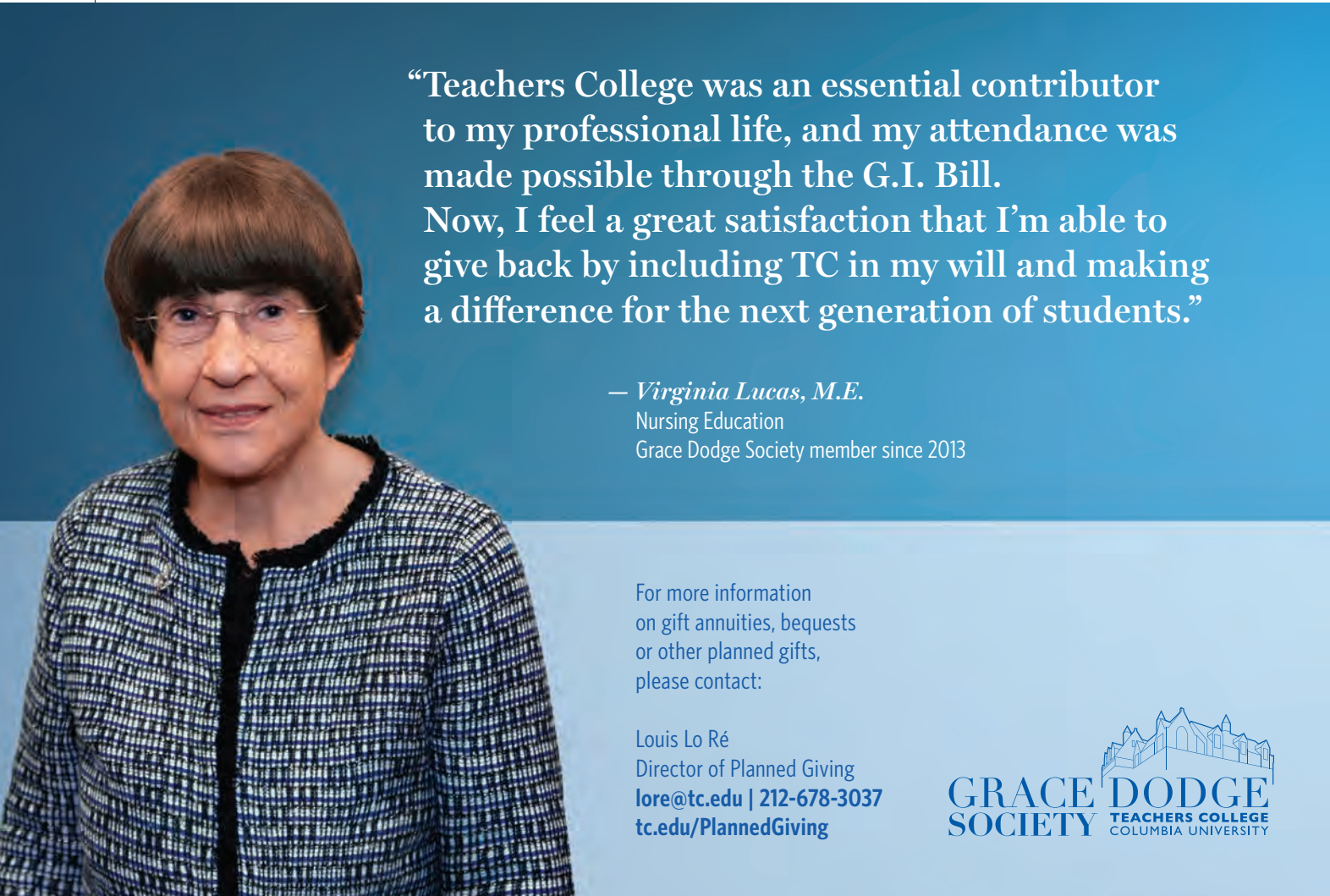
PS DANCE!, a documentary film about public school dance education, executive produced by dance advocate **Jody Gottfried Arnhold** (M.A. '73), received a NY Emmy award nomination.

nents. Mazzucelli’s article “The Syrian Refugee Exodus Needs a Civil Society Response,” in *The WorldPost*, was published by *The Huffington Post*.

Matthew A.M. Thomas (M.A. '09) is now a Lecturer of Comparative Education and Sociology of Education at the University of Sydney

in Australia.

Mary (Masha) Turchinsky (M.E. '12) produced #MetKids: Made for, with, and by kids,



“Teachers College was an essential contributor to my professional life, and my attendance was made possible through the G.I. Bill. Now, I feel a great satisfaction that I’m able to give back by including TC in my will and making a difference for the next generation of students.”

— *Virginia Lucas, M.E.*
Nursing Education
Grace Dodge Society member since 2013

For more information on gift annuities, bequests or other planned gifts, please contact:

Louis Lo Ré
Director of Planned Giving
lore@tc.edu | 212-678-3037
tc.edu/PlannedGiving



a new digital series launched by the Metropolitan Museum of Art. (www.metmuseum.org/metkids)

Mathematics, Science & Technology

COMPUTING IN EDUCATION

Anthony Clemons (M.A. '15) is completing his Ed.M. in Teachers College's Program in Interdisciplinary Studies in Education. The program explores the intersection of adult learning and instructional technology.

INSTRUCTIONAL TECHNOLOGY & MEDIA

Heejung An-Chandler (Ed.D. '04) co-authored/edited *Tablets in K-12 Education: Integrated Experiences and Implications* (IGI Global 2014).

MATHEMATICS EDUCATION

Elana (Epstein) Reiser (Ed.D. '07) authored *Teaching Mathematics Using Popular Culture: Strategies for Common Core Instruction from Film and Television* (McFarland 2015). Organized on the subject strands of the Common Core, the book explores math concepts that are featured in contemporary films and television shows. The book also provides examples and outlines high school math teachers can use to design lessons using pop culture references. (www.mcfarlandbooks.com)

SECONDARY SOCIAL SCIENCE EDUCATION

Ray Ann Havasy (Ed.D. '97), Director of the Center for

Science Teaching and Learning (CSTL) at Tanglewood Preserve, has helped tailor a first-ever STEM voyage to the Caribbean. This special Fathom cruise to the Dominican Republic which will be held on July 17, 2016, will also host the fifth annual international Clean Tech Competition for students ages 15-18. (www.cstl.org)

SUPERVISION IN SCIENCE EDUCATION

James M. Micik (Ed.D. '86, M.E. '85), a former science teacher for the Greenwich, Connecticut Public School System, was appointed Assistant Professor of Math and Science Education at Franklin Pierce University. Micik is now teaching in the M.Ed. program in the University's College of Graduate & Professional Studies.

Organization & Leadership

ÆGIS

Richanne C. Mankey (Ed.D. '07) was named President of Defiance College. Mankey is the first woman to serve as the college's president in the institution's 165-year history.

EDUCATIONAL ADMINISTRATION

Danielle Moss Lee (Ed.D. '06), Chief Executive Officer of the YWCA of the City of New York, was appointed one of seven new Commissioners to the Commission on Gender Equity by New York City Mayor Bill de Blasio. The Commission is an advisory body that works across city agencies to help achieve the Mayor's commitment to reduce gen-

der-based inequity and build a safer, more inclusive and economically mobile city for women and girls.

HIGHER & POSTSECONDARY EDUCATION

Marta Elena Esquilin (M.A. '04) has joined Rutgers University–Newark as Associate Dean of the newly established Honors Living-Learning Community (HLLC), and Assistant Professor of Professional Practice in American Studies.

Belinda Miles (Ed.D. '00) was inaugurated as the third president of Westchester Community College. Many TC alumni were among her honored guests, including Teachers College President **Susan Fuhrman** (Ph.D. '77) and **Marcia Keizs** (Ed.D. '84), President of York College. Miles' TC dissertation advisor, **Sharon McDade**, a former faculty member in TC's Higher Education program, also attended.

ORGANIZATIONAL PSYCHOLOGY

Elaine Davidson (M.A. '05) is Founder and Chief Executive Officer of Works4Her, a global consulting firm that aids organizations in enhancing the abilities of current and future female leaders and working mothers. Davidson is also the creator of Working Mother Mentorship, a global coaching and consulting firm that offers innovative programs in re-entry from maternity leave and mentorship of working mothers.

Valentine Kang Gelman (M.A. '05) was appointed

Senior Vice President of Advancement for The Music Center. The Center is the premier performing arts center in Los Angeles.

Tenzin Sonam Gonsar (M.A. '10) founded EduLift, a non-profit in Kathmandu, Nepal dedicated to empowering children and youth through a new kind of holistic and experiential-based education. (www.eduliftacademy.org)

PRIVATE SCHOOL LEADERSHIP

Edmund McCarthy (M.A. '13) is celebrating his fifth year as Assistant Coach of Major League Lacrosse's Boston Cannons. "My preparation at Teachers College has fortified my ability to listen, learn, and lead as a teacher and as a coach," he says.

Other Areas of Interest

INTERDISCIPLINARY STUDIES IN EDUCATION

Anitra C. Hampton (Ed.D. '10, M.A. '05, M.E. '00, M.A. '99) has been named Director of Field Experience and Clinical Practices at Miles College in Fairfield, Alabama. Hampton is also Assistant Professor of Education (Teacher Education) at Miles College.

Share Your News

Like reading about your fellow TC alums? Let them read about you, too. Share your news at:

Office of Alumni Relations
www.tc.edu/alumni/update
or email tc alumni@tc.edu

In Memoriam

[THE HALL OF FAMER]

Susan G. Gordon



Pediatrician **Susan Gordon**, wife of Teachers College Professor Emeritus Edmund Gordon, died in January. ■ “Dr. Susan,” pediatrics professor at Columbia University’s College of Physicians & Surgeons, and Fellow of the American Academy of Pediatrics, served from 1978-81 on The National Panel on the Measurement of the Program Effects of Head Start. ■ The Gordons led school integration in East Ramapo, New York; founded Harlem’s Harriet Tubman Child Health and Guidance Clinic and created a Psycho-Educational Diagnostic Clinic at Columbia Presbyterian Medical Center’s Ambulatory Pediatrics Division. Susan Gordon received the Children’s Champion Award of the Early Child Consortium of Rockland County, New York, in 1999. In 2006, the Gordons entered the Rockland County Civil Rights Hall of Fame. ■ Susan Gordon never attended Teachers College, but, TC President Susan Fuhrman said, “her spirit and influence is woven into the fabric of our institution.”

[THE COACH]

William Campbell



Bill Campbell (M.A. '64), a Silicon Valley legend, former Chairman of Columbia University’s Board of Trustees and a former Columbia football star and coach, died in April at 75. ■ Campbell joined Apple in 1983 as Vice President for Marketing. He later worked closely with Steve Jobs during the revamping of the company’s Mac computer line and introduction of its iPod, iPhone and iPad. Campbell also informally advised Google’s two founders, Sergey Brin and Larry Page. ■ “Google would not be

the company it is today without the influence of Bill Campbell, and my guess is Apple wouldn’t be, either,” said Eric Schmidt, Google’s chairman, in the *New York Times* obituary about Campbell. ■ Campbell received Columbia’s 2015 Alumni Medal. In 2009, the National Football Foundation and College Hall of Fame renamed its award for top scholar-athletes for him.

[THE PRINCIPLED VOICE]

Mattiwilda Dobbs



Mattiwilda Dobbs, one of the first black principal singers with New York City’s

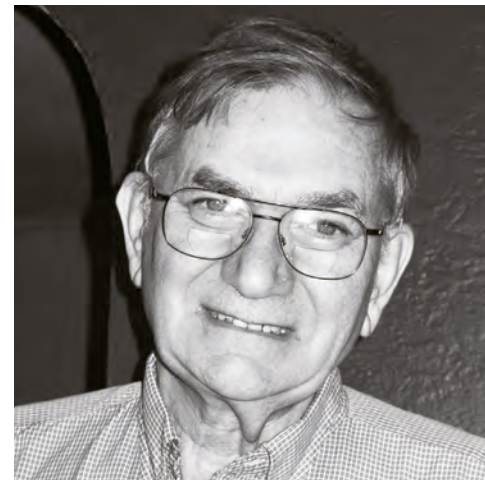
Metropolitan Opera, died in December at age 90. A coloratura soprano perhaps best known as an interpreter of Schubert lieder, she was widely hailed, according to the *New York Times*, for the “crystalline purity and supple agility” of her voice. ■ Early in her career, Dobbs — who earned her M.A. at TC in 1948 — became the first black principal singer at La Scala in Milan. She debuted at the Met as Gilda in Verdi’s “Rigoletto” in 1956 and became the first black woman to be offered a long-term contract there. ■ Though well known, Dobbs commanded less popular attention during her long career than the more flamboyant black artists Marian Anderson, who preceded her to the Met stage, and Leontyne Price. She was, however, known for her steadfast refusal to sing in segregated concert halls. She sang only once in Atlanta, her home city, until 1974, when she performed at the inauguration of Maynard Jackson, the city’s first black mayor. And on that occasion she had extra incentive: Jackson was her nephew.

[THE EQUITY CHAMPION]

Quantifying Desegregation’s Benefits

Robert L. Crain’s studies showed that school integration improved lives

Teachers College sociologist **Robert Crain**, whose large-scale quantitative studies demonstrated the positive impacts of school and neighborhood desegregation, died in March at age 82. ■ Crain, along with Jomills Braddock, James McPartland and Willis Hawley, was among a small group of pioneering sociologists who worked to convince the federal and state governments not to roll back racial protections accorded blacks through the Supreme Court’s 1954 decision in *Brown v. Board of Education* and the 1964 Civil Rights Act. Much of his work advanced Perpetuation Theory, which predicts that young people who attend racially segregated schools are likely, as adults, to hold jobs in segregated workplaces and live in segregated neighborhoods. ■ Crain also gave expert testimony on desegregation, including on behalf of plaintiffs in Connecticut’s famous *Sheff v. O’Neill* case, who charged that the state’s system of separate city and suburban school districts had created racially segregated schools and violated their children’s rights to equal opportunity. — **JOE LEVINE**



[THE PRIME MOVER]

She Got Them Thinking on Their Feet

Antoinette Gentile launched a new era in rehabilitation of neurologically-based movement disorders

Professor Emerita **Antoinette Gentile**, a leader in movement sciences (kinesiology) and neuromotor research, died in February at age 79.

Gentile, who taught for 44 years at TC, was a pioneer in applying theories of brain function to treatment of patients with movement disorders, ushering in a new era in rehabilitation from strokes or neurological conditions affecting movement. She established the world's first program of study in motor learning and mentored many of the field's current leaders. In 2008, she received TC's Medal for Distinguished Service to Education.

"Ann Gentile was an international leader who changed the way many scholars thought about the skill learning processes and variables that influenced motor control of complex, coordinated physical activity," said Richard Magill, Helen "Bessie" Silverberg Pliner Professor Emeritus in Kinesiology at Louisiana State University.

"Ann's ideas remain an accepted component of virtually all curricula in physical and occupational therapy and influence the training of new rehabilitation therapists," said Andrew Gordon, TC Professor of Movement Sciences.

Prior to the 1970s, treatment of stroke patients and those afflicted by conditions like Parkinson's had been determined largely by defining the extent of damage to patients' brains. Gentile focused instead on the impact of environment on brain function and the potential to exploit "neuroplasticity," the brain's ability, following trauma, to shift functions to new regions.

In a 1972 paper, Gentile argued that neuromotor skills are acquired in distinct stages, each stage having implications for



TRIGGERING CHANGE

"The perspective we were bringing, that unless the patient actively moves on his own there will be no reorganization in the nervous system, was quite radical."

teaching or treatment. In her now ubiquitous "Taxonomy of Tasks," she grouped tasks according to the structure of the environment in which they are performed. For example, a person on flat ground can learn walking by rote, whereas walking on varied terrain requires the creativity to produce different kinds of movements.

Gentile also fleshed out theories that skills involve both "explicit" processes (ones the performer is aware of, such as braking for a red light) and implicit ones that lie beyond conscious awareness — for example, balancing on a bike.

Gentile applied this conceptual framework to physical rehabilitation, arguing that while much early learning occurs in the implicit realm, a patient's cognitive abilities determine treatments' success. Again, her message contradicted received wisdom.

"The physical therapists would get these poor stroke patients down on the floor, doing very simple tasks, because the idea was that you had to regress back after a stroke and re-learn as though you were an infant," Gentile said in 2009. "The therapist would move the individual on the assumption that passive movement was going to facilitate their recovery. So the perspective we were bringing, that unless the patient actively moves on his own there will be no reorganization in the nervous system, was quite radical."

The A.M. Gentile Scholarship Fund in Motor Learning

To contribute to the A.M. Gentile Scholarship Fund in Motor Learning, call Linda Colquhoun at 212-678-3679 or visit tc.edu/campaign.



THE CAMPAIGN FOR
FIRST **TEACHERS COLLEGE** COLUMBIA UNIVERSITY

525 West 120th Street | Box 306 | New York, NY 10027 | tc.edu

NON-PROFIT ORG.
US POSTAGE
PAID
TEACHERS COLLEGE

See yourself in our Campaign — no matter who you are

To support student scholarship at Teachers College — the top priority of *Where the Future Comes First*, our historic \$300 million campaign — you can:

- ▶ Pledge \$50,000 to create a new endowed scholarship in your own name or that of someone whom you wish to honor
- ▶ Contribute to an existing tribute fund
- ▶ Support a TC Fund Scholar

And if you don't see something that reflects your interests — or your budget — there is another way. Find some like-minded fellow alumni or friends and create your own new endowed scholarship fund!

Make a TC Campaign gift today

to find out more, contact:

Linda Colquhoun at 212-678-3679

colquhoun@tc.columbia.edu

or visit tc.edu/future

