

TC Today

THE MAGAZINE OF
TEACHERS COLLEGE,
COLUMBIA UNIVERSITY

FINDING PATHS

President
Thomas Bailey
wants to make
education
enriching for
all comers

INSIDE:

Rethinking
American
Higher Education

Driven:
Genocide
Scholar-Activist
Sam Totten
(Ed.D. '85)

TC's Staunchest
Supporter:
The Late
John Klingenstein

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Where the Future Comes First raised \$345 million. Our top donors set the table, but ultimately this was a broad-based People's Campaign.



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HOPEFUL FACES IN PUBLIC SPACES

The nonprofit Artolution works with street youth, refugees, the incarcerated and others from marginalized groups to create murals in countries around the world. Led by TC Art & Art Education doctoral student Max Levi Frieder and his collaborator, Joel Bergner, Artolution has brought one such effort to New York City: a mural, now hanging in the Oculus Building (adjacent to the memorial site for the 9/11 terrorist attacks) that they and eight Rohingya artists created with Rohingya children in the Balukhali Refugee Camp in Bangladesh.

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

Suzanne M. Murphy
VICE PRESIDENT, DEVELOPMENT & EXTERNAL AFFAIRS
(M.ED. '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
MANAGING EDITOR

CONTRIBUTORS

Alyssa Bean, Kirsten Burch, Linda Colquhoun, Rosella Garcia, Edy Getz, Steve Giegerich, Emily Kobel, Harriet Jackson, Patricia Lamiell, Nikki Marenbach, Kalena Rosario, Scott Rubin, Susan Scherman, Lori Strauss, Matthew Vincent, Hua-Chu Yen, Dasheng Zhang

Nina Ovrny
ART DIRECTOR

Ali Silva
COPY EDITOR

TC Today Fall/Winter 2018
Volume 43, Number 1, Copyright 2018
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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



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Welcoming Charles Desmond; Jay Urwitz returns; Emeritus honors for E. John Rosenwald Jr.

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Trustee Emeritus John Klingenstein was a visionary philanthropist and TC's staunchest supporter



You Can Fight City Hall.

Zachariah Hennessey (M.A. '06)

Vice President, Neighborhood Health,
Public Health Solutions

Career

At nonprofits, hospitals and in volunteer public service, advocating and partnering with government and philanthropy to help New York's most vulnerable and disenfranchised communities.

Proudest Accomplishment

The city is close to ending its HIV/AIDS epidemic. Prevention and treatment have resulted in remarkable declines in new cases, because of activism and a very forward-thinking city government.

What I learned at TC

What families and neighborhoods need to foster health and resilience in children and teens. At Public Health Solutions we improve the social determinants of health, support optimal birth and early child development outcomes, strengthen families, and better coordinate neighborhood resources.

Philosophy

Creating a more level playing field in an increasingly segregated city by ensuring that communities have the right resources to support health and the ability of parents to be fully present in their children's lives.

TC Gifts

TC Annual Fund contributor.
Dewey Circle member.

Why I Give

As a professional who's constantly raising funds myself, I know unrestricted funding's importance to achieving institutional goals. Leadership needs that flexibility to truly achieve their mission.

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

Photo: Bruce Gilbert

*You, too, can support TC's students.
Contact Susan Scherman
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or visit tc.edu/supportstudents*

Working Together

Taking TC's impact to scale

Since being named Teachers College's president, I've been repeatedly asked two questions. The answer to the first — “Why did you want this job?” — is that we produce graduates like Sam Totten, whose story launches the new “TC Heroes” section in these pages. An internationally renowned genocide scholar, Sam has immeasurably enhanced

understanding of why and how regimes perpetrate this most horrific of mass crimes. But beyond bearing witness, Sam also risks his life to truck food into Sudan's Nuba Mountains, where the government is waging a scorched-earth campaign against indigenous villagers.

That kind of commitment to helping others is part of TC's DNA. Like all great universities and colleges, we are home to brilliant people doing fascinating work. But what truly sets us apart is that — from shaping more effective teaching to getting entire communities to embrace healthier lifestyles — we directly apply our knowledge to building a better world.

The answer to the second question — “So, what are you planning to *do*?” — is on one level simple: everything I possibly can to increase our impact. In reality, of course, that's a complex challenge. To meet it we must ensure that we attract and support the best students, increase our research funding, and assure the coherence of our programs and course offerings. Ultimately, we must work with each other and with practitioners to create solutions broad enough to address major societal issues yet sufficiently nuanced to work in different cultures and contexts.



As you can also read in this issue, we're applying just such a comprehensive approach to helping American colleges and universities better serve students from poor, minority and immigrant backgrounds. With the United States on pace to become a majority non-white nation by 2045, these students literally represent the future of our country. “They” are us, and — as visionaries at TC have always understood — if we fail them, we fail ourselves.

And speaking of visionaries, TC has lost three in recent months: Trustee Emeritus John Klingenstein, creator of our Klingenstein Center for Independent School Leadership and the most generous donor in our history; Professor Emerita María

Torres-Guzmán, a pioneer in multilingual and multicultural education; and Professor Emerita L. Lee Knefelkamp, a prime leader in student development theory and 21st-century liberal arts curricula. People like John, María and Lee can't be replaced, but their passing offers us a moment to reflect on their legacies and redouble our

efforts to build on their work. As we begin a new era at TC, their ideas, their commitment to excellence, and their passion for teaching and learning have never been more relevant.

THOMAS BAILEY



Here to Serve.

Katie Embree & Marie Volpe

Careers

Katie: Vice Provost

Marie: Adjunct Assistant Professor of Adult Learning & Leadership

What They Really Do

Katie: Go-to resource for community members navigating personal emergencies – or just about anything else.

Marie: Go-to resource for students navigating doctoral dissertations.

Together: Making people laugh. (See M. Volpe, “Engaging Students in the Classroom: What Educators Can Learn from Comedians”)

Philosophy

Katie: The world is very small so be sure to always do the right thing – and channel Marie Volpe in work and in life.

Marie: I’m a big, big John Dewey fan. I used to date him, you know.

TC Gifts

Katie: The Wendy M. Dressel Student Emergency Fund, commemorating her mom; the Morton T. Embree Award for Outstanding Contribution to Student Learning, honoring her dad.

Marie: The Carmela and Marie F. Volpe Fellowship for International Service in Education; including TC in her estate plans.

Together: The Marie Volpe-Katie Embree Endowed Scholarship, for doctoral students in financial need.

Why They Give

Because that’s how they roll. Also –

Katie: Marie has done so much for students – I wanted our names together on a scholarship.

Marie: TC matched us, dollar for dollar. You think I’m passing that up?

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

Katie Embree (left) & Marie Volpe (right)
Special thanks to the wonderful staff of CULINART

Photo: Bruce Gilbert

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Short Takes

... on big news at the College



Abby's Road

Fall at TC brought orientation music and the new Abby M. O'Neill Teaching Fellowships to West 120th Street; Georgia O'Keeffe's Hawaiian period; six new faculty members; and more.



At Hollingworth Science Camp, a Deep Dive into Oceanography

EACH JULY, TC'S HOLLINGWORTH Science Camp provides 200 students, grades K-4, with an immersive, hands-on science curriculum.

This past summer was even more immersive than usual. The theme was oceanography, and Camp Director Jacquelyn Durán (Ph.D. '18) and her team of teachers — all TC alumni or current students — led trips to the Maritime Aquarium in Norwalk, the

“Unseen Oceans” exhibit at the American Museum of Natural History, and TC’s own Smith Learning Theater, where footage spotlighted trash.

When teachers asked what could be done to decrease ocean pollution, some students created artwork in support of ocean cleanup. Many others decided to ask their local representatives to protect marine habitats.

Campers even designed their own prototypes for retrieving surface-level ocean debris. Using recycled items — plastic nettings from clementine packages, empty water bottles, etc. — the young engineers revised, retested and improved their prototypes in kiddie pools in Zankel Hall.

Per camp tradition, at pickup time each day, teachers held up “Ask me about...” signs to prompt parents to give students a chance to share their new expertise. One mother told Durán the camp was “a turning point” for her son. Previously uninterested in school, he could not stop talking about everything he was learning at camp.

Durán hopes to enhance the camp’s already impressive curriculum by adding more culturally diverse topics and scientist biographies.

As for those great ocean cleanup proposals, Durán waited until after the campers had tested their designs before teaching them about real-life cleanup technology that’s in development. “Why constrain their ideas?” she said. “Kids think so much more broadly than we do.” — **EMILY KOBEL**

HONORS & DISTINCTIONS

Jane K. Dickinson, Director of TC’s Program in Diabetes Education & Management, is the American Association of Diabetes Educators 2019 Diabetes Educator of the Year.



Carol Garber, Professor of Movement Sciences, will receive the career American College of Sports Medicine (ACSM) Citation Award, for advancing sports medicine and exercise science.



Ansley T. Erickson, Associate Professor, History & Education, is a 2017-18 National Endowment for the Humanities/Ford Foundation Fellow, Schomburg Center for Research in Black Culture, New York Public Library.



Mariana Souto-Manning, Associate Professor, Early Childhood Education, holds guest and honorary appointments at Háskóli Íslands/ University of Iceland; Hunter College CUNY; and Kings College London.



THEY'RE HIRED

Six new faculty members joined TC this past fall:

PRERNA G. ARORA, Assistant Professor of School Psychology, develops and examines school- and community-based culturally-tailored interventions for immigrant populations.

PAULO BLIKSTEIN, Associate Professor of Communication, Media & Learning Technologies Design, examines how new technologies can transform K-12 science, engineering and computation learning.

NICOLE L.B. FURLONGE is Professor of Practice and Director of TC's Klingenstein Center for Independent School Leadership.

JORDAN MATSUDAIRA, Associate Professor of Economics & Education, served on President Obama's Council of Economic Advisers as Senior and then Chief Economist.

ROBERT SIEGLER is Jacob H. Schiff Foundations Professor of Psychology & Education. He researches how theoretical understanding of mathematical development can improve children's math learning.

ROSALIA ZÁRATE, Minority Postdoctoral Fellow, researches higher education policy, with an emphasis on retaining underrepresented students and improving equity in STEM fields.



TC Welcomes the Abby M. O'Neill Fellows

This fall brought the first cohort of Abby M. O'Neill Teaching Fellows to TC's campus. Created by a \$10 million gift from O'Neill — a long-time TC Trustee who died in spring 2017 — the Abby M. O'Neill Fellowships are given to outstanding Teachers College students who are committed to teaching in New York City schools. Each Fellow receives \$40,000 in tuition assistance. O'Neill sought to make Teachers College affordable to New York City-bound teachers by relieving them of debt and giving them the financial freedom to serve the city's children.

[BRUSH WITH THE BEACH]



HAWAII ON HER MIND

The great modernist painter and late TC alumna Georgia O'Keeffe is known for deriving inspiration from the American West, but she also spent nine weeks in Hawaii during 1939, commissioned by the Hawaiian Pineapple Company. This past fall, in an exhibition titled "Visions of Hawai'i," the New York Botanical Garden displayed 20 of O'Keeffe's Hawaii paintings of lava-studded beaches and towering waterfalls.

[DEPICTING THE THING WITH FEATHERS]



ARTOLUTION, NOT PERSECUTION

The Rohingya people fled to Bangladesh after persecution by Myanmar’s armed forces. In a mural now at New York City’s Oculus Building, Rohingya refugee children, guided by TC student Max Frieder’s nonprofit, Artolution, express hope for living without fear.

Taking Up the Community College Challenge

Thomas Brock, previously Commissioner of the U.S. Department of Education’s National Center for Education Research, became Director of TC’s Community College Research Center (CCRC) in September. He succeeded Thomas Bailey, now TC’s president. “Community colleges offer millions virtually unfettered access to higher education but are often beset by inadequate funding and low completion rates,” said Brock. “CCRC objectively examines factors that impede their success and generates ideas and evidence for improvement.”



Education Reimagined

A summer institute bridges the rhetoric of diversity and the reality of segregation

Academic keynote addresses rarely involve actual notes — let alone an a capella Native American prayer song. For speaker Angela Valenzuela, Professor of Educational Leadership & Policy at the University of Texas-Austin College of Education, that difference underscored the takeaway of TC’s third annual Reimagining Education Institute, in early July: that education must embrace a broad diversity of cultures and perspectives. ■ Reimagining Education is TC’s answer for a nation “caught between the rhetoric of diversity and the reality of segregation,” Institute director Amy Stuart Wells told more than 350 educators from 24 states and six countries. ■ TC faculty and students joined a cast of powerful speakers in raising issues of privilege, cultural literacy and school diversity. ■ Valenzuela, whose keynote was also TC’s sixth annual Edmund Gordon Lecture (Gordon, 97, the famed psychologist, looked on), described how Academia Cuauhtli, the public-private partnership she directs, immerses “historically disadvantaged” fourth-graders in a curriculum steeped in Mexican-American and Tejano culture. The children emerge feeling part of “the great American panorama” and of “a curriculum in which they are developing skills that help them to see themselves as college material — just like everyone else.”

— STEVE GIEGERICH

IN BRIEF



Loud Reports: Headline-Makers from TC

Getting real with second-language teaching; problems with arming teachers; can citizenship education work in Rwanda?



■ Second language (L2) teaching often emphasizes textbook dialogues over real-life interactions, writes **Hansun Waring**, Associate Professor of Applied Linguistics & TESOL, in last spring's *Classroom Discourse*. Waring argues for using teachable "patterns in observable talk and conduct." She offers a model classroom lesson centered on analyzing a recorded telephone exchange, filled with interruptions and incomplete sentences, in

which one friend asks another for help with his car. The textbooks incorporating such teaching are "yet to be written," Waring says, but "the field is wide open" to pedagogical innovation.



■ Guns for teachers? Really? No evidence-based guidelines for training and preparedness exist, note **Sonali Rajan**, Assistant Professor of Health Education, and Charles C. Branas of Columbia's Mailman School of Public Health in June's *American Journal of Public Health*. It's not clear that armed teachers would help uniformed law enforcement in a crisis. The annual cost would total nearly 30 percent of the federal education

budget. The authors' alternative? Reduce youth access to guns; increase services to detect potential for violence; and promote a nurturing school climate.



■ Rwanda is using citizenship education to address its past genocide — but also to reinforce the current state's unity. Little time is spent on multiculturalism, minority rights and post-genocide human rights violations, notes **S. Garnett Russell**, Assistant Professor of International & Comparative Education, in May's *Comparative Education Review*. Her data "highlight the need to further contextualize" global models of citizenship education and better understand how they will be interpreted and invoked locally.

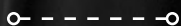
■ Does the Constitution permit the current detention and separation of immigrant families at America's borders? That question dominated a TC Constitution Day discussion, co-facilitated by **Mary Mendenhall**, Associate Professor in the Department of International & Transcultural Studies, and **Eleanor Acer**, Director of the Human Rights First Refugee Protection Program, and sponsored by the Office of the Vice President for Diversity and Community Affairs. Acer suggested that we "do what is necessary to ameliorate the human rights situations that cause people to flee [their home countries]."

■ Legendary TC nutrition educator, alumna and Professor Emerita **Joan Gussow** turned 90 on October 4th. Hailed as mother of the sustainable food movement, Gussow has inspired food gurus from Michael Pollan to TC's **Ellie Krieger** (M.S. '94).

■ TC doctoral students **Tiana D. Moore** (Developmental Psychology) and **Shanae Burch** (Health Education) are 2018 Robert Wood Johnson Foundation Health Policy Research Scholars. Moore, a graduate fellow at TC's National Center for Children & Families, investigates how housing and neighborhood conditions affect health and educational outcomes. Burch, a digital and performance storyteller, uses the arts to promote health education and literacy.



“How can we ensure that [higher education] has the richness that comes from detours — intellectual ones, if not in terms of time and place — that I was lucky enough to be able to take?”



the PATHFINDER

TC's new president has spent his career pondering how to make education enriching for all comers



BY JOE LEVINE

PHOTOGRAPH BY JOHN EMERSON



After

finishing high school in 1968, Tom Bailey traveled across North Africa, hitching rides and sleeping on people's floors. Back home he was a sanitation worker, a cab driver and an apprentice welder, learning alongside recent Vietnam veterans. He became a husband and father. He was four years older than most of his fellow freshman when — somewhat to his own surprise — he enrolled at Harvard to study economics.

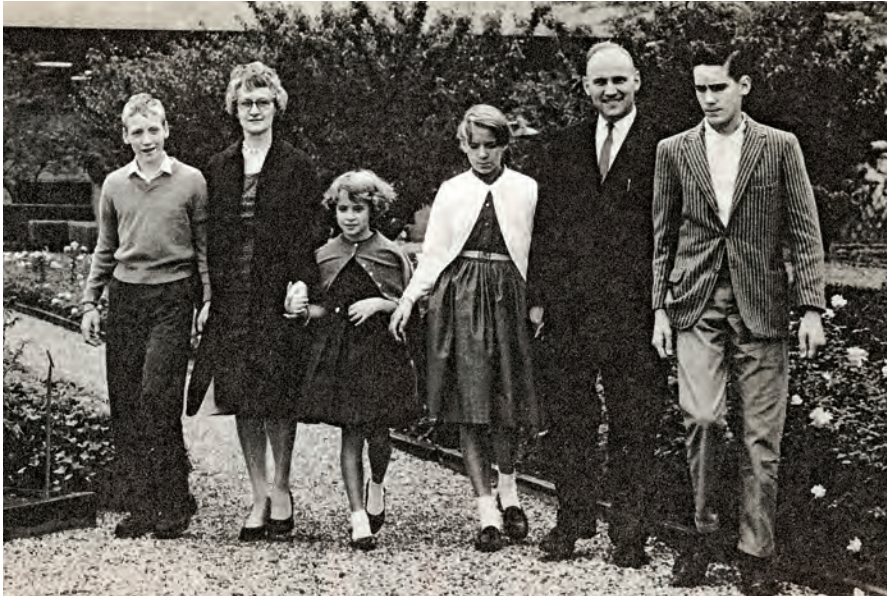
“I realized that, unlike many of the people I'd worked with, I was lucky to have parents who could afford to pay my tuition,” he says. “But I was also fortunate to have had experiences that gave me an appreciation for others' lives and points of view. Those experiences could have derailed me if I'd had less margin for error.”

For Bailey, that conundrum is central to his new role as Teachers College's 11th president — a job he took in July after 27 years on the College's faculty.

“How do we make higher education, with

its consideration of broader ideas and life questions, both accessible and navigable to those without the time and means to devote four years to reading books and writing papers?” he mused one day this past summer. “How can we ensure that it has the richness that comes from detours — intellectual ones, if not in terms of time and place — that I was lucky enough to be able to take?”

In a society where the relationship between education and employment is both taken for granted and hotly debated, Bailey is hardly



“Quakers value consensus. The idea that you want to listen to what other people say, and try to incorporate their views and interests into your decision, is a value I try to live by.”



alone in mulling such questions. But for the past 22 years, as the founding director of TC’s Community College Research Center (CCRC), he’s been a driving force behind a quietly unfolding national success story: the slow but steady shift at community colleges from providing education access, to working more explicitly to ensure that students graduate and gain the knowledge and skills to succeed in work and life. (Bailey stepped down this summer as CCRC director, succeeded by Thomas Brock.)

“There’s a huge movement to redesign

community colleges, and the CCRC, under Tom, has created its language and framework,” says Kendall Guthrie, Chief Learning Officer at the College Futures Foundation and previously the Bill & Melinda Gates Foundation’s funding officer for CCRC. “And now Tom’s book — the blueprint for taking that movement to the next level — is on the shelf of every community college president and every foundation president who funds work on community colleges.”

“Tom’s book” is *Redesigning America’s Community Colleges: A Clearer Path to Student*



AMERICAN FRIENDS Bailey’s parents were nationally active Quakers, and the family also lived in Switzerland for a time. TC’s future president is on the far left, and at right.

Success (Harvard University Press 2015), co-authored with CCRC researchers Shanna Smith Jaggers and Davis Jenkins, which lays out a comprehensive approach — called, fittingly, Guided Pathways — for helping students plan and complete their studies with both intellectual and career goals in mind.

“Guided Pathways is the right image for re-educating people for the workplace,” says Jesse Ausubel, a former Alfred P. Sloan Foundation program officer (now at Rockefeller University) who first proposed creating CCRC. “America tends to be satisfied with equality of opportunity, but people without jobs need counseling and guidance, whether they’re from a 400-year-old American family or just crossed the border.”

There are plenty of reasons why Bailey was, in the words of TC Board Chair Bill Rueckert, “the consensus choice” to lead the nation’s best-known college of education. Authorities like former Second Lady Jill Biden (herself a longtime community college educator) have credited him and CCRC with establishing a culture of evidence and putting community colleges on the country’s education agenda.

He’s been funded by Gates, Sloan, Lumina, Mellon, Hewlett, Ford and many other foundations.

He’s directed three national centers funded by the U.S. Department of Education’s Institute of Education Sciences and chaired an Obama administration commission on developing new outcome measures for community college students. (Many of those proposed measures were subsequently implemented by the Department of Education.) He’s promoted real-world change by convening diverse thinkers, combining sophisticated long-term clinical studies with

old-fashioned field observation, and partnering with front-line practitioners to create strategies that incorporate their experiences and ideas.

Yet, ultimately, it may be Bailey’s concern for educating people from all backgrounds — and his openness to “others’ lives and points of view” — that make him an inspired choice.

“This is a moment when we really need to step back and rethink how to do things in education,” says Bailey’s co-author, Davis Jenkins. “What are our goals, and what does that imply for how we structure schools and experiences? Tom has spent years thinking about those questions and listening to the ideas and needs of other stakeholders. So I think his knowledge and scholarship are going to play out well for TC.”

CONSENSUS BUILDER

ONE THING PEOPLE QUICKLY DISCOVER about Bailey is his natural curiosity. Whether the topic is education policy or summer vacations, he asks questions — and actually listens to the answers.

That purposeful inquisitiveness is more than mere politeness. Bailey’s parents were both nationally active Quakers: His father was a lobbyist for the Friends Committee on National Legislation and later directed a set of “conferences for diplomats” for the American Friends Service Committee in Switzerland, where Bailey attended French elementary school. The elder Bailey then spent 20 years working for UNICEF. Bailey’s mother served on the boards of both the Quaker U.N. Program and the Quaker study center Pendle Hill outside of Philadelphia, and *her* father was President of Quaker-founded Guilford College in North Carolina. While family discussions were often about poverty,



ONGOING DIALOGUE Bailey and his wife, Carmenza Gallo (at left), say a foundation of their marriage has been a lively intellectual exchange in which they challenge one another’s ideas. Opposite: Hiking with his daughters, Daniela (center) and Erika; and with a much younger Daniela.



“When I ask groups, ‘How many of you went to college without thinking it would get you a better job?’, no one raises a hand. We’re all looking for work. We all want a career.”



peace and other social issues, Bailey, who is no longer a practicing Quaker, was influenced as much by the tone as by the content.

“Quakers value consensus,” he says. “The idea that you want to listen to what other people say, and try to incorporate their views and interests into your decision, is a value I try to live by.” He credits his wife, Carmenza Gallo, with helping him do that. She is now a docent at New York City’s Metropolitan Museum of Art after having spent 25 years as a sociology professor at CUNY’s Queens College, focused on political instability in Latin America.

“A crucial foundation of our marriage has

been a lively intellectual exchange on culture, art, literature, world events and politics,” Bailey says. “Carmenza has not been reluctant to challenge any argument — to say, ‘what, you think *that*?’ — and has convinced me to amend many conclusions. She has also given me a different and insightful perspective on people, helping me to understand them and thereby to be a better friend and a more effective colleague and leader. I’m grateful to her for many of the emails I haven’t sent.”

He also listens to his two daughters — Erika, the Head of Voice and Speech at Harvard’s American Repertory Theater, and Daniela, an



“The ideas in our book weren’t ones we dreamed up. We saw the good things community colleges were doing and reflected those things back ... to put all the different elements together.”



alumna of TC’s Klingenstein Center who is a social sciences teacher and class dean at the National Cathedral School in Washington, D.C. “I have learned a great deal from their experience as teachers and leaders.”

CHANGING THE GAME

BAILEY’S LISTENING SKILLS HAVE clearly shaped his approach to research, beginning with his earliest work as a labor economist.

In the mid-1980s, he set out to learn what it would take for U.S. manufacturers to adopt “flexible specialization” — a term popularized by his MIT doctoral thesis adviser, Michael Piore. An important stream of Piore’s thinking emerged from a movement away from the mass production ethos defined by Henry Ford’s promise that “a customer can have a car painted any color he wants, so long as it is black,” toward production that could respond to an increasingly varied range of customer demands. In research that Jesse Ausubel calls “almost anthropological,” Bailey spent several years observing production and interviewing workers, managers and line supervisors at apparel and textile manufacturing plants in states from New York to Alabama, and North Dakota to Arizona.

In his publications, Bailey describes not only the minutiae of how work was organized and how workers carried it out but also the zeitgeist of an entire industry and era. “Managers believe that the industry’s competitiveness depends on their ability to ‘engineer’ the work process by breaking down each process into minute tasks that take only seconds to perform,” he wrote in 1993 in *Industrial Relations*, soon after joining TC’s faculty. “Apparel makers seek low-wage workers, with virtually no educational requirements for most operations.” Variety and change were the enemy: “The industry’s past success was based on the production of low-cost, mass-produced goods in which styles changed slowly ... for example, by 1979, Levi’s best-selling 501 jeans had received only minor modifications since it was first introduced in the early 1880s.” As for encouraging employee adaptation, “In many sectors of the industry, white managers supervise immigrant or native minority workers, and in the vast majority of apparel plants,

IVORY LEAGUE Bailey has a taste for Chopin — and an appreciation for art, culture and a well-rounded education.

the managers are men, the operators, women. These differences may explain management's unwillingness to share power and authority."

Everyone knew change was needed: The market share of imports had soared in recent years. But the managers Bailey interviewed wanted to deploy new technologies and automation to further remove the human element. Bailey argued that this was dead wrong — that technology was only as smart as the people operating it. Employees needed to become more skilled, knowledgeable and strategically involved in production — and that required education.

Bailey and his colleague Sue E. Berryman saw many parallels between the type of work organization that he was criticizing and the organization of the typical school and classroom. As they wrote in their 1992 book, *The Double Helix of Education and the Economy*, "traditional schooling, especially its pedagogy, is poorly organized for learning, whatever the economic environment students find themselves in." American colleges rewarded individual rather than group effort; they were degree- rather than skill-oriented; they tended to divorce knowledge from practice; and they were expensive

and time-consuming to attend.

The reformed workplace and the reformed school had much to learn from each other. Work-based learning is "narrative, dramatic and personal," whereas school-based learning, with its emphasis on scientific proof, is "decontextualized, propositional — no fun!" Bailey wrote in another book, *Working Knowledge*, co-authored with Katherine L. Hughes and David Thornton Moore.

Moreover, the workplace itself, if organized appropriately, could be an effective classroom. "We were interested in applied education — this idea that people actually learned better in the context of something that they were interested in," Bailey recalls. "We argued that vocational education, even in high school, didn't have to be a dumping ground. That, if done right — if you learned math by, say, building a bridge — it could actually be, for many students, a better way to teach academic skills."

Yet Bailey has resisted the distinction between vocational education (or career and technical education, as it is referred to now) and so-called academic education. "I believe strongly in a liberal arts education, which provides critical skills that employers overwhelming-

On Work and Learning

Bailey believes the reformed workplace and the reformed school can learn from each other.



"... traditional schooling, especially its pedagogy, is poorly organized for learning, whatever the economic environment students find themselves in."

— THE DOUBLE HELIX OF EDUCATION AND THE ECONOMY, 1992



In a 1993 study of the U.S. textile industry, Bailey wrote, "the managers are men, the operators, women," which "may explain management's unwillingness to share power."



Variety and change were the enemy: "By 1979, Levi's best-selling 501 jeans had received only minor modifications since ... the early 1880s."

— INDUSTRIAL RELATIONS, 1993



Work-based learning is "narrative, dramatic and personal," whereas school-based learning, with its emphasis on scientific proof, is "decontextualized, propositional — no fun!"

— WORKING KNOWLEDGE, 2004

COLLEGE COMMUNITY

Clockwise from top left: Biden spoke at CCRC's 20th anniversary; Bailey with CCRC staff on TC's steps and in the wild; with Ausubel, who envisioned it all. Below: With co-authors Jaggars and Jenkins. Opposite: With CCRC colleagues Jim Jacobs, Katherine Hughes and Melinda Karp; a like-minded young thinker.



ly want,” he says. And so do students. “Certainly people go to college for the love of learning. But when I ask groups, ‘How many of you went to college without thinking it would get you a better job?’, no one raises a hand. We’re all looking for work. We all want a career.”

It was Ausubel, at Sloan, who first argued for a center that would focus on community colleges. These open-access institutions prepared students to transfer to four-year schools and granted two-year associate’s degrees and even shorter-term certificates centered on specific skills.

TC, which had prepared top community college presidents during the ’60s and ’70s, was the obvious place to

house such a center. And Bailey was the obvious person to lead it. Noting his ability to relate well to different kinds of people, Ausubel says, “He connects with folks who aren’t credentialed or long on book learning. He doesn’t give speeches — he listens. And he has a great sense of humor.”

FIELD PARTNER

BAILEY WOULD NEED ALL OF THOSE assets in working with community colleges to help them understand and implement reforms needed to improve student outcomes. Compared to other sectors of the higher education system, community colleges accept students who face the greatest barriers



yet receive the fewest resources — and their faculty and administrators might understandably have bristled at advice from a bunch of outsiders dropping in from an Ivy League university that would turn away most of their students.

Financial incentives also stood in the way of reform. “When we started, I would say that most community college presidents could not have told you their graduation rate,” Bailey recalls. “College presidents wanted their students to succeed, but most colleges in the public sector are paid on enrollments, not completions. It didn’t matter if you replaced most of your first-year class every year and only had a few second-year students — if your enrollment went up, you were paid more.” Indeed, no consistent and comparable measure of completion existed until the early 21st century.

In 2004, Bailey and CCRC, with other organizations, created Achieving the Dream, a national intervention, initially funded by the Lumina Foundation for Education, that prompted community colleges to “face the data” of their own graduation rates, assess their practices and track students’ performance to identify barriers to academic progress. In his signature style, Bailey and CCRC formed close working relationships with hundreds of practitioners at community colleges.

Achieving the Dream and other reform initiatives represented what came to be referred to as the completion agenda — innovations aimed at enabling more students to graduate. During the first decade of the new century, CCRC conducted many studies and evaluations of reforms that included:

DUAL ENROLLMENT. A 2007 CCRC study in Florida and New York established that enabling high school students to enroll in college

courses and earn college credit could improve their subsequent success in college.

REMEDIAL EDUCATION. CCRC’s landmark 2008 study found that fewer than half of community college students complete remedial courses intended to help them improve in math, reading and writing. These courses, in which institutions invest a collective \$7 billion per year, more often demoralize students, costing them time and money for no credit. Other CCRC studies have shown that having students take remedial and college-level courses at the same time can be effective; that a quarter of remedial students would pass college courses with a B or higher; and that high school grade-point averages would be a better basis for remedial assignment than widely used standardized tests.

FINANCIAL AID. CCRC has demonstrated that the complexity of the federal financial aid form and the process of applying for Pell Grants is scaring off the neediest students.

But as the decade progressed, institutional graduation rates were not improving, despite documented successes with remediation or counseling. In addressing only a segment of the student’s college career, pilot projects were not changing overall institutional performance.

Enter the Guided Pathways approach that Bailey, Jaggars and Jenkins lay out in *Redesigning America’s Community Colleges*. Like the “cocktail therapies” that turned AIDS into a treatable disease, Guided Pathways draws on *all* the strategies explored by Bailey and CCRC, and others, ranging from default but customizable course sequences to faculty monitoring that ensures students are really learning. The approach counters the “cafeteria-style” organization of most community colleges, whereby



students must sort through an array of course offerings, programs and services. *(Read more on Guided Pathways in the story “A Matter of Degree,” on page 22.)*

As of spring 2018, about a fifth of the nation’s two-year institutions had committed to undertaking large-scale Guided Pathways reforms. California has appropriated \$150 million for Guided Pathways reforms based explicitly on CCRC’s research.

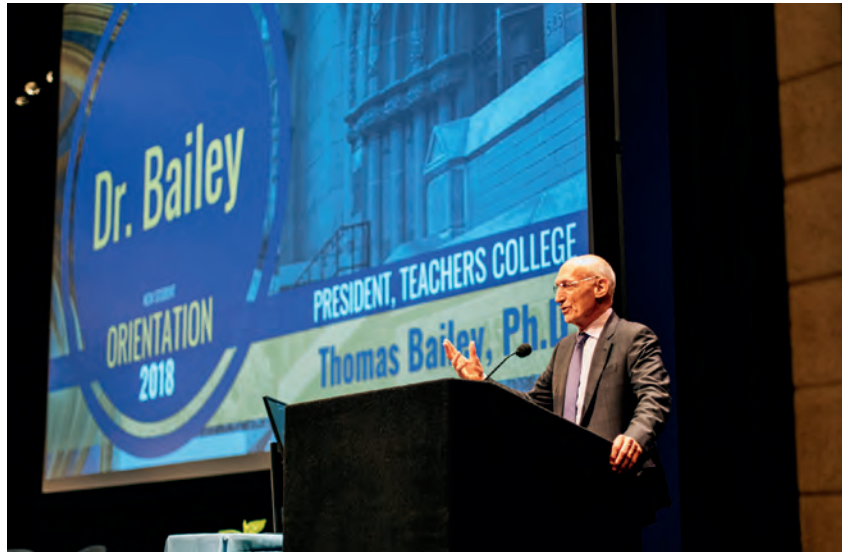
Guided Pathways requires extensive collaboration among faculty groups, staff, administrators and even other institutions. Given that hurdle and the extent of the changes required,

CCRC researchers estimate that it will take five or six years to fully implement Guided Pathways and judge its long-term effects. Nevertheless, early-implementer colleges show significant improvements in measures such as the number of credits students complete during their first year and in a program of study.

Bailey says that the development and implementation of the Guided Pathways model has been a collaboration between CCRC, other organizations and, of course, practitioners. “The ideas in our book weren’t ones we dreamed up,” he says. “We saw the good things some community colleges were doing and reflected



“TC is an incredible instrument for bettering education and all aspects of human development ... but to realize our potential, we need to be more than a federation of excellent programs.”



them back in a framework that lets people put the different elements together.”

TC AND THE FUTURE

PUTTING TOGETHER the elements” is also a frequent theme when Bailey talks about his new job.

“TC is an incredible instrument for bettering education and all aspects of human development,” he says. “But to realize our potential, we need to be more than a federation of many excellent programs.”

First, as he sees it, the College must identify key issues it wants to address and find points of convergence. Then it must “draw on all our strengths, from our teaching programs to our work in psychology, health, nutrition and other areas,” to develop solutions on a mass scale.

He seems confident that the specifics will come. His immediate concern, this past summer, was how best to promote such collaborations.

“Going from focused projects to broader, comprehensive efforts is difficult, and frankly the incentives in higher education go against that,” he said. “Search committees and tenure committees tend to reward people for solo publications, but the great

need is to get people working together.”

To that end, he wants to encourage more multidisciplinary research. But he’s also concerned with collegiality.

“Everyone who walks through these doors should feel their contributions and perspectives are valued — that they’re part of an intellectual community, working with people they trust and respect.”

In early September, as Bailey welcomed the fall incoming class, inclusivity was central to his message.

“Our faculty includes top people in their fields, and they are also truly and fiercely dedicated to helping you achieve your goals,” he told students.

Success, he said, requires staying focused to take advantage of TC’s offerings. But it might also entail remaining open to surprises.

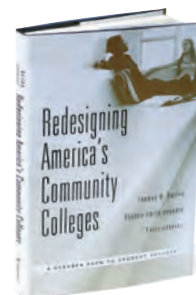
“TC is such a rich intellectual environment,” he said.

“We’re doing fascinating work on a wide range of issues, and you never know how or when a new pathway or direction might open up.”

Afterward, he lingered with the students. After 27 years at TC, he was still learning. He shook hands and answered questions. And, of course, he listened. **TC**

The Path Being Taken

Bailey’s 2015 book, co-authored with Jaggars and Jenkins, is changing practices.



“... Tom’s book — the blueprint for taking that movement to the next level — is on the shelf of every community college president and every foundation president who funds work on community colleges.”

— **KENDALL GUTHRIE**
Chief Learning Officer at the College Futures Foundation

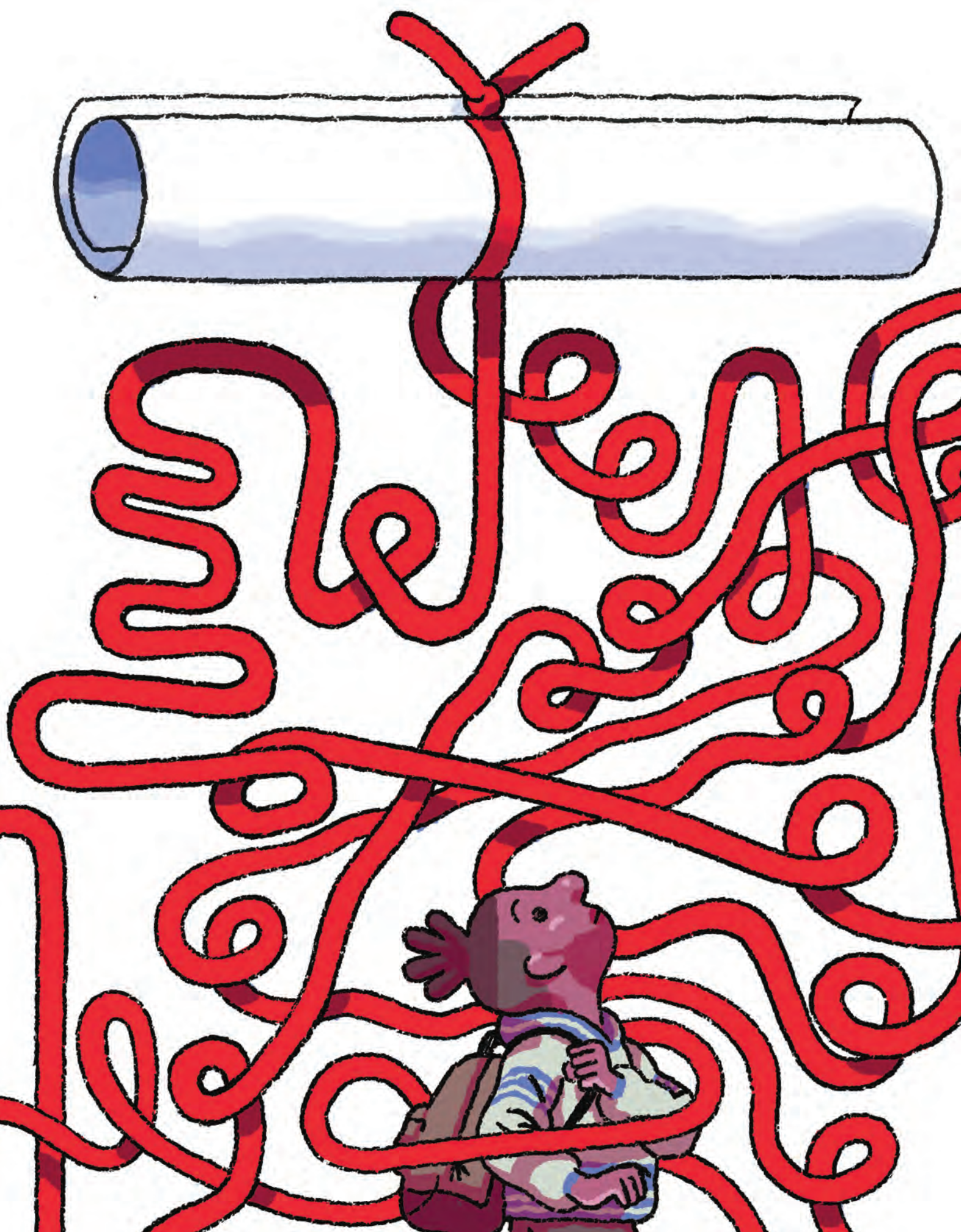
“Guided Pathways is the right image for reeducating people for the workplace.”

— **JESSE AUSUBEL**
Rockefeller University environmental scientist; former Alfred P. Sloan Foundation officer

“What are our goals, and what does that imply for how we structure schools and experiences? Tom has spent years thinking about those questions and listening to the ideas and needs of other stakeholders.”

— **DAVIS JENKINS**
CCRC Senior Research Scholar

INCLUSIVE MESSAGE Bailey told incoming students at Orientation that he wants everyone at TC to feel that their contributions and perspectives are valued. Far left, top: The new President is known for his listening skills. Far left, bottom: At an alumni event in Boston.





**A college diploma
looms larger than ever.**

**So do the challenges
to getting one. TC is
on the case.**

a matter of degree

By Steve Giegerich

IT'S AN AMERICAN ARTICLE OF FAITH: A college degree brings upward mobility and a better life.

It's also a good investment for society. According to The Public Matters, a Teachers College public opinion project, most Americans believe — rightly — that academic research contributes to scientific advances, while higher education elevates national prosperity, personal earning power and civic participation.

But academia is facing big challenges, from within and without. Lower-income, minority and immigrant students are attending college in record numbers, but the majority aren't completing their degrees. Colleges aren't set up to support students with job and family responsibilities. Professors aren't taught how to teach, so they lack the skills to connect with students from different cultural backgrounds. Meanwhile, states are reducing higher education spending, and the public, on the whole, views colleges and universities as standing outside the political mainstream.

It's a watershed moment that calls for a comprehensive approach. Teachers College is working on it.

Illustrations by Richie Pope

staying the course

MORE PEOPLE ARE ATTENDING
COLLEGE, BUT MANY AREN'T
GRADUATING

HEALTH AND TAXES MAY BE LIFE'S only certainties, but the benefits of a college degree are pretty bankable, too.

“We know that a college degree is strongly associated with greater voting participation, involvement in community organizations, and better physical and mental health — so something happens in a college experience that leads that way,” says Thomas Brock, Director of TC’s Community College Research Center (CCRC). And, reporting on research in six states, Thomas Bailey — CCRC’s founder and now TC’s President — and economist Clive Belfield of Queens College-CUNY, conclude that a person with an associate’s degree annually earns, on average, between \$4,640 and \$7,160 more than someone who doesn’t finish a two-year college degree.

Yet finishing, it seems, is the problem.

A 2017 report by the American Academy of Arts & Sciences’ Commission finds that while 90 percent of today’s high school graduates are likely to enroll in an undergraduate institution during young adulthood, those schools are “more successful in enrolling students than they are graduating them.” Sliced another way: There are currently about 17 million U.S. undergraduates, up from 6 million in the mid-1960s — but by one measure, only 60 percent of bachelor’s degree candidates achieve their goal. Only 30 percent who are pursuing a

certificate or associate’s degree actually go on to earn those credentials.

Why aren’t people staying the course? Lower-income students often hold jobs and support families. They may receive poor guidance about what to study, or the courses they need may be inconveniently scheduled. They may struggle because of their previous preparation, or because they are returning to school. They may get demoralized in remedial courses that don’t help, award no credits and cost time and money.

Research by CCRC finds that addressing each of these problems in isolation does not achieve long-term effects — which suggests that the combination of all of them is what forces students to quit.

“We need a comprehensive approach,” says Bailey, “and TC, with its substantive diversity, is the place to create one.”

In their recent book, *Redesigning America’s Community Colleges: A Clearer Path to Student Success*, Bailey and his CCRC co-authors, Shanna Smith Jagars and Davis Jenkins, outline just such an approach. Known as Guided Pathways, it calls for:

- Colleges to create coherent, easy-to-understand programs or “pathways” for students — whether to employment or to transfer to a four-year college — that have default course sequences but can be customized with a counselor.
- Students to choose and enter those pathways through early career counseling — and, for those with academic weaknesses, through well-designed help in college-level courses (“co-requisites”) rather than stand-alone remediation.
- Advisors, aided by technology, to help students stay on a chosen path or, over time and with greater experience, change or amend it.
- Faculty to ensure, by assessing portfolios of student work and other indicators, that students are actually learning skills essential to their own goals.



CCRC is working in dozens of colleges to coordinate the implementation of these elements. TC faculty are also working independently on many of the same fronts, including:

Ensuring college readiness. “We must address readiness on a pre-K-16 continuum,” says Michelle Knight-Manuel, Professor of Education and Associate Dean. A former teacher of English as a Second Language, Knight-Manuel has served as Director of Culturally Relevant College and Career Readiness for the New York City Department of Education.

“Some people say not every child should go to college,” she says, “but every child should have the option.”

Knight-Manuel has assisted educators at 40 New York City public schools in establishing “culturally rel-

“A lot of students don’t have 40 hours a week to write papers. If we don’t organize colleges to recognize the realities of people’s lives, we’re going to be disappointed in what they do.”

— AARON PALLAS

one-on-one

evant, college-going cultures that reflect the cultural knowledge, background and interests of their students.” In these schools, which serve predominantly black and Latinx students, and where typically a single college guidance counselor serves up to 700 students, Knight-Manuel has led professional development in creating a building-wide sense of responsibility for focusing kids on college. For example, sixth-graders are encouraged to visit colleges, and all teachers can play a significant role in connecting higher education to student’s lives.

“Cultural relevance must be taken into account,” says Knight-Manuel, co-author with her former TC student, Joanne Marciano, of *Classroom Cultures: Equitable Schooling for Racially Diverse Youth* (Teachers College Press 2018). “We have to show students why college is important to where they see themselves in the future.”

Improving teaching at undergraduate institutions. “The richness and rigor of undergraduate learning depend upon the quality of instruction,” declares the AAAS report. Yet “faculty aren’t taught how to teach,” says Anna Neumann, Professor of Higher Education. (See the story on page 28.)

Making college navigable for students with complex lives. “A lot of students don’t have 40 hours a week to write papers,” says Aaron Pallas, TC’s Arthur I. Gates Professor of Sociology & Education. “If we don’t organize colleges to recognize the realities of people’s lives, we’re going to be disappointed in what they do.”

At the City University of New York, the Accelerated Study in Associate Programs initiative (ASAP) groups students into faculty-supported cohorts; consolidates their class schedules; supports full-time enrollment through tuition waivers when financial aid leaves a gap; helps pay for textbooks; and provides students with New York City Transit MetroCards, personalized advisement, and tutoring and career development.

ASAP’s three-year graduation rate, according to an

“Clearly higher education, and high school, too, should put a greater premium on advising students. We’d hope for smaller caseloads and more one-on-one relationships between counselors and students.”

— THOMAS BROCK

evaluation by MDRC, a nonprofit social policy research organization, is 53 percent, versus just 23 percent for students in comparison groups, and 48 percent for students who took remedial courses versus just 21 percent for comparison students. Students from underrepresented groups see even greater benefits.

A cost-benefit evaluation conducted by TC education economist Henry Levin found that each dollar invested in ASAP by taxpayers returned \$3 to \$4 in benefits in higher tax revenues and lower costs of spending on public health, criminal justice and public assistance. Enrolling 1,000 students in ASAP would generate \$46 million more in net fiscal taxpayer benefits than would enrolling them in the conventional degree program.

CCRC is currently studying Bronx Community College’s efforts to bring ASAP to scale.

Improving college advisement. “Clearly higher education, and high school, too, should put a greater premium on advising students,” says Brock. “We’d hope for smaller caseloads and more one-on-one relationships between counselors and students. But budget and staffing limitations aren’t going away.” Student-to-counselor ratios are significantly higher in high-poverty or predominantly minority high schools.



Supported by the Gates Foundation, CCRC has been evaluating Integrated Planning and Advising for Student Success (iPASS), a technology platform to assist students with program and course selection and find needed support services.

CCRC is also following a California effort to assess high school students' college-readiness skills and share the results with school guidance counselors. The low-cost program has reduced the amount of time that students later spend in college remedial courses.

Avoiding the remedial education trap. Two years ago, TC's Judith Scott-Clayton, Associate Professor of Economics & Education, found that tens of thousands of students were unnecessarily placed in remedial courses at more than 50 community colleges that based assignments on a brief standardized test. She demon-


strated that remedial assignments based on high school grade point averages would be more accurate, and that a quarter of remedial students would pass college courses with a B or higher. Her work helped prompt a California mandate to use high school grades instead of standardized placement tests to decide which classes community college students should take. Now a federally funded center housed at CCRC is evaluating that approach in the State University of New York System.

It's too early to know, but the community college world is betting that employing all of these strategies together will dramatically improve student outcomes. However, the comprehensive approach requires more funding at a moment when higher education is facing big challenges.

A majority of respondents polled complain that colleges lean politically to the left. Most oppose affirmative action in college admissions.

Meanwhile, prompted by the 2008 recession, states have reduced higher education spending. Adjusting for inflation, overall state funding for public two- and four-year colleges in 2017 was nearly \$9 billion less than it was nine years ago. Community colleges, with the lowest-income students, get the smallest slice of the pie.

The result, says Kevin Dougherty, Professor of Higher Education & Education Policy, is deeper inequity in a system in which more than half of all low-income and minority undergraduates attend community colleges and 10 percent of institutions nationwide command 70 percent of endowment funding.

The nation's future clearly depends on making higher education work for a larger and more diverse population. Schools of education "have to take the lead in creating a society where everyone has an opportunity for a high-quality life," says Knight-Manuel. "We need to act as leaders and continue research that gives colleges the tools and policies to stay on the front line of what is needed for a democratic society." 

ome

rewriting the instruction manual

TO IMPROVE HIGHER EDUCATION,
HOW ABOUT STARTING WITH
THE TEACHING?

NNA NEUMANN WAS SIX WHEN

her parents, Holocaust survivors, moved the family from Israel to Texas, landing in Brownsville — just blocks from the Mexican border. Most of Neumann's new classmates were Hispanic, and her mother, who spoke seven languages despite never finishing high school, adopted Spanish as her primary tongue outside the home. After majoring in English at the University of Texas at Austin, Neumann was recruited by her former high school principal to develop a tutoring program at Texas Southmost College, the community college she had herself attended in Brownsville, where many students were her friends and former classmates.

Today, as Professor of Higher Education at Teachers College, Neumann applies those experiences to a glaring gap in American higher education.

“Most faculty aren't taught how to teach,” she says. “They're knowledgeable and passionate about their fields, but they're not prepared to think about other people's thinking, and to help them shape their thinking.” That deficiency stands out in classrooms at urban public institutions and community colleges that primarily serve low-income, minority and immigrant students — a demographic, Neumann points out, that will become the norm as the United States becomes a majority non-white nation during the next 25 years.

“The core purpose of a college education — of students learning something, particularly well and deeply — has gotten lost,” she says. “The economic benefits are important, but if we don't study higher education with people's minds and lives in the middle of it, something is really wrong.”

Student-Centered

In their forthcoming book, *College Teaching Reconsidered: Repairing the Heart of a College Education*, Neumann and Aaron Pallas, TC's Arthur I. Gates Professor of Sociology & Education, champion cognitively responsive teaching (CRT), in which teachers continuously adjust their lessons, and how they teach them, to what students already know rather than following a one-size-fits-all lesson plan.

“I learned the hard way about college teaching,” Pallas recalls. “Some years ago I asked Deborah Ball [then a mathematics education professor at Michigan State, and subsequently Dean at the University of Michigan School of Education] to watch me teach a statistics class. Afterward, she gently said, ‘Do you know what your students are learning?’ And I realized that, day to day, minute to minute, I had no idea. I knew what I was *presenting* to them; I didn't know how they made sense of it.”

The book draws on Neumann's work through MetroCITI (Metropolitan Colleges Institute for Teaching Improvement), an initiative she founded at Teachers College eight years ago to help instructors in “diversity-intensive” institutions improve their teaching in the humanities, arts, sciences and social sciences.

CRT rests on three long-standing principles of progressive education theory. The first, Neumann says, is “subject matter matters,” meaning that how students interact with subject matter must be shaped by the core tenets of a discipline or interdisciplinary field. Teachers need to bear that in mind as they plan their teaching.

The second is that culture shapes students' *prior* knowledge, and, more specifically, that “ideas that are



Clearly if teaching is going to improve in higher education, colleges and universities are going to have to require some kind of teaching instruction for professors — and to ensure that good teaching is incentivized and rewarded.

the starting point for subject-matter learning are deeply rooted in students' family and community lives, past schooling and personal experiences." An encounter with a new subject-matter idea often "surfaces" students' prior knowledge and experiences — something teachers can use to support their teaching.

"Culture is a huge mediator of learning — so you don't just dump a pail of new knowledge on students, but instead, you use the students' ways of thinking to relate to that," Neumann says. "Teaching of this sort can be really hard." For example, students from some cultures believe in the supernatural. "Religion and spirituality frame their entire knowledge so you've got to respectfully find a space where they can hold two beliefs at the same time, even if those beliefs are in tension."

improve



“Most faculty aren’t taught how to teach. They’re knowledgeable and passionate about their fields, but they’re not prepared to think about other people’s thinking, and to help them shape their thinking.”

— ANNA NEUMANN

The third guiding principle of CRT is that learning in higher education occurs when a student discovers linkages between what she or he knows already, and a new academic idea. However, learning also occurs as a student “acknowledges and works through differences between his or her prior views and beliefs, and new ideas that instructors or texts represent.”

Increasing Impact

In a 2012 speech she delivered as the outgoing president of the Association for the Study of Higher Education, Neumann described an undergraduate philosophy course she had observed in a diversity-intensive college. The instructor, whom she calls Sofia, used CRT to help her students grapple with Descartes’ *Meditations on First Philosophy*.

In Sofia’s class, the students quickly related Cartesian doubt — the notion that we can’t trust our senses as a source of knowledge — to the movie *The Matrix*, in which a vast computer system keeps people immobilized in a dream state. Sofia let them pursue this line of comparison, but also nudged them toward consideration of deeper questions, such as why they were resistant to the possibility that the world as they know it might not, in fact, exist. Increasingly, the students referred to passages from Descartes, while “references to *The Matrix* began to dissipate.”

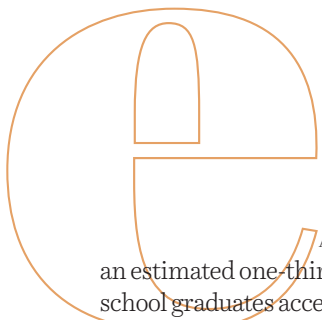
Although the linkages between students’ life experiences and the humanities may be more direct, the book also describes how Pallas now leads groups of postsecondary faculty and students in grappling with how to describe the middle of a distribution of data using neither terms such as “mean” or “average” nor formulas that they may have learned as early as elementary school.

Clearly if teaching is going to improve in higher education, colleges and universities need to require some kind of teaching instruction for professors — and to ensure that good teaching is incentivized and rewarded. For her part, Neumann is currently searching for ways to enlarge and improve the content of what she offers the faculty attending her teaching institutes. She is also exploring ways to remodel and move these institutes into post-B.A. professional schools, such as law schools serving first-generation learners. She and Pallas hope to catalog who is using their teaching model, and how best to support it — at the campus level and beyond. **TC**

thinking

What to Expect When You're Accepting

AN APP THAT HELPS FIRST-GENERATION COLLEGE STUDENTS TAKE THE FINAL STEP



EACH FALL, an estimated one-third of all high school graduates accepted to college fail to show up. Many are low-income and first-generation students. One reason why: a lack of input from uninformed parents and over-burdened guidance counselors on what to expect from campus life.

“They may hear, ‘We want you to go to college,’” says TC Professor of Education Michelle Knight-Manuel, former Director of Culturally Relevant College and Career Readiness for the New York City Department of Education. “But there is no specific information about what that means.”

Enter BestFit, a smartphone app to connect would-be first generation students with college-going peers. Characterized as a hybrid of Tinder and Snapchat, BestFit was created by 2018 TC graduates Asha Owens, Rebecca Kwee and Danielle Llaneza.

“Most of college recruitment targets traditional college students,” says Kwee, who received

her master’s in Higher & Post-secondary Education. “But our target users generally have low completion rates. BestFit changes the power dynamic. By helping first-generation students learn more about a school, we help them succeed.”


Unlike marketing brochures that offer bland images of college life, BestFit helps a first-generation student learn about costs, class scheduling, social adjustment and other challenges. Unvarnished videos by college students help low-income and underrepresented students identify colleges and universities that are an academic, social and financial fit.

Kwee, Owens and Llaneza created BestFit for an EdTech innovation contest at TC. They took top honors. Since then Kwee and Owens have presented the app at the prestigious South by Southwest conference; created a licensed corporation, BestFit LLC; won a \$100,000 cash prize at a national contest held by New York University’s Social Entrepreneurship Program; and earned a \$10,000 fellowship from a nonprofit.

Owens (CEO) and Kwee (CFO) are now immersed full-time in launching BestFit LLC.

Llaneza, applying to doctoral programs in Developmental Psychology, remains connected to the project as an adviser. As of early fall, the BestFit team was taking steps to introduce a pilot program in New York City schools.

Owens believes BestFit is perfectly positioned to meet the needs of higher education as a whole, and at-risk students in particular, as colleges and universities prepare for a majority-minority U.S. population.

“With the huge demographic shift, colleges need to start changing,” she says, adding that the “summer melt” in accepted students costs higher education institutions \$17 billion annually in tuition and fee revenues. “That’s what we want to help them do.” 



APP FOR THE GAP Beyond helping students, Owens (left) & Kwee want to help colleges fight costly “summer melt.”

TC Heroes
Alumni on the front lines of change



DRIVEN



WHY SAM TOTTEN RISKS HIS
LIFE TO TRUCK FOOD TO PEOPLE
IN SUDAN'S NUBA MOUNTAINS

By Joe Levine

Two years ago, on one of his many trips to deliver food to besieged civilians in Sudan's Nuba Mountains, the genocide scholar Samuel Totten (Ed.D. '85) was implored by a crowd in a village market to transport a wounded boy.





The only fully operational hospital with a surgeon lay 45 minutes away, through brutal heat and over jarring dirt roads. The route was vulnerable to aerial attacks by Antonov bombers that were exacting almost daily retribution against the indigenous Nuba for opposing Sudan’s president, Omar al-Bashir, in the nation’s decades-long civil war.

Totten, then 67, was practiced at sprinting for cover at the sound of an approaching plane, but recently the government had switched from slow, retrofitted cargo planes to Sukhoi fighter jets that appeared with virtually no warning. Two days earlier, in a town that he and his long-time Nuba driver and translator, Daniel Luti, had passed through, a Sukhoi missile had sheared a young man in half.

Totten and Luti set off with the injured boy, his sister and family friends. When they reached the hospital, the boy — who had thrown a rock at an undetonated bomb — was dead. Totten drove the boy’s body first to his parents’ village and then to his grandparents’.

“The father walked to the back of the truck, looked down at his son, and without a word...walked off into the field alone,” Totten writes in his book, *Sudan’s Nuba Mountains People Under Siege: Accounts by Humanitarians in the Battle Zone*. “When the boy’s mother saw [this], she let out an agonizing scream and fell



DEADLY LANDSCAPE

The Nuba Mountains are littered with unexploded “ordnance” — bombs dropped by planes dispatched by the al-Bashir government as part of a scorched earth campaign. They frequently are triggered by Nuba villagers foraging for food. Missing limbs are commonplace in the region.



flat on her face.” Later, when the mother remained in the truck weeping, “I reached out and touched her hand. She grabbed my hand, glanced up at me, and moved her hand a little higher, latching onto my wrist.”

Two days later, acutely dehydrated after delivering tons of food to the Nuba, Totten passed out, cracking his head against a cinderblock wall. He was taken to a Doctors Without Borders field hospital in South Sudan and airlifted to Nairobi Hospital in Kenya.

ACTIVELY STANDING BY

The spectrum in genocide studies runs from critical theorists, who argue for detached objectivity in order to scrutinize the field’s own biases, to scholar-activists, who focus on documentation to prevent further crimes.

And then there is Sam Totten.

Responding to an emailed query, *The New York Times* columnist Nicholas



Kristof calls Totten “a leader in galvanizing public opposition to genocides,” adding “I’ve been awed to see him sneak into the Nuba Mountains to bear witness to the bombings and deprivation. He’s the Professor Indiana Jones of genocide scholarship.”

Eric Weitz, Distinguished Professor of History at the City College of New York, says that “ideologically, Sam belongs to the school of putting himself in a hell of a lot of danger. He’s also the field’s community organizer, pushing the rest of us to take public stances.”

THE HOME TEAM

Kathleen Barta, Totten’s wife of 25 years, is a painter and former nurse educator. Where others have criticized him for selfishness toward her in repeatedly putting his life at risk, Barta believes he is motivated by his compassion for people in desperate straits.



And Roger Smith, Professor Emeritus of Government at the College of William & Mary, says simply, “I’ve often wondered if he isn’t a saint.”

Not that Totten, Professor Emeritus at the College of Education and Health Professions at the University of Arkansas-Fayetteville and 2011 recipient of Teachers College’s Distinguished Alumni Award, isn’t scholarly. He’s co-founded a refereed journal and published a dozen books, delving deeply into Sudan’s ethnic, religious and political makeup. (*For a quick primer, see page 39*).

Still, Totten, a tall man with a deep belly laugh, is far from being your stereotypical tweedy professor. He does what he does, he says, because he has “a visceral disdain for bystanders.” The *real* bystanders — “outsiders with the means and freedom to act — are never innocent,” he says.

“It’s easy to point fingers from afar at people living under a dictatorship and say, “They should have stood up to Hitler,”” says Totten, who served as the lead author of the U.S. Holocaust Memorial Museum’s Teacher Guidelines for Teaching About the Holocaust. “Hutus [members of Rwanda’s majority ethnic group, which carried out genocide against the minority Tutsi] have told me that they were afraid to help anyone for fear their families could be killed. That puts things in a vastly different light.”

Totten speaks worldwide, is a frequent radio guest, writes constantly to reporters, editors and U.S. and U.N. of-



“THERE ARE SO MANY PEOPLE NOBODY THINKS OF. THE INTERNATIONAL COMMUNITY FOCUSES ON THE BIG ISSUES BUT NOT ON WHAT IT MEANS TO BE ON THE GROUND, SUFFERING EVERY SINGLE MISERABLE DAY.”

ficials, and publishes countless opinion pieces.

In 2004, he served on the U.S. State Department’s Atrocities Documentation Project in eastern Chad, interviewing recent survivors of the Darfur genocide. The Project’s findings — including a woman’s account (below, from Totten’s 2011 book, *An Oral and Documentary History of the Darfur Genocide*) of being gang-raped by members of the Janjaweed, the al-Bashir government’s proxy militia — prompted then-Secretary of State Colin Powell to declare that Sudan had indeed perpetrated genocide.

One of the men said, “We will not only rape you, but impregnate you with a child.”

I told them, “Instead of raping me, it is better to kill me.”

Immediately, one of the men hit me on the neck with a knife and ripped off my tob, and sliced off my underclothes with the knife and threw me to the ground and started raping me. The other women screamed and screamed.

After all three had raped me, they took the cooking oil and poured it on the ground. Then one said, “You are rubbish! Get out of here.”

As I got up, one said, “We could rape you anywhere. Even in your village.”



PARTNERS IN COURAGE

Totten with his first regular driver and translator, Alexander, who changed his name from “Ramadan” after converting to Christianity. Alexander, himself from the Nuba Mountains, walked to Kenya from a refugee camp in South Sudan in order to attend college.



“There are so many people out there that nobody thinks of,” Totten said, when I asked him about the interviews. “The international community focuses on the big issues but not on what it means to be on the ground, suffering every single miserable day. So I flinch when people call me an expert on genocide. No. You’re not an ‘expert’ until you’ve lived through it.”

THE HOME FRONT

Totten knows about living in abject fear. When he was growing up in southern California, not a week passed when he and his younger brother were not beaten, whipped, choked or otherwise terrorized by his father, a policeman. The elder Totten tore the house apart; held the family at gunpoint; broke his wife’s arm twice in a single evening; and meted out emotional abuse.

“Once I got a D in math,” Totten recalls. “He said, ‘I’m not gonna concern myself with your future, because I really think you’re mentally retarded.’”

Totten found respite in literature and earned his bachelor’s and master’s degrees in English. After teaching in Australia and Israel, he became a student in curriculum and teaching at TC to focus on educating about social issues. He was influenced by Maxine Greene’s



CONTESTED ROADS

Totten has good local contacts, but with Sudan having been the scene of ongoing civil war, and with South Sudan, too, now divided by conflict, travel is risky everywhere.

OASES EN ROUTE

Totten frequently stays with his drivers and their families.

HARSH TERRAIN

Temperatures in the Nuba Mountains often top 110 degrees Fahrenheit, and the government bombing campaign is bringing local villages to the brink of famine.

LOCAL DIPLOMACY

To deliver food to the Nuba, Totten must secure letters from rebel fighters ensuring him safe passage. This summer he was weighing a mission to an embattled area where there could be no guarantees.

notion of “wide-awakeness” and Lawrence Cremin’s concept of the “configurations of education,” or the multiple ways, beyond the classroom, that people in a democratic society become educated. “That idea has driven what I’ve done throughout my career,” he says.

“Careers” would be more accurate. For years, Totten’s official brief was middle school education. He directed the Northwest Arkansas Writing Project, which equips teachers to infuse writing into their courses. He arrived on campus at 4 a.m. most mornings “so that no one could say my genocide work was interfering with my job.”

Over time, though, that balance shifted. When Totten wasn’t interviewing refugees or conducting research in the Nuba Mountains, he was in Rwanda, on a Fulbright, creating and teaching in a master’s degree program on genocide that enrolled members of Parliament and the Supreme Court. A few years ago, when a new department chair at Fayetteville told him to shelve his focus on genocide, he drew his line in the sand.

“I said, ‘This work is at the core of my being, and I’m not giving it up for you or for anyone,’” Totten recalls. Soon afterward, after more than 30 years on the university’s faculty, he left.

END GAMES

In mid-summer, Totten was in Fayetteville, scrambling unsuccessfully to salvage yet another mission to the Nuba Mountains. These trips require him to seek funders and supplement their contributions with his own money;



“PEOPLE SAY, ‘ISN’T IT TIME TO STOP?’ OR ‘LET SOMEONE ELSE TAKE OVER.’ WELL, WHO? IF WE ALL THOUGHT THAT WAY, WHERE WOULD THE WORLD BE? SO, NO — AS LONG AS I’M AMBULATORY, I’LL CONTINUE.”

find local “fixers” to contact the rebels and secure a vehicle; cadge last-minute rides on UN and cargo planes; and wangle letters of passage from rebel paramilitary organizations. This time, he would need to take an even more perilous route — up the Nile by boat, past potential ground fighting along both river banks (one on the Sudan side, the other on the South Sudan side). His biggest anxieties were possible actions of both the Government of South Sudan’s troops and rebel forces, which at this point, he says, are equally murderous and sadistic.

“I oscillate between being really geared up and thinking, ‘Is this how I want to die?’” he told me.

Totten’s missions have prompted even his admirers to accuse him of narcissism, of having a savior complex, and of selfishness toward those who worry about his safety. Kathleen Barta, his wife of 25 years, takes a different view.

“There are people who throw up their hands in a panic and say, ‘Somebody do something,’” Barta, a retired nursing professor, told me. “Well, Sam is that somebody. And when he commits, his follow-through is deep.

“He told me early on he wants to squeeze himself dry, until there’s nothing left,” she added softly. “I don’t want to say, ‘Don’t go out and do all this good for all these people; just because I’m afraid.”



BEARING WITNESS

Totten with a survivor who lost his family in the Darfur genocide.

Totten interviewed him as part of a fact-finding effort commissioned by U.S. Secretary of State Colin Powell.




Not long after that conversation, she sent me lyrics from a song called “Compassion,” by Lucinda Williams:

*For everyone you listen to
Have compassion
Even if they don’t want it
What seems cynicism is always a sign
of things no ears have heard
of things no eyes have seen
You do not know
What wars are going on
Down there where the spirit
meets the bone*

“That makes me think of Sam,” Barta wrote. “His heart’s so big, though he can have a tough exterior.”

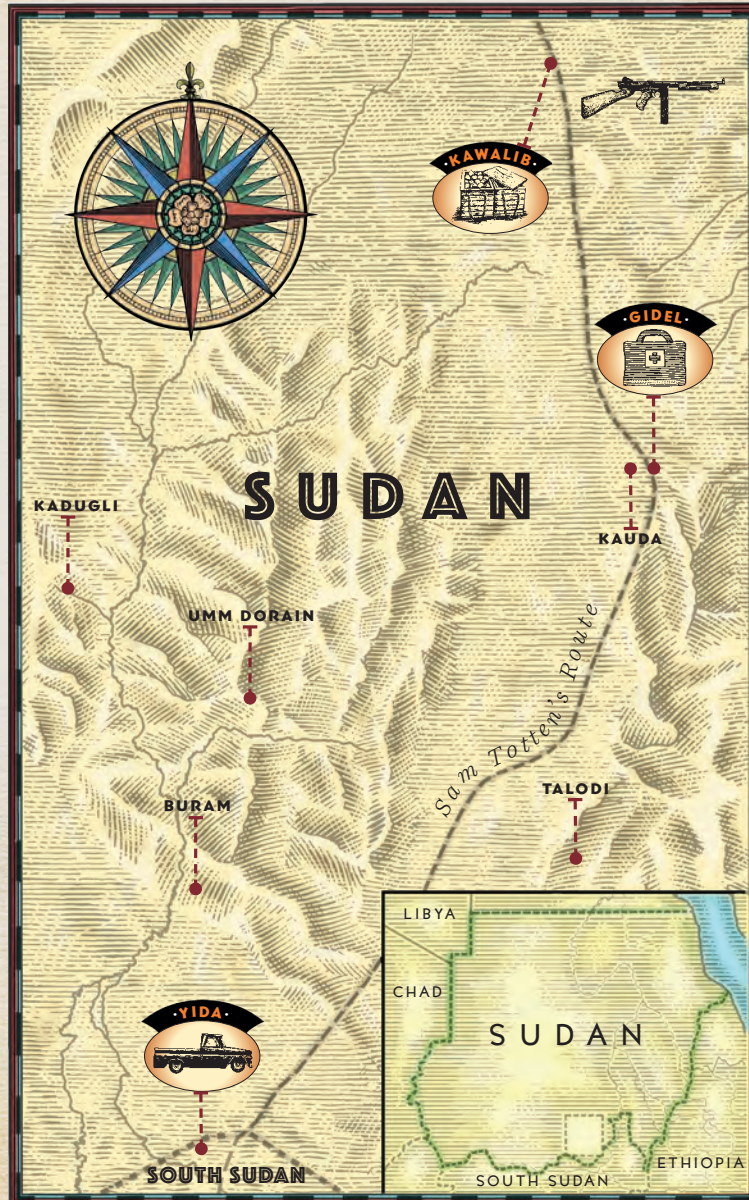
Certainly Totten carries scars. He decided, decades ago, not to become a father, afraid that he carries too much anger. Not a day passes, he says, when he doesn’t think about genocide or berate himself for not doing enough. Ultimately, though, he believes his personal demons are beside the point.

“People say, ‘Isn’t it time to stop?’ Or ‘Let someone else take over.’ Well, who? If we all thought that way, where would the world be? So, no — as long as I’m ambulatory, I’ll continue, because I can’t stand the thought that I’m healthy and not helping the most desperate of the desperate. For me, that’s cowardice.” 

THE NUBA

BETWIXT, BETWEEN AND MOSTLY IGNORED

Sudan, Africa's third-largest nation, won independence from Great Britain in 1956, but has been the scene of two subsequent civil wars between the primarily Arabic, Islamic north and the black African and Christian south. Though located in the north, the Nuba — a group of some 50 indigenous peoples — sided with the south, and endured repeated scorched-earth bombing campaigns that caused mass starvation. Yet when the Republic of South Sudan won independence in 2011, the Nuba were excluded from a referendum that would have allowed them to join the new country. The Sudanese government of Omar al-Bashir has since



conducted several additional bombing campaigns against the Nuba while barring all international aid organizations. Sam Totten has sought to bring international attention to this little-known region, whose plight he charges has been ignored by both the United States and the international community.

ROUGH ROADS

*Sam Totten typically secures a vehicle in **YIDA**, South Sudan, and loads food for Nuba Mountains villagers. His route takes him past the Mother of Mercy Field Hospital, near **GIDEL**, where in 2015 he brought a boy killed by a bomb. Totten often drops food at the battlefield in **KAWALIB**. Villagers hike in at night to make pick-ups.*

Unconventional Wisdom

Paradigm-changing work at TC



Preventing Youth Suicide

THERE'S MUCH TO BE LEARNED BY STARTING AT HOME

THE PAST DECADE HAS SEEN A DOUBLING in the number of children and teenagers in the United States hospitalized for attempting or considering suicide.

At Teachers College, Cindy Huang, Assistant Professor of Counseling Psychology, and Christine Cha, Assistant Professor of Clinical Psychology, are unraveling the complex causes of youth suicide and suicide ideation, designing assessments for individual risk among children and

teens, and developing novel interventions and prevention techniques. To harness TC's multidisciplinary strength, Huang and Cha, supported by TC's Provost's Investment Fund, have also launched the Child and Adolescent Mental Health Project (CAMHP).

Such a multipronged approach is surprisingly rare. "Asking what puts a person at risk is very different than asking 'What can we do about that risk?'" says Cha. "With my focus on adolescent suicide and self-harm risk assessment and Cindy's focus on youth mental health interventions, we realized we had a great opportunity to collaborate."

CAMHP's initial research project focuses on testing and adapting the Family Check-Up, a well-documented, evidence-based intervention used to evaluate individual families' psychological and interpersonal dynamics and to provide parents and caregivers with tools to help improve the well-being of their child.

"The Family Check-Up has never been used as a suicide or self-harm prevention intervention," says Huang. "That's an important niche that's been missing."

Huang and Cha hope that future CAMHP research projects will incorporate another critical yet underexplored factor in youth self-harm studies. "We want to focus on the lack of awareness of suicide risk and behavior among minority youth," says Huang.



“By understanding dynamics in these different settings in culturally relevant ways, we’re getting a sense of the ecological context for at-risk youth.”

— Cindy Huang, Assistant Professor of Counseling Psychology

Cha points out that most suicide studies do not report on the race or ethnicity of their subjects. “If we don’t even report on race and ethnicity in these studies, then how can we say something substantial about who’s at risk?” she says.

CAMHP has already established a strong partnership with Hamilton-Madison House, a large mental health and social services organization in New York City’s Chinatown.

“We know that so much social-emotional learning happens at home and at school,” said Huang. “By expanding our understanding of dynamics in these different settings in culturally relevant ways, we’re getting a better sense of the ecological context of what’s happening to at-risk youth. That will inform what we do with interventions moving forward.” — **ROBERT FULLER**

What’s on America’s Mind

WHO ARE TODAY’S EDUCATION ACTIVISTS?

Do Americans consider higher education a worthwhile investment? Do they trust the business leaders who are increasingly shaping education policy?

Watch out, Pew, Gallup and Quinnipiac — “The Public Matters: How Americans View Education, Health & Psychology,” a TC-based opinion survey, is on the case.

“Despite the important role public opinion plays in setting public policy, only limited efforts have been made to document public opinions about education, psychology and health,” write

the project’s directors, Aaron Pallas, Arthur I. Gates Professor of Sociology & Education, and Oren Pizmony-Levy, Assistant Professor of International & Comparative Education.

Backed by the TC Provost’s Investment Fund, The Public Matters taps the College’s diverse faculty expertise. A survey on how Americans view community schools was co-authored by TC Associate Vice President Nancy Streim, who led creation of the Teachers College Community School in West Harlem. The survey on higher education was co-authored by Noah D. Drezner, Associate Professor of Higher





“The public is signaling to policy makers that it’s time to try new reforms that invest in the whole child and families.”

— Oren Pizmony-Levy, Assistant Professor of International & Comparative Education

Education and founding editor of the journal *Philanthropy & Education*.

The Public Matters “takes the pulse of ordinary Americans,” spotlighting disconnects with past assessments and current policies. Like other polls, it finds Americans critical of the country’s colleges and universities, but also reports consensus that higher education benefits society at large through scientific advances and encouragement of national prosperity and civic participation. And as schools eliminate programs in order to focus on improving math and literacy, The Public Matters finds a strong appetite for the health and social services community schools provide.

“The public is clearly signaling to policy makers that it’s time to try new types of reforms that invest not only in improving instruction and curriculum, but also invest in the whole child and families,” Pizmony-Levy said of those findings. — PATRICIA LAMIELL

Against the Grain

MEMO TO PATIENTS WITH CELIAC DISEASE (CD) and their doctors: Avoiding gluten is important — but so is maintaining quality of life.

So finds a study led by TC’s Randi Wolf, Associate Professor of Human Nutrition, published last spring in *Digestive Diseases & Sciences*.

“There are potential negative consequences of hypervigilance to a strict gluten-free diet,” write Wolf and co-authors (including Celiac Disease Center at Columbia University faculty and TC students Jennifer Cadenhead and Chelsea Amengual). “Clinicians must consider the im-



“Clinicians must consider the importance of concurrently promoting both dietary adherence and social and emotional well-being for individuals with CD.”

— Randi Wolf, Associate Professor of Human Nutrition, and co-authors

portance of concurrently promoting both dietary adherence and social and emotional well-being for individuals with CD.”

An accompanying editorial said the study “highlights the need for finding balance between adherence to a gluten-free diet and maintaining a high quality of life” and called for further studies to determine that balance.

With celiac disease, a genetically acquired autoimmune disorder, the intestine becomes inflamed after the ingestion of gluten, a protein found in wheat, barley and rye.

Some people have no symptoms; others experience abdominal pain, infertility and anemia. Continued gluten ingestion can cause intestinal

damage and increase risk for osteoporosis and certain cancers. The condition affects one in 133 people — a five-fold increase since the 1950s.

Wolf's team surveyed adults and teens with biopsy-confirmed celiac disease. Some patients, classified as "hypervigilant," carefully monitored their diets to avoid intentional and unintentional gluten exposure, dined in gluten-free restaurants, prepared food for non-household consumption and closely attended to food labeling. A second group was less meticulous in monitoring food intake inside and outside the home.

The hypervigilant participants reported lower energy and greater anxiety and stress, including constant worries about cross-contamination and dismissive or uninformed wait staff. — **STEVE GIEGERICH**



Embrace the Data!

IN AN ERA OF TEST-DRIVEN ACCOUNTABILITY, the word "data" frightens many educators. But "if we train school leaders in evidence-based analytics, it can lead to a creative, collabora-

orative conversation around what matters," Alex Bowers, Associate Professor of Education Leadership, told attendees at the Education Leadership Data Analytics (ELDA) Summit he chaired at TC in June.

Learning analytics is the science of probing data generated by the proliferation of online smart teaching systems. ELDA can help school leaders identify and address longer-term problems — drop-out risks, unsuccessful program approaches — but only if they are "co-conspirators" with data scientists, said keynote speaker Andrew Krumm, author of *Learning Analytics Goes to School: A Collaborative Approach to Improving Education*.

In workshops at Summit Public Schools, the California-based charter network, Bowers and Krumm used a data visualization technique called cluster heat mapping to show math teachers that students were repeatedly testing themselves on exponential and linear functions — a clear sign that those concepts were proving difficult. The teachers decided to spend extra time on those units.

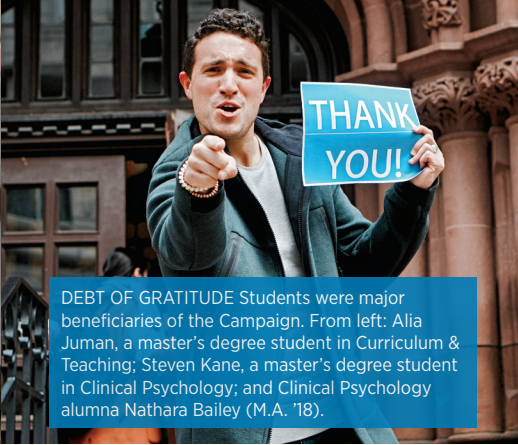
Gary Natriello, TC's Ruth L. Gottesman Professor in Education Research, urged data scientists to ease up on jargon, cautioning that for many lay folk, the field of analytics remains "incomprehensible."

And Miriam Greenberg, Director of Education and Communications for the Harvard Center for Education Policy Research, said that classroom educators will trust data more if they have a say in designing data systems and determining what data is most useful: "You have to get people the information they need." — **STEVE GIEGERICH**



“If we train school leaders in evidence-based analytics, it can lead to a creative, collaborative conversation around what matters.”

— Alex Bowers,
Associate Professor of
Educational Leadership



DEBT OF GRATITUDE Students were major beneficiaries of the Campaign. From left: Alia Juman, a master's degree student in Curriculum & Teaching; Steven Kane, a master's degree student in Clinical Psychology; and Clinical Psychology alumna Nathara Bailey (M.A. '18).



HOW THE FUTURE WAS WON

Where the Future Comes First raised \$345 million. Our loyal top donors set the table and tone, but ultimately this was a broad-based People's Campaign

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



SUZANNE M. MURPHY
Vice President, Development & External Affairs

Teachers College's historic Campaign, *Where the Future Comes First*, has concluded, having raised **\$345 million**, including **\$116 million for student scholarship**. The Campaign supported faculty programs by creating multidisciplinary centers, academic programs and initiatives, and harnessed the power of productive faculty-sponsored research. It financed three floors of smart classrooms, a state-of-the-art learning theater and other campus upgrades. It bolstered

TC's unrestricted financial flexibility by building our Annual Fund and created an academic seed fund for new initiatives in the here and now. And it created record levels of alumni engagement and participation.

Ultimately, *Where the Future Comes First* strengthened TC on every front. The name evoked our legacy of forging new fields and creating brighter futures for students, schools, families and communities. It focused us on securing the College's own future, so that our students, faculty and graduates can continue that work. And it heralded our creation of a sustainable pipeline of donors for decades to come.

More than **\$238 million in Campaign funds** is in active deployment, with the rest to be realized over the next several years. Trustee and Campaign Committee member Reveta Bowers believes that balance is ideal.

"Like an individual financial portfolio, a campaign should reflect a balance of investments that pays returns in the present and seeds future growth,"

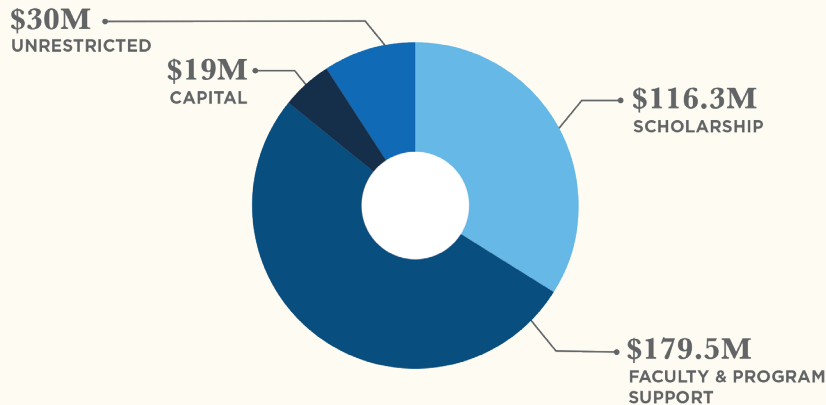
Reveta says. "TC's Campaign has done that exceptionally well."

Where the Future Comes First was easily the largest campaign ever conducted by a graduate school of education. We surpassed our original \$300 million goal in December 2017 and more than doubled TC's previous campaign, concluded in 2004.

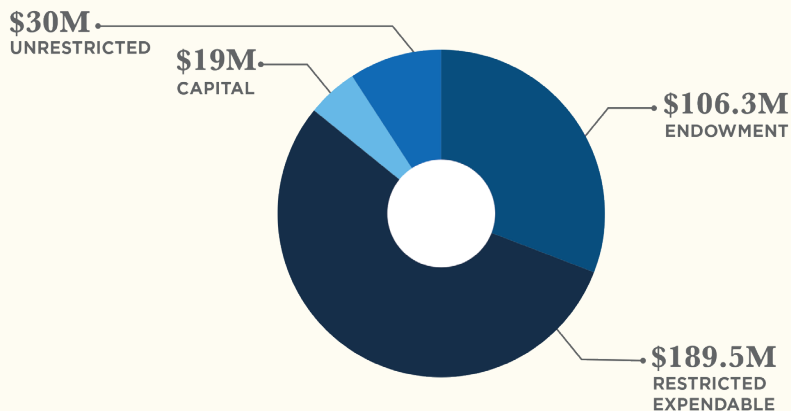
That effort — also a record-setter — benefited from generous trustees and friends. We all knew that our success this time would depend on our loyal top donors once again setting the table and tone — and they did, big time. But

40%
of individual donors were alumni, versus **15 percent** in the last campaign

RAISING THE MONEY: OUR PRIORITIES



HOW THEY GAVE: DONORS' PREFERENCES



we saw an opportunity to cultivate broader and deeper support.

We started with our board and a 2011 challenge gift for capital improvement given by Laurie M. Tisch, co-chair with E. John Rosenwald Jr. of the Campaign's quiet phase.

"Building an institution's future includes ensuring it will increase its base of leadership supporters, rather than relying on the usual suspects," Laurie says. "I made my challenge gift with that goal. I'm proud the Campaign energized our current trustees while passing the torch to a new generation."

Yet our wonderful alumni were perhaps the Campaign's lead story. Using cutting-edge research tools, we

were able to wake the sleeping giant, building a database that enabled us to find and reconnect with tens of thousands of alumni and determine their willingness and giving potential. The result was a true "People's Campaign," in which, ultimately, **40 percent of individual donors were alumni, versus 15 percent in TC's last campaign.**

AIMING HIGH AND SETTING THE PRIORITIES

Indeed, our alumni's power and enthusiasm — and John Rosenwald's exhortation to "sell the sizzle, not just the steak" — convinced us to set our

initial \$300 million target, which was much more than consultants initially recommended.

Our case rested on the Campaign's priorities:

- **Student Scholarship Support.**

As President Emerita Susan Fuhrman put it, "the future is our students, who will change the world." During her presidency, Susan insisted that virtually every gift (even program gifts) include a scholarship component: "Funding students supports our faculty, who rely on our smart, engaged and passionate students to help them change and create practices and expand our impact."

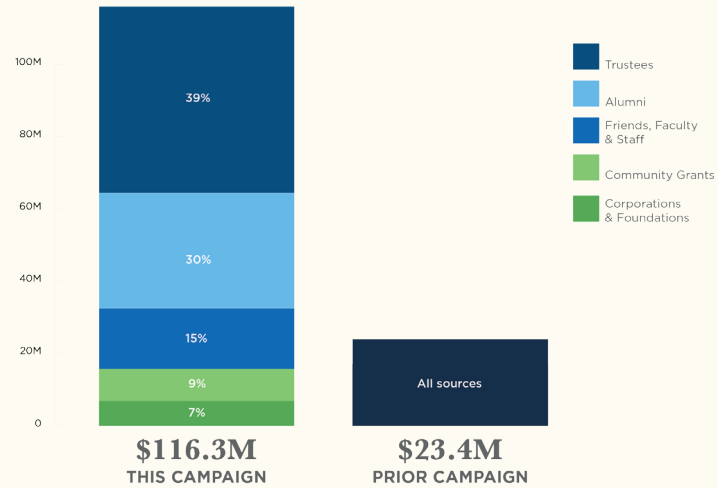
- **Faculty Programs.** We sought to extend TC's legacy of innovation. Our faculty have their finger on the pulse of the 21st century's great challenges and opportunities, and our informed donors are eager to make an impact. The College's major centers, institutes and programs flourished throughout the Campaign, even as new ones took root. Corporations and foundations accounted for significant funding, but so did alumni, who — as when they first came to TC — aligned their interests with faculty strengths by funding their own passions.

- **Capital.** A bright, welcoming learning environment attracts and retains top students and faculty. TC's beautiful buildings are architectural gems — but "venerable" and "cutting edge" aren't mutually exclusive. If business schools and engineering schools have state-of-the-art learning environments, why shouldn't the best graduate school of education?

- **Unrestricted Giving.** TC funded the here and now through our Annual Fund program, built on renewable and replaceable gifts, which created points of entry for donors at all levels; and through the Academic Seed Fund, for innovative faculty collaborations.

• **Alumni Engagement.** TC's 90,000 alumni — our best ambassadors, wielding enormous influence in diverse fields — offered their time, talent and treasure. We re-envisioned TC's Office of Alumni Relations to increase alumni engagement worldwide. "The mission of the Alumni Council is to reconnect alumni with the College and connect or reconnect them with each other, and that has expanded exponentially during TC's Campaign," says Marion Boulton (Ed.D. '96), President of the Teachers College Alumni Council.

SCHOLARSHIP SUPPORT



WHAT THE CAMPAIGN ENABLED

So how did the Campaign do? **Donors passionately supported TC's students, contributing \$116 million in scholarship support.** Many first-time alumni donors focused on scholarship, often inspired by our scholarship match campaign.

Most new scholarship gifts were at the \$100,000 level, and more than 21 percent of the total was designated for teacher preparation. The Campaign established more than 150 new restricted and endowed scholarship funds, and returning donors grew already established scholarship funds.

Seventy-five percent of scholarship support was endowment giving, the rest, outright gifts — a balance that supports students today and builds for a stronger future.

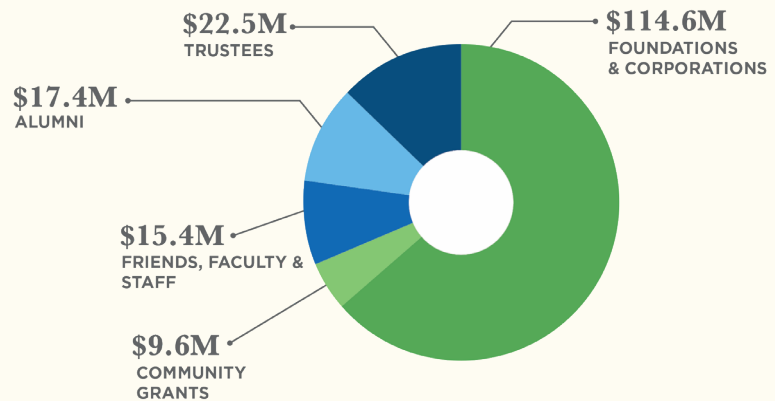
TC forged a powerful connection with donors around faculty and program support, raising \$179.5 million.

Thirty percent came from individual donors, who funded their passions by supporting new centers, programs and research in fields ranging from nutrition to psychological resilience.

Foundations and corporations contributed, too. One-third of their contributions helped grow TC's Community College Research Center, Hechinger Institute on Education & the Media, and National Center for Restructuring Education, Schools

FUNDING THEIR PASSIONS: DONOR-FACULTY PARTNERSHIPS

Total: \$179.5M

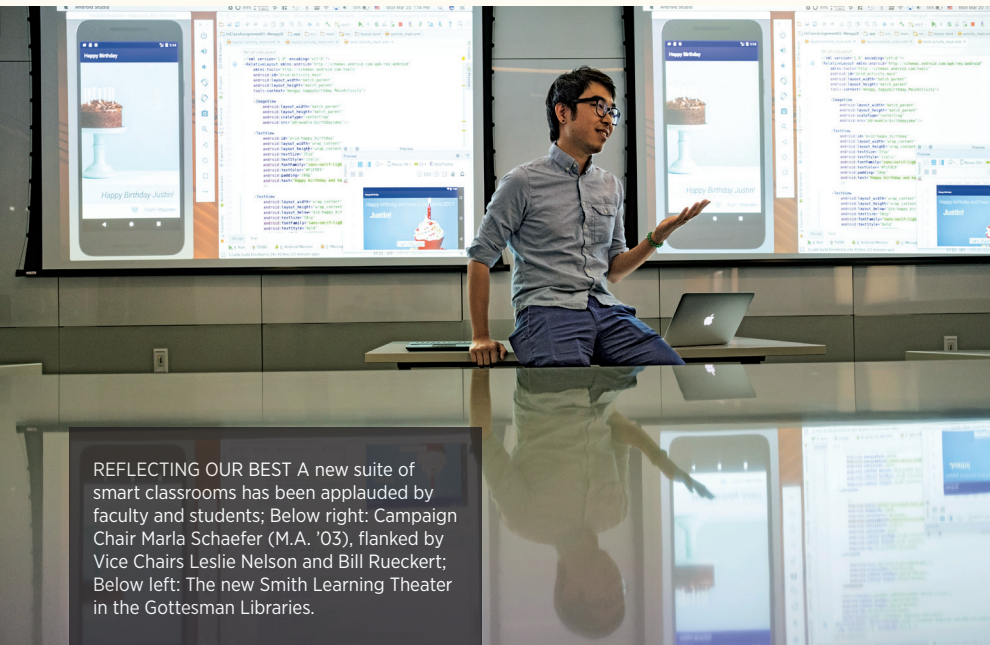


& Teaching. Other foundation gifts supported the Teachers College Community School and our partnerships with neighborhood public schools; the Lemann Fellowships; the National Center for Children and Families; the Education for Persistence and Innovation Center; and the Klingenstein Center for Independent School Leadership.

Gifts totaling \$19 million enabled capital improvements supporting teaching, learning and research —

including the new Laurie M. Tisch Center for Food, Education & Policy; the Smith Learning Theater and the Duquès Auditorium; and the renovated Morton Deutsch International Center for Cooperation and Conflict Resolution. We're creating three floors of smart classrooms and renovating our Rita Gold Early Childhood Center.

Unrestricted giving — totaling \$30 million directed to the Annual Fund and an Academic Seed Fund — was strategically important.



REFLECTING OUR BEST A new suite of smart classrooms has been applauded by faculty and students; Below right: Campaign Chair Marla Schaefer (M.A. '03), flanked by Vice Chairs Leslie Nelson and Bill Rueckert; Below left: The new Smith Learning Theater in the Gottesman Libraries.



“This is the biggest and most successful campaign by any graduate school of education. EV-ER. And because of it, TC has grown profoundly during the past 12 years.”

— MARLA SCHAEFER (M.A. '03),
CAMPAIGN CHAIR

Financial flexibility allows TC to plan for the future while supporting current students, faculty and programs and addressing emerging opportunities and needs. The Annual Fund operation generates a small fraction of TC's yearly fundraising revenue — yet imagine all we *couldn't* do to support students, faculty and operations if we backed out that \$30 million from our operating budget!

Thus we set our goals high, fostering a traditional Annual Fund to get donors

accustomed to giving annually, at any level, and to feed our pipeline of leadership donors. We also created an academic seed fund to promote innovation and interdisciplinary academic work.

The results: **TC increased Annual Fund support by 76 percent.** Dewey Circle Membership (gifts of \$1,000+) increased by 57 percent, including 47 percent at the \$1,000 level and 156 percent at the \$2,500 level. Retention of donors to the Annual Fund

increased by 18 percent and annual donors by 20 percent — a continuing trajectory. Academic seed funding has fueled the Provost's Investment Fund, Rapid Fire grants and other key academic initiatives and promising faculty work.

Alumni around the world rallied to TC's banner.

Our alumni created **16 U.S. and nine global regional alumni groups.** TC increased alumni email addresses on file by more than 230 percent and alumni employment data by more than 106 percent. “Lost alumni” decreased 33 percent.

The College now holds more than **80 alumni events annually**, up from nine in 2009, complemented by strategic programs and virtual offerings. Our Academic Festival, once a quiet poster session, is a homecoming for over 1,500 attendees that showcases TC's academic expertise. We celebrate biennial Global TC Day worldwide.

THINKING ABOUT TODAY AND TOMORROW: ENDOWMENT GIVING

Again, beyond its enormous impact on TC's current work, the Campaign has powerfully strengthened the College for the future.

We purposely did not set an endowment goal, because of donors' proclivity to give to specific programs and initiatives, and because we wanted to honor new donors' wishes and interests.

Nevertheless, the College **added \$106 million to its endowment** and grew the endowment's unrestricted net assets from under \$110 million in FY11 to over \$160 million in FY17.

Seventy-five percent of student scholarship support raised was allocated to the endowment in outright, pledged and planned gifts. That money isn't yet making a day-to-day impact because, in accordance with accepted prudent use standards, our annual endowment spending does not exceed five percent.

Rather, endowment funds comprise assets invested to provide a reliable source of income for future spending and ensure that TC will thrive, grow and be a force in perpetuity.

We also built a strong planned giving program. While we identified many potential donors across generations, our current donors skewed older and were more inclined to make planned gifts and blended gifts [combination outright/planned gifts]. So we accelerated a planned giving program to benefit TC well into the future.

Our Board Chair, Bill Rueckert — a descendant of TC’s founder, Grace Dodge, and chair of our Grace Dodge Society — was our ideal ambassador.

Bill, who frequently cites Grace’s own bequest to TC — realized at her death in 1914 and still paying dividends — led growth in Grace Dodge Society membership. The blended giving

program he championed yielded the Campaign’s largest single contribution: a \$20 million blended gift from John and Pat Klingenstein (to be realized this year) supporting TC’s Klingenstein Center for Independent School Leadership.

Stewarded by Bill, another trustee seeded a fellowship program to support aspiring New York City teachers. The pilot was so successful that she made a \$10 million bequest to expand the fellowship in perpetuity. With the bequest realized, a new crop of committed, well-prepared New York City teachers will pursue their calling, free of debt.

Meanwhile, 10 percent of Grace Dodge Society members opted for a planned giving program to enjoy supporting TC students now. Their many new scholarships support students today and will receive guaranteed infusions in the future.

A COLLEGE TRANSFORMED

So how is Teachers College different?

The Campaign magnified all of our strengths, both in building a community that will provide ongoing support, and as an academic institution.

We grew a sustainable donor pipeline for decades to come.

Some **859 major donors supported this Campaign**, versus 135 last time — a fivefold-plus increase. Newly found alumni made some of our largest donations.

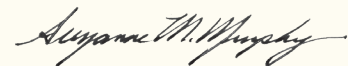
We expanded our donor base at every giving level, recruiting a terrific new group of generous trustees, and enjoyed particular success with mid-level major gifts donors — our alumni sweet spot. We generated enthusiasm, encouraged participation and engagement, and built a more strategic and comprehensive development program for further growth.

TC’s research and academic programs are immeasurably stronger.

As Education Professor Celia Oyler puts it in regard to our Abby M. O’Neill Teaching Fellowship program, which funds preservice teachers committed to New York City public schools:

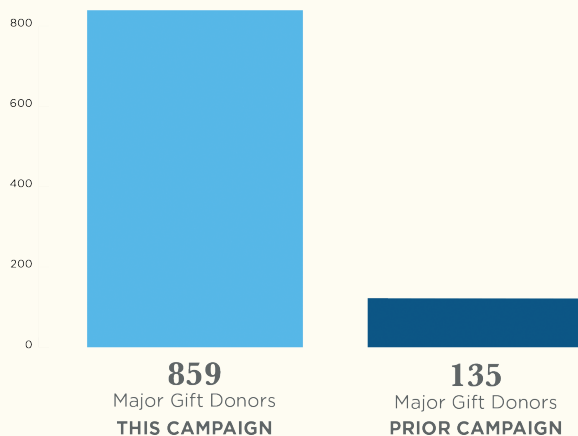
“Forty thousand dollars per year gives people who couldn’t afford to come to TC the chance to do it. This allows a lot of dreams to come true.”

Those words say more than I ever could about what this Campaign has meant to Teachers College and the world. To all of you who rallied to the cause: Thank you, from the bottom of our hearts.



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

A MAJOR LIFT FOR THE MAJOR GIFT



“There is something for everyone at TC. The College always has a match for what people love and feel strongest about.”

— LESLIE NELSON,
CAMPAIGN VICE CHAIR

Visit www.tc.edu/campaignclose to read a more detailed version of this report and watch testimonials from TC faculty about the Campaign’s impact.

DESIGN BY: ERINN KOVITCH

BANK SHOT

Left for dead in Vietnam, Desmond turned his pool hall work ethic — long hours and associating with the best players — to education: “This is what scholars do.”



He's Got Game

EDUCATOR AND PHILANTHROPIST CHARLES DESMOND HAS TAKEN HIS CUE FROM THE BILLIARDS TABLE

B **BEING A TEENAGE POOL SHARK** nearly ended Charles Desmond's life. Yet Desmond — educator, entrepreneur, philanthropist and now TC Trustee — was inspired to complete college and help others do the same. ■ Growing up poor in a Boston suburb, Desmond never considered college until an older brother suggested he take the SAT. He scored well and enrolled at Boston University, but shot pool instead of studying. He left, got drafted, and after being abandoned for dead during the 1968 Tet Offensive, turned his pool hall work ethic to education: “I put in many hours and associated with the best players. And this is what scholars do.” ■ Desmond returned with Silver and Bronze Stars, graduated and earned a doctorate in instructional

leadership. He worked for 31 years in student affairs at the University of Massachusetts-Boston, ran a college-prep program, chaired the Massachusetts Board of Higher Education and advised Governor Deval Patrick. Now he leads Inversant, a non-profit created by social entrepreneur Bob Hildreth that provides knowledge, resources, connections and financial incentives to empower low- and moderate-income families to invest and succeed in higher education. Under Desmond, Inversant enlists parents because “they're vital to young people's decision-making and success.” ■ Desmond, whose own daughter, Lindsey, is a TC doctoral student, believes the College shares his commitment to empowering under-served youth. He's eager to assist: “My goal is to help in any small way.” — **WILL BUNCH**

PROVEN ASSET

“Focusing on the whole child... understanding the relationship between how the brain operates and how we teach and learn... TC is doing it all.”

— Jay Urwitz



Back to School

AFTER SERVING UNDER PRESIDENT OBAMA, JAY URWITZ REJOINS TC'S BOARD TO CONTINUE “ADVANCING STUDENT WELL-BEING”

JAY URWITZ HAD A PRETTY GOOD excuse for leaving Teachers College's Board of Trustees three years ago: John King (Ed.D. '08), the new U.S. Secretary of Education under President Barack Obama, was asking him to serve as

deputy general counsel in the U.S. Department of Education.

“Because of his Teachers College background, I knew that John couldn't be more dedicated to figuring out what students and their families need,” says Urwitz, a nationally renowned education lawyer who is a New York City public school graduate.

Under King, Urwitz spearheaded the department's accountability and compliance efforts. “We were extraordinarily effective in ensuring that educational institutions were doing their best to educate students,” Urwitz says. “And accreditors were doing their best to evaluate how those institutions were doing, too.”

Now Urwitz, who is also a Senior Fellow at both the Center for American Progress and the American Council on Education, is a TC Trustee once more. The College, he says, “stands above other education schools in advancing student well-being.”

“Focusing on the whole child and individualized learning; understanding the relationship between how the brain operates and how we teach and learn; and harnessing ed tech not as a cure-all but as a way to make judicious improvements — TC is doing it all, and more,” he says. “I'm very glad to be back.” — ROBERT FULLER



Rosie's Recognition

E. John Rosenwald Jr., quiet phase co-chair of TC's recent Campaign, has been named Trustee Emeritus. Rosenwald, Vice Chairman Emeritus of JPMorgan Chase, has raised an estimated \$3 billion for good causes, including his own generous support for the Teachers College Community School. Among his famed “Rosie's Rules”: “Nobody is insulted by being asked for too much.” Also: “The sale begins when the customer says no.”

[OUR GANG]

Party in the Park

Toasting to a record year for the Annual Fund

Fall beckoned but a summer spirit lingered at the Celebration of the Teachers College Annual Fund, held in late September at Tavern on the Green in New York City's Central Park. More than 200 alumni, students, faculty, staff and friends toasted a record year of giving.

(CONTINUED ON PAGE 52)

A Community Celebration

Saying thanks to “believers in the product”



“THE ANNUAL FUND WAS integral to TC’s hugely successful Campaign,” said TC Board Chair Bill Rueckert. “And thanks to you, we achieved our goal to increase participation in the Fund.”

■ Alumni participation is “a measure of spirit and community,” said Annual Fund

Director Richard Hutzler, and TC’s health is good: A record 900 alumni and friends made first-time Fund donations this past fiscal year. The Class of 2018 made the first-ever class gift totaling over \$5,000. Nearly 2,000 Maxine Greene Society members (donors for three or more consecutive years)

extended support. ■ Alumni in attendance ranged from John Dewey Circle members who donate \$1,000 or more annually to first-time donors who gave “\$5 for TC.” ■ “It’s nice to celebrate both large and small donors,” said Leah Werner-Evans (M.A. ’14). ■ “I had a TC scholarship,” said

first-time donor Katherine Morgenegg (M.A. ’17). “I want other students to have the same opportunities.” ■ “I benefited from donations and wanted to give back,” said long-time Maxine Greene Society member Seah Myers (M.S. ’89), who brought her daughter “to see why it’s important to



GROUP EFFORT

The Annual Fund Celebration brought TC stalwarts together. **1.** Guests Bob and Michelle Jackson with Alyssa Yuen (right), Assistant Director of Alumni Relations. **2.** Tom Rock, Vice Provost for Student Affairs; Maya Evans, a student in Applied Developmental Learning; and Janice Robinson, Vice President for Diversity & Community Affairs. **3.** TC President Tom Bailey with Mami Fleming and Jennifer Abbate, Bilingual/Bicultural Education alumnae. **4.** Kristen Budd (center), an alumna in Cognitive Studies in Education, with Scott Iannuzzo and Megan Sandberg. **5.** And a good time was had by all.



give.” ■ Senior Director of Alumni Relations Rosella Garcia said that alumni strengthen TC by attending events, volunteering, nominating peers for awards and maintaining the TC spirit. ■ TC’s new President, Thomas Bailey, a 27-year TC faculty member, said that leading the

College has given him a new appreciation for fundraising — in particular for unrestricted funding, “which allows TC to direct support where it’s needed most each year” — and a solid comfort level with leading the charge. “It helps when you believe in the product.” — **EMILY KOBEL**

The Fine Print

Alumni authors in the spotlight

Introducing a column on books by TC graduates. Find additional titles online at tc.edu/alumni/news or #TCMade. To suggest a title, email tc alumni@tc.edu.



THE KINDNESS ADVANTAGE: CULTIVATING COMPASSIONATE AND CONNECTED CHILDREN

DALE ATKINS (M.A. '72)

A practical guide for equipping children with the skills to positively influence the world. (HCI)



PARTS OF LOVE: A COLLECTION OF POEMS
DINA PAULSON-MCEWEN (M.A. '10)

Explorations of relationships, living, the body and desire. (Finishing Line Press)



WHEAT SONGS: A GREEK-AMERICAN JOURNEY
PERRY GIUSEPPE RIZOPOULOS (M.A. '15)

The story of how the author’s grandfather fled Nazi-occupied Greece for a new life in the Bronx. (Academic Studies Press/Cherry Orchard Books)

Arts & Humanities

APPLIED LINGUISTICS

Mirta Martes-Rivera's (M.A. '87) e-book, *Puerto Rican Tropical Food Dictionary*, is forthcoming from Xlibris Publishers

ART & ART EDUCATION

Artolution, co-founded by **Max Frieder** (M.Ed. '17), created the Rohingya Exchange Mural that is now on permanent display at the Oculus in New York City (see page 8).

Rabeya Jalil (M.Ed. '13) exhibited her new artworks titled "Something Else" at the Koel

[ENGLISH EDUCATION]

Cati de los Ríos (Ph.D. '17, M.Phil. '16) received Outstanding Dissertation Awards at the AERA 2018 conference from the Hispanic Research SIG and the Critical Educators for Social Justice SIG.

Gallery in Karachi, Pakistan.

C.J. Reilly III (M.A. '18) was named the People's Choice Award winner at TC's 2018

Academic Festival Student Research Poster Session.

ENGLISH EDUCATION

Nicole Chu (M.A. '06) won a 2018

New York City Schools Big Apple Teaching Award.

Andrew Corsilia (M.A. '97) was named the new Principal

[ALUMNI FOCUS]

Helping Others Find Answers

Claudia Schrader brings a unique mix of skills to the challenge of leading Kingsborough Community College

Claudia Schrader's academic path can appear disjointed. A master's degree in special education followed by a doctorate in International & Transcultural Studies and a career as a college administrator? ■ "It gets back to capitalizing on strengths and working on weaknesses," says Schrader (Ed.D. '02), named President of 19,000-student Kingsborough Community College (part

of the City University of New York) in September. "At TC, Virginia Stolarski, Douglas Greer, Bob Kreschmer and Florence McCarthy taught me that all children can learn and that my role as an educator is to make that happen. That's been my approach, with students of all ages."

■ Born and raised in St. Croix in the U.S. Virgin

Islands, Schrader says studying international education taught her the importance of team-building. "You don't go into a developing country and tell people what to do. They also have answers, so it is important to acknowledge and use their experience and skill base."

■ Most recently, as Provost and Senior Vice President for Academic and Student Success at Bronx Community College, Schrader helped improve graduation rates and expand the college's Accelerated Study in Associate Programs. She calls her new institution, voted the nation's fourth-best community college and again a finalist for the Aspen Prize, "an amazing place." ■ "My role," she says, "is to build on our strengths to get students the credentials they need so they can walk across the stage at commencement and into careers or four-year programs." — **JOE LEVINE**



at Horace Greeley High School in Chappaqua, NY.

Cati de los Ríos (Ph.D. '17, M.Phil. '16) received two Outstanding Dissertation Awards at the American Educational Research Association 2018 Conference; one from the Hispanic Research Issues Special Interest Group and one from the Critical Educators for Social Justice Special Interest Group.

Christopher Ellsasser (Ed.D. '01) was named the new Principal of Nauset Regional High School in Massachusetts.

Matt Murrie (M.A. '04) co-authored *The Book of What If...?: Questions and Activities for Curious Minds*. He currently travels the world delivering presentations on how curiosity can improve all aspects of life.

Yolanda Sealey-Ruiz (M.A. '96), Associate Professor of English Education at TC, received the American Educational Research Association's 2018 Revolutionary Mentor Award.

William J. Spurlin (Ph.D. '90, M.Ed., M.Phil. '85, M.A., M.Ed. '84) is a Professor of English and Vice Dean of Education in the College of Business, Arts & Social Sciences at Brunel University London.

LANGUAGE, LITERATURE & SOCIAL STUDIES

Ayoka Chenzira (M.A. '80)

directed an episode of the all-female-helmed television series *Queen Sugar* on OWN.

MUSIC & MUSIC EDUCATION

Nicole Becker (Ed.D. '11) led the TC-based Every Voice Choirs in singing the National Anthem at the National Hockey League 2018 Winter Classic.

Marissa Curry (M.A. '11) and **Ingrid Ladendorf** (M.A. '07) co-released *Songs for Singing and Sharing, Vol. 1*, a collection of eclectic folk music for early childhood families.

Laura Rizzotto (M.A. '17) won the Latvian national selection for the Eurovision Song Contest and represented the country during the Eurovision semi-finals. Her song was "Funny Girl."

Colleen Stewart (M.A. '13) was named the new Director of Programs at Education Through Music.

PHILOSOPHY & EDUCATION

Michael Barth (M.Ed. '00), Chair of the Explorers Club Hong Kong, led a historic 20-day dinosaur expedition in the Gobi Desert.

PHILOSOPHY & THE SOCIAL SCIENCES

Ilene Leff (M.A. '69) was fea-

(CONTINUED ON PAGE 56)

[FROM YOUR ALUMNI ASSOCIATION PRESIDENT]

Opt In!

Coming soon: An online alumni directory. Share with the class!

Dear TC Colleagues and Friends,

A new academic year, a new president, a reenergized Alumni Council — there's lots going on for TC alumni in New York City, around the globe and online. This winter and spring, President Bailey will continue visiting alumni at events in Florida, Southern California, New Jersey and Connecticut. Visit tc.edu/alumni/events to see a full list of events or follow @TeachersCollege on Twitter and @TeachersCollegeAlumni on Facebook for updates.

I also encourage you to grow your TC network by identifying yourself as a Teachers College alumnus/a on LinkedIn.

■ There will soon be an even easier way for you to (re)connect with TC alumni online! An online alumni directory will be launching this winter. This opt-in database will allow you to share as much personal information (contact details, career updates, life news, etc.) as you'd like and search for fellow graduates. You'll be able to search by graduation year, academic program, regional location and more.



The Office of Alumni Relations will soon have more instructions on how to sign up for the directory. Stay tuned! ■ If you've been thinking about getting in touch with TC alumni in your area for professional and/or personal reasons, the coming summer will provide an ideal opportunity. Global TC Day has grown as a biennial opportunity for alumni to catch up with each other and to celebrate all things TC. Check out event recaps and photo albums for each year via tc.edu/alumni to see the fun, and perhaps you'll be inspired to host a Global TC Day event in your city in July 2019!

Sincerely,

Marion Boulthée

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

[SOCIAL STUDIES EDUCATION]

Dennis Urban (Ph.D. '13, M. Phil. '11, M.A. '03), of the Belmore-Merrick Central High School District, was named the 2018 New York History Teacher of the Year.

ture in *On the Cusp: The Women of Penn '64, Stories of 19 University of Pennsylvania Women in the Vanguard of Changing Women's Roles in Business, the Professions, Academia, and Society at Large.*

TEACHING OF SOCIAL STUDIES

Peter Steedman (M.A. '95) was appointed the new

Director of the Martha's Vineyard Public Charter School in Massachusetts.

Dennis Urban (Ph.D. '13, M. Phil. '11, M.A. '03), of Bellmore-Merrick Central High School District, was named the 2018 New York History Teacher of the Year.

SCULPTURE & CRAFTS

Two of **Judith Peck's** (M.Ed.

'75, M.A. '74) "Ladies of Steel" sculptures were accepted for a year-long display at the Meredith Sculpture Walk in Meredith, New Hampshire.

Counseling & Clinical Psychology

PSYCHOLOGICAL COUNSELING

Katrina McCombs (M.A., M.Ed. '96) was appointed as the Superintendent of the Camden City School District in New Jersey.

Charity Walden (M.A., M.Ed. '18) is currently a board member of Boldly Crowned, a nonprofit organization.

PSYCHOLOGY IN EDUCATION

Melissa Boston (M.A. '01) was named Associate Dean for Student Health and Counseling at Manhattanville College in Purchase, New York.

Curriculum & Teaching

CURRICULUM DEVELOPMENT

TC Professor Emerita **Frances Schoonmaker** (Ed.D. '83) has published *The Last Crystal Trilogy*, a historical fantasy series for middle-grade and older

children that features heroes who shun violence.

CURRICULUM & TEACHING

Gayle Allen (Ed.D. '08, M.Ed. '01) was named the new Vice President of People Operations at Flexport, a leading technology-enabled freight forwarder and customs broker.

Courtney Bentley (Ed.D. '05) was named the new Dean of the College of Education at the University of Montevallo.

Mayme Hostetter (Ed.D. '18) was named the new President of Relay Graduate School of Education.

ELEMENTARY INCLUSIVE EDUCATION

Lisa McDonald (M.A. '12) was named the winner of the Innovation Scholarship for Student Research at the 2018 Academic Festival Student Research Poster Session.

GIFTEDNESS

Anael Alston (Ed.D. '11, M.A. '10) was appointed Assistant Commissioner for the Office of Access, Equity & Community Engagement in the New York State Education Department.

LITERACY SPECIALIST

Ryan T. Bourke (M.A. '11) was named the new Principal of the Will Rogers Learning Community in Santa Monica, CA.

SPECIAL EDUCATION

Mary Victoria Algeri (M.A. '05) published *The Empowered Student: A Guide to Self-Regulated Learning.*

ACADEMIC FESTIVAL 2019
 TEACHERS COLLEGE COLUMBIA UNIVERSITY
 SATURDAY ★ APRIL 13 ★ SAVE THE DATE
 SIGNATURE HOMECOMING EVENT

- ▶ Sessions featuring Alumni, Students & Faculty
- ▶ Distinguished Alumni & Early Career Award Recipients
- ▶ Student Research Poster Session
- ▶ Enjoy Networking & so much more!

tc.edu/festival | [#TCAcFest](https://twitter.com/TCAcFest)

Education Policy & Social Analysis

ECONOMICS & EDUCATION

Ali Ansari (M.A. '10) was selected as a 2018 recipient of the prestigious Gates Cambridge Scholarship.

Health & Behavior Studies

APPLIED PHYSIOLOGY & NUTRITION

Carla Angevine (M.S. '00) became the new Executive Director of Northwest Connecticut Fit Together.

HEALTH EDUCATION

Jennifer (Prior) Mead (M.A. '03) is currently the Health Section President for New York State's Association for Health, Physical Education, Recreation and Dance.

Irene Trowell-Harris (Ed.D., M.Ed. '83) was selected for Fellowship in the American Academy of Nursing.

LEARNING DISABILITIES

Elizabeth Bonesteel (M.A. '02) was named the new Superintendent of the Montpelier-Roxbury Public Schools District in Vermont.

NURSING EDUCATION PROFESSIONAL ROLE

Maria Vezina (Ed.D. '89, M.Ed. '84), Vice President of Nursing and Chief Nursing Officer at Mount Sinai Saint Luke's Hospital in New York City, was named to the Board of Trustees at Hartwick College.

SPECIAL EDUCATION

Dale Atkins (M.A. '72) and

Amanda Salzhauer published *The Kindness Advantage: Cultivating Compassionate and Connected Children* in September 2018.

Human Development

DEVELOPMENTAL PSYCHOLOGY

Marie Scocheva's (M.A. '17)

startup, Yez! Foods, was featured as one of *Inc. Magazine* and UPS's top 10 small businesses.

MEASUREMENT & EVALUATION

Neal Kingston (Ph.D., M.Ed., M.Phil. '83, M.Ed. '77) received the title of University Distinguished Professor at

the University of Kansas.

Interdisciplinary Studies

Anthony Clemons (M.Ed. '17, M.A. '15) co-edited *Multicultural Andragogy for Transformative Learning*, published by IGI Global in July 2018.

(CONTINUED ON PAGE 58)

[ALUMNI FOCUS]

Connecting Beyond Differences

Amy Fabrikant (M.A. '02) writes parables for a complicated new world

In *When Kayla Was Kyle*, **Amy Fabrikant's** tale for "children of all ages," 10-year-old Kyle won't go to school. His classmates know he plays with dolls. They won't sit with him at lunch, and no one came to his birthday. ■ *"I'm a mistake!" Kyle screamed. "I only look like a boy, but I'm not like other boys. Everyone hates me. I want to live in heaven."* ■ That exchange captures Fabrikant's realization that she and her spouse must fully acknowledge and accept the reality of their own transgender child or risk losing that child. Ultimately, they affirmed Kayla, who found friends and became a confident young woman. But initially therapists advised telling *her* that "*he* could be any kind of boy *he* chose." When Fabrikant sought library books about transgender kids, she was handed one about gay penguins. A publisher said to change her own characters

to ducks. ■ School districts and the Anti-Defamation League endorsed her book, and now she's published another: *Paloma's Secret*, about a young girl's struggle with anxiety and depression. Fabrikant also provides schools and organizations



with important information — for example, scientific evidence that gender identity is a feeling of maleness or femaleness, fluid along a spectrum — and shares strategies and tools to talk without criticism, listen without judgment and connect beyond differences: "To help young people in our care, we need self-awareness to grapple with our own implicit biases." — **JOE LEVINE**

Alexandra Connell's (M.A. '16) PATTI + RICKY, an e-retailer which specializes in apparel and accessories for the physically challenged, opened its first pop-up shop in Grand Central Station in the summer of 2018.

International & Transcultural Studies

INTERNATIONAL & COMPARATIVE EDUCATION

Stéphanie Bui (M.A. '99) won the 2016 Heritage Film Award for *The Dream Artisans*, a short documentary film praising the art of master craftsmanship in Haute Couture.

[INTERDISCIPLINARY STUDIES]

PATTI + RICKY, created by **Alexandra Connell** (M.A. '16), opened its first pop-up shop this summer at Grand Central Station. The e-retailer specializes in apparel and accessories for the physically challenged.

Sharistan Melkonian (M.A. '09) was appointed the first Dean of General Education at the American University of Armenia.

FAMILY & COMMUNITY EDUCATION

Kenneth Silvestri (Ed.D. '81) wrote *A Wider Lens: How to See Your Life Differently*.

INTERNATIONAL EDUCATIONAL DEVELOPMENT

Marion Boulton (Ed.D. '96) received the TC Alumni Impact



Proud to help our students.

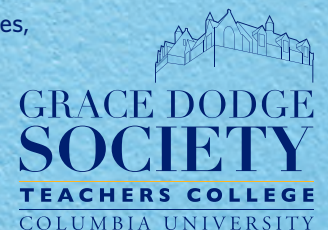
“TC is very important to me. In addition to including TC in my will, I also sponsor an Annual Fund Scholar. I am proud to be able to help our students now and help those in the future.”

—*Zelma Henriques, Ed.D.*

Guidance
Grace Dodge Society member since 2015

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



Award at the TC2U: Thanks a Million Tour event in Greenwich, CT.

Claudia V. Schrader (Ed.D. '02, M.Ed. '01, M.A. '92) was appointed President of Kingsborough Community College in Brooklyn, NY (see page 54).

Dennis Yang (M.Ed. '10) published *American Universities in China: Lessons from Japan*.

Mathematics, Science & Technology

COMMUNICATION & EDUCATION

Anthony Cocciolo (Ed.D. '09, M.Ed. '08, M.A. '05) was named the new Dean of the School of Information at Pratt Institute.

Corey Emanuel (M.A. '11) launched Lend Me Your Lens, an online docu-portrait series in which creative people of color share their career journeys.

Bobby Susser (M.A. '87), 2013 Distinguished Alumni Award-ee, debuted *Green Light*, a children's album.

COMPUTING IN EDUCATION

Xiange Bove (M.A. '97) received a National Board Certified Teacher's certification in 2014 from the National Board for Professional Teaching Standards.

Heather (Saksa) Sutkowski (M.A. '11) was awarded the Presidential Award for Excellence in Mathematics and Science Teaching for the state of Connecticut.

INSTRUCTIONAL TECHNOLOGY & MEDIA

Asha Owens (M.Ed. '18) co-designed the BestFit App which won NYU's Algorithm for Change competition. The app connects high school students with nearby peer mentors who provide authentic dialogue about college (see page 31).

SCIENCE EDUCATION

Edmund Adjapong (Ph.D. '17, M.Phil. '16, M.Ed. '15, M.A. '14) received the New Scholar Creativity and Pedagogy 2017 Award from the University of Calgary.

SECONDARY SCHOOL SCIENCE EDUCATION

Lorna Lewis (Ed.D., M.Ed. '82, M.A. '77) was named the new

head of the New York State Council of School Superintendents. She is the first woman of color to hold the position.

George Papayannis (M.A. '03) was selected as the new Head of School at the Cathedral School in New York.

(CONTINUED ON PAGE 60)

[ALUMNI FOCUS]

In People They Trust

Kathryn Hill finds that for black public school parents, trust requires vigilance and dialogue

Schools say they need parents' trust. **Kathryn Bassett Hill** says that, for black parents, distrust "is often prudent" because schools and educators "have not been trustworthy." ■ Winner of TC's 2018 Shirley Chisholm Dissertation Award, Hill (Ph.D. '18, M.A. '10) found that black New York City parents at "No Excuses" charter schools trusted educators to share or negotiate understandings with them about appropriate discipline styles. But their trust eroded when they were excluded from the conversation; when their children were repeatedly disciplined for small infractions; and when academic rigor didn't translate into independent, critical thinking. ■ Charters *did* offer predictability from teacher to teacher and classroom to classroom, Hill found. Traditional public school parents felt vulnerable because so



much depended on each year's teacher, but had easier dealings with administrators on disciplinary issues. ■ The NAACP has called for a moratorium on charter school expansion, while noting that traditional public schools (attended by most black youth) often lack resources. ■ Chisholm, a TC alumna, was

the first black woman to serve in Congress and run for President. She helped expand the nation's Food Stamp program and create the Special Supplemental Nutrition Program for Women, Infants and Children. Hill, now Dean's Faculty Fellow at NYU's Research Alliance for New York City Schools, recalls

her own parents' vigilance that "everything was going well in the classroom," which exemplified a Chisholm adage: "If they don't give you a seat at the table, bring a folding chair." — STEVE GIEGERICH

[SOCIAL-ORGANIZATIONAL PSYCHOLOGY]

Wordna Meskheniten (M.A. '18) was named Senior Director of Equity, Diversity & Inclusion and Special Advisor to the President of The Wilderness Society.

Ian Smith (M.A. '93) published *The Clean 20: 20 Foods, 20 Days, Total Transformation*.

Organization & Leadership

ADMINISTRATIVE OFFICE IN COLLEGES/UNIVERSITIES

Diane B. Call (Ed.D., M.A. '83, M.A. '71) retired from Queensborough Community College after a distinguished 47-year career, most recently as President.

ADULT EDUCATION GUIDED INTENSIVE STUDY

Ellen Scully-Russ (Ed.D. '10,

M.A. '96) was named Chair of the Human and Organizational Learning Department at the Graduate School of Education and Human Development, George Washington University.

ADULT LEARNING & LEADERSHIP

Ruth Gotian (Ed.D. '17) was appointed Assistant Dean for Mentoring and Chief Learning Officer at Weill Cornell Medicine's Mentoring Academy.

EDUCATIONAL ADMINISTRATION

Yolanda Borrás (M.A. '98) has received a Parents' Choice Award, International Latino Book Award and Dragonfly Book Award for her Spanish-language songbooks and music for young children.

Kecia Hayes (M.A., M.Ed. '96) was appointed the new Executive Director of the Roger Lehecka Double Discovery Center (DDC) at Columbia College.

EDUCATION LEADERSHIP

David L. Baad (M.A. '07) was appointed Head of School at

The Episcopal School of Dallas.

Sunny Sue Chang Jonas

(M.Ed. '06) was named the new Assistant Principal of Congress Park School in Brookfield and Ogden Avenue School in La Grange, both in Illinois.

HIGHER & POSTSECONDARY EDUCATION

Michael "Mitch" Elgarico (M.A. '06) was appointed Dean of Undergraduate Admission at California Lutheran University in Thousand Oaks, California.

Whitney Green (M.A. '13) received the Le Marteleur Award for Distinguished Service from the Columbia Engineering Young Alumni Board.

Rebecca Kwee (M.A. '18) co-designed the BestFit App which won NYU's Algorithm for Change competition. The app connects high school students with nearby peer mentors who provide authentic dialogue about college (see page 31).

Conor McLaughlin (M.A. '07) accepted the position of Senior Lecturer in the Department of Higher Education & Student Affairs at Bowling Green State University in Ohio.

HIGHER EDUCATION

TC's Vice President for Development & External Affairs, **Suzanne M. Murphy** (M.Ed. '99, M.A. '96), was named the new Chairperson of the Kingsborough Community College Foundation.

Thomas P. Rock (Ed.D. '02),

Opt in to the NEW TC Alumni Online Directory!

Find old friends
Search for new connections
Share & read class news
tc.edu/alumni/network

TC's Vice Provost for Student Affairs, was selected for a Fulbright Award in the 2018 program for International Education Administrators to Japan.

INQUIRY IN EDUCATIONAL ADMINISTRATIVE PRACTICE
Carol D. Birks (Ed.D. '13, M.Ed. '11) received the Neag School of Education Alumni Board's 2018 Outstanding Professional Award.

Delores Friedman (Ed.D. '93) published her debut novel *Wildflowers*.

ORGANIZATIONAL PSYCHOLOGY
Beth Devine (M.A. '12) joined Stack Overflow as a User Experience Researcher in June 2018.

ORGANIZATIONAL PSYCHOLOGY - EXECUTIVE
Wordna Meskheniten (M.A. '18) was named Senior Director of Equity, Diversity & Inclusion and Special Advisor to the President of The Wilderness Society.

PRIVATE SCHOOL LEADERSHIP
Eduardo "Tony" Alleyne (M.A. '10) was named one of *Delaware Business Times'* "40 under 40" awardees and received the 2018 University of Pennsylvania Graduate School of Education's Recent Alumni Award.

Joy Seth Hurd IV (M.A. '13) was named the new Head of School at Lake Forest Country Day School in Illinois.

Alex Northrup (M.Ed. '11)

was selected as the new Anna Greenway Griswold '33 Faculty Chair at Foxcroft School in Middleburg, Virginia.

SOCIAL-ORGANIZATIONAL PSYCHOLOGY
Tanya Mehta (M.A. '00) recently celebrated 10 years leading Silicon Valley-based executive coaching firm Transverse Leadership.

PUBLIC SCHOOL BUILDING LEADERSHIP
Joseph Mason (M.Ed. '17) was named the new Principal at Urban Prep Academy's Englewood campus.

Nancy Nassr (M.A. '16) was promoted to Head of School at The Ancona School in Chicago, Illinois.

STUDENT PERSONNEL ADMINISTRATION
Leah Brown-Johnson (M.A. '98) was appointed as the Director of The Center for Innovation in Teaching to Enhance Learning at Bloomfield College in NJ.

Krishna Walker (M.A. '98) was selected for the 2018 Zhi-Xing China Eisenhower Fellowship Program.

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[THE KEY CHANGER]
Frances Walker-Slocum



Frances Walker-Slocum (Ph.D. '72, M.A. '52), a pioneering black classical pianist and the first tenured female African-American professor in Oberlin College history, died in June at 94. ■ Walker-Slocum overcame childhood burns that permanently damaged her right arm to perform at Carnegie Hall and other prominent venues. ■ The granddaughter of a slave, Walker-Slocum graduated from Oberlin in 1945 and met Chet Slocum, who was white, while teaching at Tougaloo College in Mississippi. The couple moved to New York, where interracial marriage was legal, and Walker-Slocum studied at TC under Charles Walton. ■ In her Carnegie Hall debut in 1959, Walker-Slocum earned praise from *The New York Times* as "a young pianist of considerable talent" who played with "sweep and impetuosity." Her Bicentennial concert performance at Oberlin won Walker-Slocum a faculty appointment there in 1976.

[TEACHING AT SCALE]
Jane Smisor Bastien



Jane Smisor Bastien (M.A. '58), co-author with her late husband of piano lesson books used worldwide, died in March at 82. ■ The Bastiens' books, published by the Neil A. Kjos Music Company and translated into 16 languages, have sold millions of copies. They range from *The Bastien Piano Library* to the soon-to-be released *Bastien New Traditions All In One Piano Course*. With the Bastien method, beginners follow numbered finger patterns rather than musical notation. ■ Born in Hutchinson, Kansas, Jane Bastien began studying piano at age three and by age nine performed on her own radio show. She attended Stephens College and then Barnard College. As an adult, she studied piano with Isabella Vengerova, Leonard Bernstein's teacher.

[THE GLOBAL LINGUIST]

Imagining a Multilingual World

María Torres-Guzmán believed that children's home languages are a critical learning resource

María Torres-Guzmán, a pioneer in multilingual and multicultural education, passed away in August. ■ “María’s life was about *la lucha* — her struggle for social justice, especially for ethnolinguistically marginalized groups,” said Carmen Martínez-Roldán, Associate Professor of Bilingual/Bicultural Education. And A. Lin Goodwin, TC Vice Dean and Professor of Education, called Torres-Guzmán “the face and the heart of the bilingual education program at TC.” ■ Raised both in Puerto Rico and the United States, Torres-Guzmán said, “I became a comparative linguist when I was 11.” During the 1970s, at Wayne State University, she created one of the nation’s first teacher education programs in bilingual education. In 2011, she received the American Educational Research Association’s Bilingual Education SIG Lifetime Achievement Award for championing her belief that culture is embedded in language and that “children need access to all the resources they have in order to learn — and their home languages are a resource.” ■ Arriving at TC in 1986, Torres-Guzmán took over the College’s Bilingual/Bicultural Education program and focused it on teacher education. In 2004, with Ofelia García, now at the City University of New York, she hosted a global conference

on how local and global forces combine to include or exclude different languages in education. Subsequently Torres-Guzmán, García and Danish scholar Tove Skuttnabb-Kangas published the landmark book, *Imagining Multilingual Schools: Languages in Education and Glocalization*. ■ Torres-Guzmán also collaborated with local schools. She led a teacher study group at P.S. 165, a dual-language school on Manhattan’s Upper West Side, that included many of her former students. As recounted in their book, *Freedom at Work: Language, Professional and Intellectual Development in Schools*, Torres-Guzmán and the school’s principal, Ruth Swinney, forestalled closure by the state and remade 165 into a widely hailed model that rejected rigidly standardized curricula driven by testing and assessments.



[THE MENTOR]

The Professor Who Cared About Learning

Lee Knefelkamp believed that college is for the students

It’s become an apocryphal tale: How Lee Knefelkamp left her hospital bed to attend an advisee’s dissertation defense — and then checked herself back in. ■ “I heard it all the time,” says Jayne Brownell, Vice President for Student Affairs at Miami University. “And I’d say, ‘That

really happened. I was the student.’ And P.S., as she was leaving, she said, ‘There’s a bottle of Champagne in my office.’” ■ **L. Lee Knefelkamp**, Professor Emerita of Psychology & Education, who died in early September, brought student development theory to the student affairs profession, focusing the field on transforming college campuses into developmental communities. She spearheaded a 21st-century reshaping of liberal arts

education by the Association of American Colleges & Universities. With TC psychologist W. Warner Burke, she created TC’s Eisenhower Leader Development Program for officers of the U.S. Military Academy at West Point. And she taught at a New York state women’s prison. ■ Yet above all, Knefelkamp advocated fiercely for students and student learning. ■ “Lee traveled across disciplines to the question of, ‘what is it that’s to be learned here?’” says Burke. “Her ultimate concern was with the particular student, and was the student learning, for heaven’s sake — and if not, she’d see to that.” ■ In *Applying New Developmental Findings* (1978), Knefelkamp, Carol Widick and Clyde A. Parker translated the development theories of William Perry, Arthur Chickering, Lawrence Kohlberg and others into tools for student affairs professionals. ■ “Because of Lee, everyone who gets an M.A. to work in student affairs takes a course in student development theory,” says Monica Coen Christensen, Dean of Students at Manhattan School of Music. “The student affairs profession is now concerned with student life issues and the kinds of environments we create so that students grow and thrive.”



[THE FRIEND]

Enormous Generosity, With Little Fanfare

Trustee Emeritus John Klingenstein was a visionary philanthropist and TC's staunchest supporter

Teachers College Trustee Emeritus **John Klingenstein** died in August at age 89. He served on TC's board from 1979 through 2014, and during the late 1970s established TC's Klingenstein Center for Independent School Leadership, now the nation's preeminent program for private school leadership training. In 1992, he received TC's Cleveland E. Dodge Medal for Distinguished Service to Education.

Together with his wife, Pat, Klingenstein gave nearly \$55 million to the College, including a \$20 million endowed bequest to the Klingenstein Center, making him the most generous donor in TC's history. His daughter, Nancy Simpkins, is a current TC Trustee.

"John Klingenstein was a visionary philanthropist and one of the College's staunchest supporters," said TC President Thomas Bailey. "He was a quiet, self-effacing gentleman whose extraordinary vision and belief in the power of education will endure for generations to come."

Bill Rueckert, TC's Board Chair, called Klingenstein "one of the true senior statesmen of our board — always forthcoming with wisdom and advice, and always backing it up with his incredible generosity to TC."

As long-time President of the Esther A. & Joseph Klingenstein Fund, created by his parents and now led by his son, Andy, Klingenstein advanced understanding and practice in areas he cared

about and felt were overlooked. These included neuroscience (a niece suffered from epilepsy); the separation of church and state in science education; and most notably, independent school

education (he was a proud alumnus of Deerfield Academy).

The Klingenstein Center, which he created with guidance from the Alfred P. Sloan Foundation and educator Theodore Sizer — and which now claims nearly 4,500 alumni — reflects his belief that independent schools are key venues for instilling a sense of civic responsibility, leadership and public service.

"John knew what few philanthropists understand: how to motivate people, engender commitment and act on his values," said Pearl Rock Kane, who stepped down in September after 37 years as the Klingenstein Center's Director, but continues to teach at TC. "He was a wonderful advocate and source of strength."

"John's life was distinguished by enormous acts of generosity, done with very little fanfare," said TC Trustee Ruth Gottesman. "He was modest, intelligent, a loyal friend, and deeply committed to education and to all the principles that TC stands for."



To honor John Klingenstein's memory, donations should be made to the Klingenstein Center for Independent School Leadership. Contact Linda Colquhoun at 212 678-3679.

[THE LAST WORD: TC STUDENT VOICES]

Lakeisha's Lesson



THE PHILOSOPHER PAULO FREIRE asserts that teaching is a reciprocal process between teacher and student. No student has taught me as much as Lakeisha Daniels. She was a brilliant 12-year-old who preferred reading *The Diary of a Wimpy Kid* to watching *Pretty Little Liars* like her peers, and joining me in my classroom during lunch to being with friends. I was lucky to know her.

I learned from Lakeisha that a student is more than what you see on the

surface. The issues that present in class are often just the tip of the iceberg.

While I was teaching Lakeisha, she started missing homework assignments, falling asleep in class and becoming withdrawn. I asked her grandfather (her legal guardian) to help her stay on top of her assignments and get enough sleep.

As a teacher, I was well-trained to identify learning gaps, but not to detect the issues that might underlie students' academic struggles. The summer after

I taught Lakeisha, she called to tell me that she had been diagnosed with leukemia. I was in disbelief. We had compared summer reading plans just two weeks prior.

Her doctors later confirmed that her condition had caused her fatigue and inability to complete homework. And I wondered: Could I have helped detect her condition earlier had I known to look beneath the surface?

But how could I? Teachers are not trained to look for health issues or students' underlying trauma — even

DIFFERENT ANTENNAE

Teachers are not trained to look for health issues or students' underlying trauma — even though those issues powerfully affect their learning and achievement.

— Wenimo Okoya

though those issues powerfully affect their learning and achievement. Lakeisha's death five years later pushed me to look still deeper. I came to TC to learn to help other educators do the same, because I don't want them to have to learn the lesson the way I did.

Lakeisha's lesson should be a central part of

teacher preparation across the country. TC has a long history of leading the field. Let's ensure that every educator has ample training to look "beneath the surface" before she or he enters the classroom. — WENIMO OKOYA



Wenimo Okoya is a fifth-year doctoral student in Health Education. She directs the Children's Health Fund's Healthy and Ready to Learn initiative.



Breaking the Sound Barrier

Oni Nicolarakis believes
writing is key to deaf students' success

Fifty percent of deaf people read at or below a fourth-grade level. ■ Onudeah “Oni” Nicolarakis, born deaf, has taught deaf and hearing students and is earning her Ph.D. Her research focus is helping deaf people become proficient writers: “My preschool communicated with parents through writing, and my mother always asked me what I wanted to tell them. I recognized writing’s power to express something others can understand. Written language is the map of spoken language.” ■ At New York City’s P.S. 347, once exclusively for deaf students, Nicolarakis taught hearing children fluent in signing (their parents were deaf) and others eager to learn. Language acquisition is “messy — it doesn’t have to be perfect,” she says. “Make contact, have interactions, and language develops in an organic way.” — **STEVE GIEGERICH**

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From Suffrage to #MeToo MAR 8-APR 18 | online, 3 CEUs/30 CTLEs

The course traces the history of women, sexuality, and gender—from securing the right to vote to fighting sexual harassment and assault. Rich, archival resources provided courtesy of The New York Historical Society will help educators incorporate valuable content knowledge into their classrooms.

Leadership Institute for School Change: Building Capacity by Supporting Adult Development JUN 3-4 | on campus, 1 CEU

This two-day interactive workshop provides leaders and educators with practical strategies for building successful teams, differentiating professional learning, enhancing collaboration, lifting leadership, and supporting instructional improvement for groups and individuals.

Teaching Food and Nutrition for All JUL 8-26 | online, 2.4 CEUs/24 CTLEs

What students eat affects their concentration and health, and has an impact on social justice and the natural environment. Explore why food and nutrition education is essential; become confident teaching nutrition; and create a food and nutrition education plan for your school or classroom.