

TEACHERS COLLEGE COLUMBIA UNIVERSITY

ANNUAL REPORT 2012



Prepared to Lead

Why leaders matter, and how TC prepares them for the corporate and nonprofit sectors, higher education, the military, K-12 schools and faith-based institutions

▲
Amanny Khattab (M.A. '10)

Principal,
Noble Academy

▲
Col. Bernard Banks (Ph.D. '11)

U.S. Military Academy
at West Point

▲
Laurie M. Tisch

Founder and President,
Laurie M. Tisch Illumination Fund
Vice Chair, TC Board of Trustees

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research and initiatives from
Teachers College.

ANNUAL REPORT 2012

Prepared to Lead

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The Teachers College 2012 Annual Report was produced by the Department of Development and External Affairs, Teachers College, Columbia University

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Letter from the President



Dear Friends,

IN HIS 1986 BOOK, *Apprentice to Genius: The Making of a Scientific Dynasty*, Robert Kanigel describes the chain of mentorship that ran from Bernard Brodie, the pharmacologist who helped develop acetaminophen, to Julius Axelrod, the Nobel Prize-winning biochemist who characterized the workings of neurotransmitters, to Solomon Snyder, who first identified receptors in the brain that govern perception of pain and pleasure. Near the end of the book, a student of Snyder's, Gavril Pasternak – now a prominent cancer researcher – speaks of Snyder as his “professional father” and Axelrod as his “grandfather.”

As you will discover in this annual report, strong leaders across all fields typically set clearly defined goals, model successful behavior and empower others to think creatively and act responsibly. But Kanigel's book highlights still another crucial aspect of good leadership: the ability to prepare others to lead as well.

During at least two key stages in my career, I have worked with a phenomenal leader. The first was Donna Shalala, my doctoral adviser at TC, who later served as U.S. Secretary of Health and Human Services and is now President of the University of Miami. At TC, Donna engaged her students as full-fledged members of an intellectual and professional community, even contracting for us to help to reform Connecticut's school finance system, a project that became the basis for many dissertations.

Later, as Dean of the Graduate School of Education at the University of Pennsylvania, I worked for Judith Rodin, the university's President (and now President of the Rockefeller Foundation). Judy and her leadership team rallied the entire Penn community to launch a new, university-assisted neighbor-

hood public school for pre-K through 8th grade, to help manage three other local public schools, and in general to make West Philadelphia clean, safe and vibrant for everyone.

In retrospect, I can see that Donna Shalala and Judy Rodin not only inspired me to build on their work, but also helped prepare me to become a leader of leaders. I want Teachers College to unite the work of its faculty and students under the banner of three big ideas that cut across our different departments: learning, comprehensive opportunity in the public schools, and policy. I want TC to take the lead in tackling society's most pressing problems and to lead by example, as we are doing with the Teachers College Community School and our Harlem Schools Partnership. And I want us to continue empowering our students and colleagues to serve as transformational leaders in their professions, fields and organizations.

A crucial aspect of good leadership is the ability to prepare others to lead as well.

You don't have to be the president of a college, or even someone who directly manages other people, in order to exert leadership. All of us, at points in our professional and personal lives, are called upon to help set the direction for others. As you read this annual report, I hope you will marvel, as I do, that so many fine leaders have come from Teachers College. Take a moment to reflect on how you lead in your own work and on the people who have influenced your thinking. While much may have changed, I'm guessing you'll find that the power of their ideas has only increased with time.

Susan Fuhrman (Ph.D. '77)





TC celebrates
Academic Festival

2012

Year



Pakistani
educators
visit
the College

A. Lin Goodwin
is named
TC's Vice Dean



Wendy Puriefoy,
President of the Public
Education Network



President Fuhrman honors
Professor Aaron Pallas
and Virgenmina Morales,
Telephone Operations
Technician, for their
community building efforts

in Review



Dr. Ruth Westheimer
(Ed.D. '70)

COVERING THE PERIOD OF SEPTEMBER 1, 2011, THROUGH AUGUST 31, 2012

September 2011

At a TC remembrance ceremony on the 10th anniversary of the 9/11 terrorist attacks, psychology faculty member **George Bonanno** delivers a talk on human resilience titled "Out of the Ashes."

October 2011

At "Reconstructing National Identities: Intercultural Bilingual Education in Latin America," hosted by TC faculty member **Regina Cortina**, top scholars share their research about the emergence of bilingual and bicultural education in Latin America as an academic discipline.

The new, federally funded [Center for Analysis of Postsecondary Education and Employment](#) (CAPSEE), led by faculty member **Thomas Bailey**, holds its inaugural meeting. CAPSEE seeks to determine how well various postsecondary pathways prepare students for the workforce.

Susan H. Fuhrman extends her term at the helm of Teachers College. A TC alumna, Fuhrman became TC's President (and the first woman to hold the job) in 2006. Under her leadership, the College has grown its enrollment annually to a modern-era high.

In her annual **State of the College** address, President

2012 HIGHLIGHTS

DIVERSITY & COMMUNITY AFFAIRS

TC's Office of the Vice President for Diversity and Community Affairs (ODCA) supports program-ming with involvement from departments, offices and students to build community and civility, promote workplace contentment and address institutional climate concerns.

Several initiatives by ODCA address the increased demands of the Title IX guidance by the U.S. Department of Education, promote education about gender-based misconduct and harassment and strengthen TC's climate concerning LGBTQ issues for all students.

THE YEAR'S EFFORTS INCLUDE:

- > **Launching the new website Preventing Sex and Gender Discrimination, Harassment & Sexual Assault – Title IX**, and the required online Harassment Prevention professional development course.
- > **The launch of the Doctoral Educational Initiative for Black and Latino Males Working Group**, led by the Provost, with a well-attended panel, "Call to Action: Doctoral Education for Black and Latino Males."
- > **Development and implementation of LGBTQ Safe Zones training with Columbia's SpeakOUT program.**
- > **LGBTQ Issues and Dialogues sessions for pre- and in-service teachers, addressing students' request for discussion and guidance in navigating their identities in professional work spaces.**
- > **A daylong teach-in with Columbia University's Multicultural Affairs Office on "Institutionalized Homophobia and Heterosexism on College Campuses."**
- > **The symposium "Dealing with Disaster: Caring for Japan Post 3-11," featuring a range of Columbia scholars.**
- > **A workshop addressing integration of individuals with disabilities into TC activities and events, focusing on increasing digital access.**
- > **Screening and discussion of the 2011 Sundance film The Hidden Treasure of Black American Sign Language: Its History and Structure**, led by its Gallaudet University creators.
- > **Screening and discussion of the documentary film Miss Representation**, about the mental health impact of the media's dehumanization of women and girls.
- > **Help EnVision Yourself**, a program to encourage traditionally marginalized first-generation college students to aspire to graduate education.
- > **The Fourth Annual TC Cook-Off and Tasting Celebration with faculty and staff.**

Fuhrman says TC "has reached a pivotal moment" where research in the learning sciences and the College's "unmatched interdisciplinary depth" position TC "to be the nation's premier academic resource and catalyst for educational transformation."

To mark **Food Day** (October 24), a curriculum developed by TC's Nutrition Education Program is posted online for teachers across the country.

November 2011

TC and its Fulbright Adviser and Fulbright Scholar Program Campus Representative, Deputy Provost **John Allegrante**, are cited for their role in making Columbia University a top producer of Fulbright scholars nationwide.

A. Lin Goodwin becomes Vice Dean of Teachers College. The appointment of Goodwin, who previously served as Associate Dean of Teacher Education, is intended to give leadership to a major renewal in Teacher Education at TC.

December 2011

The TC **Provost's Investment Fund** awards grants to eight new interdisciplinary faculty projects. Created in 2007, the Provost's Fund has supported nearly 60 projects with grants of up to \$20,000 each.

January 2012

TC's Cahn Fellows Program for Distinguished Principals holds a roundtable discussion about New York City's plan to institute principal evaluations. The speakers include **Peter McNally**, Executive Vice President of the Council of

Supervisors and Administrators; **David Weiner**, Deputy Chancellor of the New York City Board of Education; and New York State Regent **Kathleen Cashin**.

February 2012

Teachers College and the National Institute of Education (NIE) in Singapore establish a joint Master of Arts program in Leadership and Education Change. Based at NIE in Singapore, the program is part of a broader educational collaboration between Singapore and the United States.

TC's new Department of Education Policy and Social Analysis convenes a panel on the role of policy in education reform, featuring **Christopher T. Cross**, author of Political Education: National Policy Comes of Age; **Jack Jennings**, founder of the Center on Education Policy; and **Wendy Puriefoy**, President of the Public Education Network.

March 2012

Educators, researchers and policymakers gather at TC for "**Educational Assessment, Accountability, and Equity: Conversations on Validity Around the World.**" Organized by faculty member **Madhabi Chatterji**, the conference is jointly hosted by TC's Assessment and Evaluation Research Initiative and the Educational Testing Service.

TC hosts its inaugural student-run TEDx Teachers College Conference, "Innovations in International Education." The live-streamed TEDx talks are an extension of a nonprofit global enterprise that has featured presenters such as Bill Clinton, Jane Goodall and Bill Gates.



VISITING FROM BRAZIL: Principal and TC alumnus Ramón González hosts a delegation of educators from Rio at MS 233 in the Bronx.

The National Council of Ghanaian Associations, Inc. gives its **2012 Humanitarian Award** to **Cate Crowley** and **Miriam Baigorri**, faculty members in TC's **Speech/Language Pathology Program**; **TC President Fuhrman**; and **Provost Thomas James**. Since 2008, Crowley and Baigorri have brought TC students to Ghana to provide free services for children and adults with communication disorders and to provide development for Ghanaian professionals.

April 2012

The College holds its fourth annual **Academic Festival**, titled "Rewiring the Learning Landscape." Economist **Jeffrey Sachs** receives the College's Medal for Distinguished Service and delivers a keynote address on the power of information technology to address the global crisis of environmental sustainability.

May 2012

At **TC's Commencement** exercises, **President Fuhrman** urges 2012 graduates to "accept the call to serve

society by becoming the inventors of tomorrow." The College honors "the people's astrophysicist," **Neil deGrasse Tyson**; U.S. Undersecretary of Education **Martha Kanter**; and cultural historian **Shirley Brice Heath**.

June 2012

Teachers College hosts Pakistani education officials and provincial leaders in New York City and Washington. Under a \$5 million, three-year collaboration, funded by **USAID** and led by faculty member **Gita Steiner-Khamsi**, the College is helping Pakistan create two-year and four-year undergraduate teaching degrees, a nationally approved curriculum and resources for a formalized field of education research.

The **Teachers College Community School** holds a moving-up ceremony for its inaugural kindergarten class. **Nancy Streim**, TC's Associate Vice President for School and Community Partnerships, calls the milestone event the culmination of "a kind of fairy tale" that began in 2006 when **President Fuhrman** vowed to create a new school to help meet the area's continuing need for education.

July 2012

Teachers College and **TeachingWorks**, a national organization at the University of Michigan School of Education, host "**Connecting Advances in Learning Research and Teacher Practice: A Conference About Teacher Education**" on TC's campus. Led by **President Fuhrman** and **Deborah Ball**, Dean of the College of Education at the University of Michigan, the conference focuses on models for seamlessly integrating research knowledge into teaching.

The need for school district leaders to think creatively – particularly by finding new ways to meet learners on their own turf – is a key theme at the 69th **Superintendents Work Conference**. Held annually at TC, the conference is led by **Brian Perkins**, Director of TC's **Urban Education Leaders Program**.

August 2012

Major Thomas E. Kennedy, 35, a graduate of the U.S. Military Academy at West Point and a member of the fourth cohort of TC's **Eisenhower Leader Development Program** (ELDP), is killed in the line of duty in Afghanistan. Kennedy, who leaves behind two young children, was a veteran of two previous tours in Iraq. He is posthumously awarded a Bronze Star Medal and Purple Heart.

2012 HIGHLIGHTS

Environmental Initiatives

TC continues its commitment to reducing its carbon footprint. Since the implementation of its Sustainability Commitment in 2010, the College has significantly reduced its energy consumption and improved its waste management and recycling. Among our accomplishments as of October 2012:

TC completes a two-year program to retrofit and/or replace all campus water fountains to reduce use of bottled water. So far this program has removed at least **39,125** plastic bottles from the waste stream.

Programs implemented to date have reduced electrical consumption by **1,315,600** kilowatt-hours in 2012.

This equates to preventing **1,749,748** pounds of carbon dioxide from entering the atmosphere.

This is enough electricity to power 42 single-family homes for a year (based on consumption of 3 kilowatts per hour).

The College increases its recycling rate to 50 percent by the end of August 2012 and is working toward increasing the recycling rate to 75 percent by the end of 2015.

2012 HIGHLIGHTS

Development

Overall, TC enjoys a very strong year in all areas of giving, with a focus on continued growth in private support.

The total raised is
\$48.2
 million,

an increase of nearly \$22 million (83 percent) over the prior year's total. Fundraising from individuals reaches

\$33.2
 million,

an \$18 million increase from the prior year, with the majority of those funds coming from the generosity of TC's trustees, including two transformative eight-figure commitments. The TC Fund achieves its goal of \$2.02 million, with this growth and continued success once again attributable to the leadership giving of the John Dewey Circle, which grows by nearly 30 donors (14 percent).

Giving from foundations and corporations tops \$15.3 million, an increase of more than \$3.4 million (29 percent) over the prior year.

2012 HIGHLIGHTS

Office of Sponsored Programs

TC increases its overall volume of grants for innovative projects, which totals \$43,641,332 in awards from private foundations and government sources. The total includes:

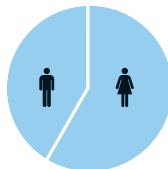
\$25,312,311
 in renewal awards;

\$3,919,658
 in supplemental awards;

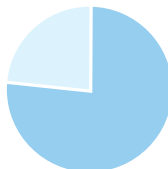
\$14,409,363
 in new awards.

TC Faculty

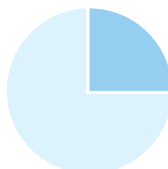
Female: 57 percent
 Male: 43 percent



Tenured: 77%



Minority: 25%



RESEARCH HIGHLIGHTS

George Bonanno, Professor of Psychology and Education, receives a grant of just under \$3 million from the [National Institute of Mental Health](#) to learn more about the factors that predict prolonged grief in people who lose a spouse.

Yolanda Sealey-Ruiz, Assistant Professor of English Education, guest-edits a special issue of [The Journal of Negro Education](#) focused on the question: Would fewer black male students drop out if more black men were teaching?

Faculty members **Mariana Souto-Manning**, **Celia Genishi** and **Susan Recchia** receive a \$1.25 million grant from the [U.S. Department of Education](#) to prepare dual-certified teachers in both early childhood education and early childhood special education. The teachers will work with immigrant children and their families.

Ernest Morrell, Professor of English Education and Director of TC's [Institute for Urban and Minority Education](#), is installed as Vice President of the 40,000-member [National Council of Teachers of English](#).

In a study published online by the [American Psychological Association's Journal of Counseling Psychology](#), **Robert Carter**, Professor of Psychology and Education, and other researchers find that perceived racism may cause

mental health symptoms similar to trauma and could lead to some physical health disparities between blacks and other populations in the United States.

Anna Neumann, Professor of Higher Education, is installed as President of the [Association for the Study of Higher Education](#).

Three studies by a team of investigators that includes TC Deputy Provost **John Allegrante** find that patients can improve their adherence to an exercise or medication regimen by cultivating a positive mental attitude and practicing self-affirmation techniques. The studies are published online in [Archives of Internal Medicine](#).

Research conducted for [UNICEF](#) by faculty member **Gita Steiner-Khamsi** reveals a previously hidden teacher shortage in six Eastern European and central Asian nations.



TC's Ernest Morrell becomes Vice President of the National Council of Teachers of English



Celia Genishi, Professor of Education, receives multiple honors from the American Educational Research Association

Andrew Gordon, Professor of Movement Sciences, is corecipient of a \$640,000 grant from the [National Science Foundation](#) for research on neurological disorders and prosthetic hands.

Faculty members **Thomas Bailey**, a leading analyst of community colleges, and **Sharon Lynn Kagan**, an authority on early childhood education, are elected to the [National Academy of Education](#) for their “extraordinary impact” on education in the United States and abroad.

A study of elderly New Yorkers led by **Elizabeth Midlarsky**, Professor of Psychology and Education, finds that among various ethnic groups, Jews are the most receptive to psychotherapy. The study is published in the [Journal of Religion and Health](#).

A study led by TC’s **Suniya Luthar** confirms elevated rates of substance abuse, depression

and other problems among affluent youth nationwide. The study is published in the journal [Development and Psychopathology](#).

Lena Verdeli, Associate Professor of Clinical Psychology, is corecipient, with colleagues from the New York State Psychiatric Institute, of a grant from the National Institute of Mental Health (NIMH) to launch a fellowship training program in global mental health. The program – the first of its kind ever funded by NIMH – will enable fellows to take courses at TC and other Columbia schools.

TC’s [Center for Technology and Social Change](#), led by faculty members **Ellen Meier** and **Howard Budin**, is chosen by the **Environmental Protection Agency** to offer competitive awards of up to \$5,000 to support hands-on environmental education for K–12 students in New Jersey, New York, Puerto Rico and the U.S. Virgin Islands.

Lisa Miller, Associate Professor of Psychology and Education, is elected to serve on the [American Psychological Association’s Council of Representatives](#), the organization’s governing body.

A paper coauthored by **Yoshie Tomozumi Nakamura**, who received her doctorate from TC’s program in **Adult Learning and Leadership** in 2010, and her former adviser, **Lyle Yorks**, Associate Professor of Adult and Continuing Education, receives the 2011 Elwood F. Holton III Research Award, recognizing the year’s outstanding article in the journal [Human Resource Development Review](#).

Some 181 faculty, students and others affiliated with Teachers College present at “To Know Is Not Enough,” this year’s meeting of the [American Educational Research Association](#) (AERA), in Vancouver. **Celia Genishi**, Professor of Education, receives triple honors, including the 2012 **Scholars of Color Distinguished Career Contribution Award** and the **Critical Perspectives in Early Childhood Education Distinguished Career Contribution Award**. Education economist **Thomas Bailey** receives the 2012 **Division J Exemplary Research Award** for work focused on postsecondary education. **Carmen Martinez-Roldan**, Associate Professor of Bilingual/Bicultural Education, receives the **AERA Division K Mid-Career Award**. **Felicia Moore Mensah**, Associate Professor of Science Education and Science Education Program Coordinator, receives the **AERA Division K Early Career Award**.

2012 HIGHLIGHTS

NEW FACULTY

TC hires the following new faculty members for Fall 2012:

**Robert
ALCALA**

Minority Postdoctoral Fellow
(Education Policy and
Social Analysis)

**Ryan
DE BAKER**

Sachs Distinguished Lecturer
and Visiting
Associate Professor
(Human Development;
Mathematics,
Science and Technology)

**Alex
BOWERS**

Associate Professor of
Education Leadership
(Organization and Leadership)

**Corbin
CAMPBELL**

Assistant Professor of
Higher Education
(Higher/Postsecondary
Education)

**Richard
JOCHUM**

Associate Professor of Arts
Education
(Arts and Humanities)

**Sonali
RAJAN**

Assistant Professor of
Health Education
(Health and Behavior Studies)

**Priscilla
WOHLSTETTER**

Distinguished
Research Professor
(Education Policy
and Social Analysis)



TC's Luis Huerta is named an editor of the journal *Educational Evaluation and Policy Analysis*

POLICY HIGHLIGHTS

The report “[Achievable and Affordable](#),” edited and coauthored by **Michael Rebell**, **Professor of Law and Education Practice**, establishes a legal framework and cost parameters for providing the country’s neediest children with improved educational resources and other wraparound services, including health care and after-school programs. Rebell also convenes a group of leading policymakers, including TC alumnus **John King**, **New York’s Commissioner of Education**, at the College to debate the report’s recommendations.

The [Journal of School Health](#) devotes its October 2011 special issue to nine articles by **Charles Basch**, TC’s Richard March Hoe Professor of Health and Education. The articles document the disproportionate impact of seven health issues on the academic achievement of low-income minority youth. Basch also outlines a strategy for instituting school health

programs coordinated by an extensive cast of school stakeholders.

The [December 2011 issue of Health Education & Behavior](#), edited by TC Deputy Provost **John Allegrante**, reports on the newly emerging focus on social determinants, such as poverty, by the consortium Healthy People in its 2020 health goals. Healthy People sets the national agenda for health promotion and disease prevention.

A study conducted by researchers at the TC-based [National Center for Postsecondary Research](#) finds that dual enrollment – an increasingly popular preparatory strategy for college success – is effective only when high school students attend college classes on a college campus.

In announcing a summer jobs program for youth, the White House cites a TC study coauthored by faculty member **Henry Levin** showing that public spending is about \$13,900 per year for each person between ages 16 and

24 who isn’t working or in school. The so-called social costs of dropping out and being unemployed, which are paid for by a combination of public and private money, are about \$37,450 per year, per person.

Luis Huerta, Associate Professor of Education and Public Policy, is named an editor of [Educational Evaluation and Policy Analysis](#), the research publication of the **American Educational Research Association**.

Two new studies from TC’s **Community College Research Center** – including one authored by **Judith Scott-Clayton**, Assistant Professor of Economics and Education – find that community colleges unnecessarily place tens of thousands of students in remedial classes.

A two-year study of “developmental summer bridge” programs in Texas, conducted by researchers at the **National Center for Postsecondary Research**, finds that students who enrolled in these programs had a greater chance of passing college-level math and writing courses in their first 18 months of college than did students who did not enroll. Yet the effects were not persistent and had no effect on credit accumulation after two years.

A report from the [National Research Council](#), authored by a committee that includes TC’s **Henry Levin**, contends that promotion of 21st-century “deeper learning” skills will require systematic instruction and sustained practice, including instructional time and resources beyond what is currently devoted to content learning.

2012 HIGHLIGHTS

Enrollment Services

In Fall 2012, TC achieves record numbers for applications, new student enrollment and selectivity. In all, applications have increased by 26 percent in the past five years.

Among our 2012 highlights:

The College receives
6,689
applications in 2012,
an increase of
3 percent over 2011.

1,887 new students
enroll in the Summer/
Fall, a slight
percentage increase
over 2011.

19 percent of
incoming students
are from outside the
United States, and
25%
have self-identified as
students of color,
making this the most
diverse entering class
in TC’s history.

In particular,
“the applicant pool
from China has
skyrocketed,”
increasing by 71
percent over last year,
says Thomas Rock,
Executive Director of
Enrollment Services,
reflecting TC’s
sustained outreach in
China in recent years.
In all, nearly

500
Chinese students
apply, and more than
100 enroll.

Prepared to Lead

Why leaders matter, and how TC prepares them for

higher education,^{p10}
the military,^{p13}
K-12 schools,^{p15}
the nonprofit^{p18}
and corporate^{p24}
sectors,
and faith-based
institutions^{p22}

Keeping an Eye on the Stars

Being a higher-education president today isn't for the fainthearted. Having a vision helps



E. Gordon Gee
The Ohio State University

J

oseph Hankin (Ed.D. '67) has led [Westchester Community College](#) through 41 years of budget crises, union negotiations, tenure battles and construction projects. His biggest point of pride: WCC, through outposts in public libraries, empty retail space and factories throughout the county, can now claim as many students in continuing education as in the for-credit programs offered on its Valhalla, New York, campus.

"You have to get out to where the people are," Hankin says. "You have to be cross-eyed: one eye on the stars, another on the minutiae on your desk."

Keeping an eye on the stars may be the best answer to the warning that **E. Gordon Gee** (Ed.D. '72), President of [The Ohio State University](#), keeps posted over his desk: "If you don't like change, you're going to like irrelevance even less."

"It's a challenging time to be president of a university," says Gee, who has led five since 1981. "We think people will just want their kids to come here. But the truth is, they question our value and our cost, and they are interested in alternative delivery systems."

Gee and others agree: To address those challenges, as well as shrinking public funding and a student population that grows ever more diverse, both culturally and in its academic abilities, a

president does indeed need to keep an eye on the stars. Gee, for example, is seeking to reinvent Ohio State as "a knowledge city," as he put it in a recent speech – "a crucible of discovery, innovation and epiphany" that embraces new technology while fiercely defending "the traditional... interaction between students and faculty."

Gee has organized the university around "discovery themes" such as health and wellness, energy and environment, and food production and security. At a time when most institutions are scrambling to slash budgets, he has also proclaimed "a shopping spree" to recruit "the most talented and brilliant people" to Ohio State's faculty. To win support, he leads students on an annual state tour, replete with videographers and a Twitter hashtag, to businesses, factories, science labs, farms, county fairs and small-town Main Streets.

Since becoming President of the [New Jersey Institute of Technology](#) (NJIT), **Joel Bloom** (Ed.D. '78) has also found himself intensely engaged in politics. As New Jersey has restructured its higher education system, merging [Rutgers](#) and the state's [University of Medicine and Dentistry](#), Bloom has successfully fought to keep his institution autonomous. Power, he says, is not the issue. Rather, NJIT needs an undi-



Joseph Hankin
Westchester Community College



Mildred Garcia
California State-Fullerton



Joseph Bertolino
Lyndon State College

luted focus to best fulfill its charge from a gubernatorial commission to address one of New Jersey's major economic challenges: the dearth of students earning credentials to fill a projected 265,000 jobs in science, technology, engineering and mathematics over the next five years.

As an economist, research administrator and former public school educator, Bloom knows NJIT's intellectual turf. Equally important, though, is his experience as a top New Jersey education official during the 1980s. "I had the chance to work for an outstanding governor, Tom Kean [M.A. '63], and spent eight years in the state capital," he says. "You do that, and you understand how the political arena should work for the public good."

Even for the newest rookie at the smallest of institutions, being the president means accepting a role as a public figure in order to advance the ideas you care about most. The key is a good match between a president's vision and the institution he or she serves.

When **Joseph Bertolino** (Ed.D. '03) decided to lead [Lyndon State College](#), a 400-student school that is the only college and one of the main employers in Vermont's rural Northeast Kingdom, some might have called it a career about-face. Bertolino had previously served as Vice President for Stu-

dent Affairs and Enrollment Management at [Queens College](#) of the [City University of New York](#), an institution of 20,000 students.

To get acclimated at Lyndon, Bertolino embarked on "a massive listening tour," meeting with more than 1,000 people during his first three months in office.

"Your life is not your own," he says. "Everyone has an agenda. You have to develop a thick skin."

Still, what he learned convinced him that he was the right person for the job. In a letter to the search committee that ulti-

learn to lead businesses. At a White House summit, he spoke on the role of education in economic development in rural America. "It is Lyndon's mission to serve first-in-family and modest-income students that I find particularly appealing," he says.

Mildred Garcia (Ed.D. '87), a former student of Joseph Hankin's who in 2012 became President of [California State University-Fullerton](#), is also passionate about empowering disadvantaged students.

At 38,000-student Fullerton, a designated "Hispanic-serving institution and an

"WE THINK PEOPLE WILL JUST WANT THEIR KIDS TO COME HERE. BUT THE TRUTH IS, THEY QUESTION OUR VALUE AND OUR COST."

— E. Gordon Gee

mately hired him, Bertolino had written that providing education opportunities for students from disadvantaged backgrounds has been his guiding passion, dating back to his TC doctoral dissertation on the pedagogy of service learning.

Since arriving at Lyndon, Bertolino has twice gone to the nation's capital to speak at conferences on entrepreneurship, a major focus at the college, where many students

Asian-American, Native American and Pacific Islander-serving institution," Garcia has a specific marketing goal: to make the university known, relevant and competitive in attracting and supporting students from ultra-diverse Southern California.

"[Berkeley College](#) taught me about marketing," Garcia says of the New York-based institution she led from 2001 to 2007. "We do not market ourselves well in



Richard Flynn
Springfield College



Joel Bloom
New Jersey Institute of Technology

higher education.”

To reach her goals, Garcia is mulling an effort akin to one she introduced in her previous presidency, at [Dominguez Hills](#), another California state campus. There, with [Univision](#), the Hispanic television network, she instituted an annual education fair held entirely in Spanish and featuring celebrity TV anchors and partners ranging from K-12 schools to nonprofit organizations.

“We set it up like Ikea,” Garcia says. “You couldn’t leave until you went through the entire festival.” In its third year, the event drew 50,000 people.

For years, Dominguez Hills had failed to meet its admissions target, but that turned around under Garcia. She says she knew things had changed when a visiting academic told her he had heard from a hotel valet that “there’s a buzz going on at Dominguez.”

This year, because of state budget cuts, Cal State-Fullerton turned away some

6,000 qualified students, a decision Garcia calls “a tragedy.” She predicts the fiscal crunch will last at least another four years. Her solution? Focus even more precisely on the institution’s mission, cutting fat to put dollars behind priorities.

“I received tremendous advantages because of public higher education, which transformed my family behind me,” Garcia says. “Everyone can do it. The challenge is to find the way how.”

Of course, sometimes having a vision can include focusing very intensely on the here and now as a way of positioning a school for the future.

“The presidency is a service profession; you have to put aside your personal agenda and embrace the needs of the institution,” says **Richard Flynn** (Ed.D. ’70), President of private [Springfield College](#) in western Massachusetts, perhaps best known as the “birthplace of basketball.”

Flynn, who studied both administration and physical education at TC and considers himself a life-long student of leadership, has the track record to back up those words. Upon his arrival at Springfield in 1999, Flynn and the leadership team he assembled developed a strategic plan for the college, conducted the first major capital campaign in 35 years and launched an ongoing effort to renovate old facilities and build new ones.

“I have always said, ‘facilities are to facilitate programs,’ and we have certainly been able to enhance both our academic and student life programs by making significant improvements to the campus,” says Flynn, who has a strong background in facilities design. He drew on that expertise again last year, when the College was struck by a tornado for the first time in its history.

Ultimately, Flynn believes that integrity is the single most important quality in a college president. He sees his most important “service” as being to ensure that Springfield College’s mission – educating students in spirit, mind, and body for leadership in service to others – influences students both during their time on campus and throughout their lives. “I enjoy nothing more than witnessing the success of our students, he says, “both while they are here and after they leave us.” ■

**“THE PRESIDENCY IS A SERVICE
PROFESSION. YOU HAVE TO PUT ASIDE
YOUR PERSONAL AGENDA AND EMBRACE THE
NEEDS OF THE INSTITUTION.”**

—Richard Flynn

Duty, Honor, Country... Collaboration, Cooperation, Research

The Eisenhower Leaders Development Program at TC is seeding a new mindset at West Point



Bernard Banks
U.S. Military Academy at West Point

a

t a recent conference at the [U.S. Military Academy at West Point](#), **Colonel Bernard Banks** (Ph.D. '11) asked a group of cadets and undergraduate students from around the globe to talk about what they saw as the Army's most pressing leadership challenges. The request qualified as unorthodox by Army standards. But then Banks, who directs West Point's [Eisenhower Leaders Development Program \(ELDP\)](#), did something

really radical: He commissioned the students to write short pieces on the topic to run on the "[New York Times in Leadership](#)" website.

"We wanted them to understand the importance of leaders being powerful communicators who must be open to feedback from people around the globe," says Banks. "As I discovered at Teachers College, feedback and reflection are crucial components of the learning and development cycle."

"Open to feedback" is not a phrase commonly associated either with West Point, whose motto is "Duty, Honor, Country," or with the military in general, where airing differences of opinion is

often characterized in movies as an act of insubordination that can cost lives on the battlefield. Yet West Point today is striving to produce thoughtful and principled leaders steeped in a willingness to entertain the perspectives of others. Leading that effort is a group of young officers in the ELDP, which was jointly designed and is jointly taught by West Point and TC faculty members. Founded in 2005 and now in its eighth cohort, ELDP aims to replace the Army's old mindset with a new mantra perhaps best summarized as "collaboration, cooperation and research."

The officers, mostly captains and majors who have been commanders in Iraq and Afghanistan, absorb a 45-credit curriculum that includes courses given both at TC and at West Point. They emerge with master's degrees in social-organizational psychology and stay on at West Point for another two or three years to serve as company tactical officers, or TACs – leaders who help cadets (West Point undergraduates) meet and balance the physical, military, academic and ethical requirements of a West Point education. The TACs model everything from completing class assignments on time to keeping one's boots shined.

"We're creating a culture of organization and psychology leadership-development

experts who are going to influence the way the Army does business for the next 20 to 30 years,” says Banks.

That outlook explains West Point's partnership with Teachers College, a name more readily associated with conflict resolution than armed conflict and with the Peace Corps rather than the military corps. (Columbia, TC's parent institution, ended its Vietnam-era campus ban of ROTC only this past year.) The program's guiding premise is one Banks explored in his doctoral research at TC, where two of his advisers were ELDP codesigners **W. Warner Burke**, the Edward Lee Thorndike Professor of Psychology and Education, and **L. Lee Knefelkamp**, Professor of Higher Education.

“Leadership research and theory can help you manage situations in ways that go beyond simply going with your gut,” says Burke, the coauthor of a widely studied model that explains organizational change

patrol, providing a “cultural artifact” that helped them identify with one another. They formed mixed soccer teams. And they were paid more and received more benefits than other government soldiers, which helped them “identify one another as worthy of respect,” Whidden said.

For Woodruff and other instructors, such stories serve as the basis for great teachable moments to reinforce the daily cultural exchange that goes on between the ELDP students and civilian students in classrooms at TC.

“One of the smartest things that TC did was to put us together with their students,” says Major James Brant, a TAC officer at West Point who graduated from the Eisenhower program in 2011. “The stereotypes that were thrown both ways were enlightening, and I walked away better for it. I'm still in touch with all kinds of our fellow students who are now out doing jobs around the country.”

“LEADERSHIP RESEARCH AND THEORY CAN HELP YOU MANAGE SITUATIONS IN WAYS THAT GO BEYOND SIMPLY GOING WITH YOUR GUT.”

—W. Warner Burke

as a product of factors ranging from mission and strategy to cultural and external environment. “We believe that effective leaders are learning-agile – that is, they are more adept at learning what they need to know than other people.”

While ELDP participants function primarily as students during their time in the program, the lessons they learn are often drawn from their own field experiences as officers. For example, in a class at West Point this past September on racial and national identification taught by Lieutenant Colonel Todd Woodruff, Gary Whidden, an ELDP student who had served in Iraq, talked about participating in an effort to combine Arab, Turkish and Kurdish fighters into one patrol force. Because “these were cultures that had been fighting for hundreds of years,” Whidden recounted, the Americans engaged the soldiers in activities designed to promote cohesion. The soldiers trained together. They developed a mascot (a golden lion) and a symbol that all of them wore on

Stephanie Licata, a master's degree student in social-organizational psychology, concurs. Initially Licata mistook some West Point students in her class for “cocky MBA” students, and she texted a friend that “I hate them already.” Yet soon she was won over. “Service was just their way of being,” she says. “It was just their way of life, their philosophy, the content of their work. I was just so taken by who they were.”

The ELDP students, whose average age is 35, also seek to bridge the generational divide between themselves and the cadets they will soon oversee, who typically range in age from 17 to 22.

“TAC officers need to understand where their cadets are developmentally,” says Lee Knefelkamp, who teaches courses in the ELDP program that focus on adult education and learning. “How do they process information? What kind of impulse control do they have? What motivates them to take initiative in positive ways?”

Burke repeatedly emphasizes that, for

young adults in particular, “involvement leads to commitment.” In other words, people learn best, and are more likely to take responsibility for outcomes, when they're allowed to choose an approach – or, as Major John Faunce, a TAC officer and ELDP graduate, puts it, “when the destination remains fixed, but the journey is up for grabs.”

In Afghanistan, Faunce wanted to give 120 American and Afghan soldiers under his command a fairly low-risk training experience in which they could learn to develop and trust their own judgment – particularly the Afghan soldiers, so they would be prepared to carry on once American troops were gone. Faunce asked the soldiers to visit a nearby village, assess the residents' medical needs and treat or provide supplies to people with minor problems. There were some diplomatic risks, but Faunce left the delicate issue of how to handle the task up to the soldiers, something he says was very difficult for him to do.

“It's really hard, when you're doing a mission for real, not to want to put your own spin on it,” he says. “It would be so much easier and quicker to say, ‘I've done this 20 times in my life, here's how we're going to do it.’ But you've got to let them try to come up with their own ideas.”

This year for the first time, all 32 TAC officers at West Point are ELDP graduates. The hope is that the TACs will model the ELDP way to the 4,400 students at West Point, and that those students will carry the program beyond West Point and even, in some cases, beyond the military. “We're planting lots of seeds,” Banks says.

The program has had a profound effect at TC as well, Knefelkamp says. Every faculty member in the social-organizational psychology program is involved with it in some way. “There's a big clambering every year to teach in it,” she says. And maybe there are some extra educational dividends, too. Each year, the ELDP cohort hosts a tailgate party at an Army football game at West Point for social-organizational psychology faculty, adjunct faculty, student teaching assistants, staff and their families. Sarah Brazaitis, a senior lecturer in the program, has brought her two young sons to the parties for years. “My sons have a very different relationship with the military than they might have had otherwise,” she says. “Now they think about what it means to be a soldier and what it means to do service.” ■

k-12

Increasing the Power by Sharing It

Effective leaders in today's results-oriented K-12 world can seem like heroes, but the job starts with getting others to buy into – and take responsibility for – a larger vision



In November 2012, the heads of four leadership programs at Teachers College – **Brian K. Perkins**, of the [Urban Education Leaders Program](#) (and former President of the New Haven, Connecticut, Board of Education); **Pearl Rock Kane**, of the [Klingenstein Center for Independent School Leadership](#);

Eric Nadelstern, of the [Summer Principals Academy](#) (and former Deputy Chancellor of the New York City school system); and **Nora Heaphy**, of the [Cahn Fellows Program for Distinguished Principals](#) – [gathered to talk for this report](#) about what it takes to lead and succeed at a K-12 school.

What do you see as essential in K-12 school leadership?

NADELSTERN: For many years, school districts focused more on school management than on instructional leadership. The biggest change in recent years is selecting principals from among our best teachers and ensuring that principals understand that their primary role is instructional leadership.

KANE: I agree, but I also think we must develop teachers continually and not just hire them to be autonomous in the classroom. We need teachers who work together, who develop a culture of continual improvement and who can be motivated by colleagues to continually improve their craft.

PERKINS: I teach a course in the TC Summer Principals Academy titled School Leadership. One of our students said, “I don’t know what the real indicator is that I’m being a good leader.” And I said, “Well, turn around and look. If no one’s following, you’re not a leader.” Leadership involves being able to motivate people to do the things that you need and want them to do.

NADELSTERN: I’d go one step further and say that these days, with the focus on student outputs rather than faculty inputs, effective school leaders produce significant results.

HEAPHY: And I would add that thinking strategically and systematically about change is the height of leadership. And that takes a whole different set of skills in some cases. It means motivating people, motivating your followers, many of whom you don’t have formal authority over. Transformational leadership is the key lever at this point, particularly in public schools.

Instructional leadership would seem to require having once been a teacher. What about the notion that the person best equipped to

lead isn’t necessarily the one who is most skilled at the main thing the organization does – that there’s something else called leadership?

NADELSTERN: It’s different for district leaders. The role of chancellor, for instance, in urban districts is a managerial and political position, and you don’t necessarily make your best teachers a chancellor. However, teaching is leadership, and the difference between a teacher and a principal is who the students are. The teachers teach children, the principal teaches teachers. Which is why I think the best classroom leaders should ultimately be tapped to become building leaders.

PERKINS: I certainly believe that principals should be instructional leaders. But we can’t lose the managerial component; principals have to have a command of the entire game. So they really need to serve in a coaching capacity. A lot of recent research suggests that good coaches are far more likely to get more out of their colleagues in classrooms.

NADELSTERN: But if you don’t start with outstanding teachers, you’re not likely to wind up with great coaches.

HEAPHY: When I reflect on my own leadership trajectory, I find that the transformative moment was moving from being someone who just got everything done, to distributing leadership throughout the organization. It’s a delicate balance between maintaining a certain amount of control as a leader and relinquishing that control. And that only comes from time in the job – from developing a certain savvy that doesn’t necessarily come from the classroom.

KANE: You realize that sharing power increases power, that it isn’t a zero-sum game when you give away some of your job and hold people accountable. The other part, I think, is having a vision of what is



Eric Nadelstern
Summer Principals Academy



Pearl Kane
Klingenstein Center for Independent
School Leadership



Nora Heaphy
Cahn Fellows Program for
Distinguished Principals

possible in the school and communicating that vision in everything you do.

Eric, you suggested that school leaders are accountable for student outcomes, which wasn't true even a decade ago. How has this changed the game?

NADELSTERN: It's setting up conflicts at every level of public education and public service, because we're not accustomed to accountability, and not just in education. I was in the New York City public schools for 39 years, and during most of that time, teachers, principals, superintendents and even chancellors did not lose their jobs because kids weren't learning. But two years is a long time in the life of a child. And if a leader can't move a school in two years, the system shouldn't hesitate to replace that person with someone who can.

KANE: It used to be that schools were evaluated on compli-

ance, on inputs, and now we're pleased to see that schools are being measured by outcomes. And we have examples of schools that are successful in educating poor students. That has made a difference in showing what is possible.

PERKINS: But we have not yet been able to bring to scale those models that are working. There are examples of success that we might have in one or two schools in depressed areas, but not in others. We have to look closely at these pockets of success, and I think that is where leadership plays an important role.

Do school leaders have to be heroes to succeed nowadays? Or is ordinary competence enough?

HEAPHY: I'm of the mindset that leadership can be learned. I visited a school led by a current Cahn Fellow who has made his institution very high-performing thanks to his understanding that the entire

school is a living system. He knows that if he wants to create change he has to pay attention to every component, from the hiring and induction of teachers to a very careful and intentional process of developing those teachers over time. A culture comes out of that, one of high performance and expectations of excellence. If a teacher who comes into that building is not a good fit, the culture pushes them out. This ability to look at the system as a living organism is a skill that can be learned. People aren't just born with it, and you don't have to be a heroic leader to create that.

PERKINS: You don't have to be heroic. But exceptional, yes. In terms of where public education is now, we need exceptional individuals to be in classrooms and front offices, and until we stop saying that everyone can teach, that anyone can do this who tries, we're not going to get the results we need.

KANE: Teaching is a very demanding role, as is leadership. It probably is one of the hardest things that people choose to do in life. I agree that thinking anyone can do it is mistaken.

NADELSTERN: Part of the reason success presents as heroism is that most districts and schools don't have the incentives right. If you demonstrate success, you're given a harder job. If you're a successful teacher, you're given the most challenging students. If you're a successful principal, we send you to another school that's remarkably troubled. We exact consequences for success and reward failure. In New York City, 40 percent of the principal's day is spent responding to requests from central. That's typical for large urban school districts. In that context, to be a successful principal does require a degree of heroism.

Do leaders of independent schools have an advantage



Brian K. Perkins
Urban Education Leaders Program

when it comes to communicating a culture?

KANE: Certainly having resources matters. It allows for greater latitude to determine practices. It matters to have facilities that communicate how one feels about the importance of children in society. That helps to shape a culture where we can enforce high expectations for students and teachers. Mission is also important in independent schools, and schools can recruit faculty and families that subscribe to the mission. This helps to strengthen the culture.

NADELSTERN: I'd like to see all schools become independent schools. The structure of large urban school districts ought to be independent schools that choose to come together and network around the issues of providing each other support and common accountability.

PERKINS: Some of our best examples of success in public

schools are, in fact, where the district provides the resources, provides the latitude to make some choices, and gets out of the way.

How do you help someone self-assess to become a better leader?

HEAPHY: A key that I look for when I visit schools and talk to current Cahn Fellows is this idea of coaching and distributive leadership, which I think separates good leaders from great leaders. It's the ability to provide specific, productive coaching to improve student learning outcomes, and also to coach teachers to take on more leadership in the school.

NADELSTERN: I would want a principal to be able to describe

a continuum of teacher development and tell me where each of her teachers plots out on that continuum, and what she's doing to move that person to the next level. It's what we expect from classroom teachers relative to their students, and it's what we ought to expect of principals relative to their teachers.

KANE: My first question would be, "What are the objectives of your job?" And if there aren't clear objectives, then develop important objectives that would lead to student learning. And then based on that, we should set up criteria for evaluating how we know when we get there. I tell students, when they get a job that seems nebulous, to discuss with administrators what success would look like in the job and use that as a guide in setting up evaluation criteria.

What are the most frustrating, intractable challenges for a school leader?

PERKINS: One would be removing unproductive staff, and not just teachers – the ability to move people out of the organization who don't fit.

NADELSTERN: Fear of change is a big one. Schools, above all organizations, need to be learning organizations where you're constantly learning about what's working and channeling it back, not just into better practice but also into different structures to support that practice. So, schools ought to be continually changing organizations, and yet most people are fearful of change. And so how do you get people

comfortable with that? To accomplish that, the leader needs to be the lead learner.

HEAPHY: As a practical matter, you have the new APPR [annual professional performance review] systems and protocols for teacher and principal evaluations. How the states and districts and individual school leaders and individual teachers are going to measure growth of their students, and how they're going to be evaluated based on that growth, is just mind-boggling to me. It's going to have rippling effects throughout the system for years to come, and that's something that school leaders are really going to have to grapple with.

KANE: In private schools, the challenges are financial, for now and in the future. I've talked about small classes and good facilities, but all that has a cost. Many middle-class families are being squeezed out of the private-school market because they simply can't afford it. So, figuring out how to make tuition affordable is one of the greatest challenges. The other challenge is preparing students to thrive in a world that is diverse in terms of race and ethnicity. Private schools can accomplish this by setting up intentional communities that are diverse in terms of faculty and students. They also have to confront the financial challenge of recruiting families of different socioeconomic levels. Financial aid is a great challenge that schools have to contend with if they aim to be truly diverse. ■

“IF YOU'RE A SUCCESSFUL PRINCIPAL, WE SEND YOU TO ANOTHER SCHOOL THAT'S REMARKABLY TROUBLED. WE EXACT CONSEQUENCES FOR SUCCESS.”

—Eric Nadelstern

nonprofit

Doing Good, Really Well

Lessons from the foundation world

1. Mission Control

Laurie M. Tisch has learned that to make an impact, a foundation must have a clear sense of purpose and a way to measure success



Laurie M. Tisch

Laurie M. Tisch Illumination Fund

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hen **Laurie Tisch** was a kid, her father, the philanthropist Bob Tisch, read in the paper that a local fire company had lost its dalmatian. Not long after, the station had a replacement.

“It may not have been the most strategic example of giving, but thanks to my dad, they got a new

dog,” says Tisch, Vice Chair of TC’s Board of Trustees.

For Tisch, who in 2007 created her own charitable organization, the [Laurie M. Tisch Illumination Fund](#), the story of her father’s gift to the firehouse is both a touchstone and a cautionary tale. “Back then we didn’t call it ‘philanthropy.’ It was simply helping others,” she says. “Today everyone talks about running a philanthropy like a business, with much more of an emphasis on metrics and evaluation. Well, that’s good news and bad news.”

Philanthropy “still has to be from the heart,” Tisch says, but adds that it’s also important to use metrics to ensure that one’s organization is fulfilling its mission. For Tisch and the Laurie M. Tisch Illumination Fund, that means backing New York City-focused initiatives that provide equal access to “things that shouldn’t be determined by zip code” – specifically, education,

health services, healthy food and the arts.

“Sometimes it’s hard for me to justify saying, ‘Oh, my friend is on the board of this organization here, and I just told her I can’t give her \$10,000,’” Tisch says. “But what’s made us effective is that we don’t just respond to people asking for money. We have a focus, and we stick to it.”

Tisch has grown to master the art of balancing heart and mind during her evolution as a philanthropist. The process began when she was a 10-year-old helping her grandparents with disabled World War II veterans and has continued through her membership on many boards (TC, the [Whitney Museum](#), [Lincoln Center for the Performing Arts](#), and the [Aspen Institute](#)) and the founding of organizations such as the [Center for Arts Education](#) and the [Children’s Museum of Manhattan](#). There have been some “aha” moments along the way – for example, when Cardozo Law School, where her daughter had been a student, approached her with a proposal to name a new building after her.

“I said, hmmm, that would be novel, another building in New York City called Tisch. How about something in the program area? They came back with a loan repayment program for lawyers doing public service work, and I liked that, because my daughter was working

ILLUMINATING TC'S FUTURE

An extraordinary gift from Laurie M. Tisch will help ensure the College's continuing leadership in the 21st century

In her quest to make New York City a better place for all, Laurie M. Tisch has supported Teachers College as a critical agent of positive change, inspiring the College to fulfill its ideals and dreams.

The annual Tisch Lectureship, initiated in 1999, has featured visiting scholars whose work has enhanced important TC initiatives, from documenting the returns on investing in adequate school funding to improving mathematics education for very young children. [TC's Office of School and Community Partnerships](#), established in 2007 with a generous gift from the Laurie M. Tisch Illumination Fund, has attracted major support from leadership donors and foundations, leading to the creation of the [TC Partnership Schools Network in Harlem](#) and the [Teachers College Community School](#).

Now Tisch has made another inspirational gift, of \$10 million, that in two very different ways positions TC for continued leadership in the 21st century and beyond. Half of the gift, made outright, seeds TC's new capital initiatives and establishes the Laurie M. Tisch Center for Food, Education and Policy at Teachers College. The Laurie M. Tisch Center will serve as a key component of the Illumination Fund's dynamic new Healthy Food and Community Change initiative. TC founded the field of nutrition education over a century ago and continues to set the standard with research that creates evidence-based programs to educate parents, teachers, community members and the public on how to change behavior around

health and nutrition. The center is the nation's first to combine research capacity and a track record of effective education initiatives with policy development and implementation, an area in which TC's leadership is unchallenged. It will create effective public policy proposals at the city, state and national levels while improving food access and providing food-related education in communities in order to increase opportunities for making healthy food choices.

"Laurie Tisch's passionate commitment to eliminate health disparities in New York City is reflected in her philanthropic strategy to invest in innovative programs that empower communities with healthier food choices," says TC President Susan Fuhrman. "We are honored that she has made TC a key partner in her Healthy Food and Community Change initiative, and we are enormously grateful for her inspiring gift to establish the Laurie M. Tisch Center for Food, Education and Policy at Teachers College."

The other half of Tisch's gift constitutes a rousing call to action to TC's Board to reestablish the College's physical infrastructure, including technology. As Tisch understands, for TC's faculty and students to make the greatest impact, they must work in a state-of-the-art environment with high-tech tools and spaces. And for students to be truly top-drawer, they must become fluent in the technologies they are researching and creating.

An illuminating gift indeed.

on repealing the 'Don't Ask, Don't Tell' law, and I thought, 'She can afford to do that because she has no loans to pay off.'"

Tisch imagines her father might have advised her to bypass the formal structure of a foundation and "just give away the money." Yet she chose to plow ahead, she says, because she wanted "a seat at the table" that would allow her to delve more deeply into specific issues and work more closely with people on the front lines. Through efforts such as the Laurie M. Tisch Illumination Fund's support of New York City's [Green Cart Initiative](#), which since 2008 has deployed 500 produce vendors into low-income, "food desert" areas in all five boroughs of New York, Tisch says she has come to a better understanding of what

success in a charitable venture can mean.

"Twenty-five to 30 percent of the money we gave was designated for vendors to receive in the form of low-interest loans through [ACCION](#)," a microfinance organization, she says. "But it turned out that, for a variety of reasons, very few of the people were taking the loans. We did a lot of work to understand why and how to use the money more effectively. Instead of just lending money, we've ended up funding things like workshops to help vendors be more successful. It's been a real challenge for me, because when the ground shifts, I get impatient. My natural tendency is to say, 'But you said X would happen.'"

Not long after she created the Illumina-

tion Fund, Tisch attended a major service convention in San Francisco, where she was invited to a small meeting beforehand with keynote speaker Michelle Obama. Beyond her excitement at finding herself, quite literally, with a seat at the table, she was struck by some parallels with another woman who was figuring out how to do some good with the tools at hand.

"She was new at her job too," says Tisch, who recently received an award from the [Public Health Association of New York](#). "And she's done okay, I think you'd have to agree. So to have started this organization, at first with only a general idea of why and what, and then to have found this balance, this mission – I'm just really happy about how it's evolved."



Jody Spiro
The Wallace Foundation

2. It's the Principal of the Thing

Jody Spiro spearheads efforts to demonstrate that school leadership really matters

[nonprofit](#)

The K-12 education world isn't especially known for sustained efforts at reform. Fads, politics and the sheer fractiousness of the American school system can make it tough to translate nuanced research into enduring practice, especially on a broad scale.

One notable exception: the remarkable effort by [the Wallace Foundation](#) to support innovation by states and districts in improving education leadership and sharing best practices. Since 1999, the foundation has supported such work in 28 states and 19 large urban districts. More than 70 research and evaluation reports that it has commissioned have not only reinforced the importance of effective school leadership, but also fleshed out precisely what effective leaders do, how those actions translate to success and how districts can prepare the best people for the job.

Now, through its \$75 million Principal Pipeline initiative, the foundation is distilling and disseminating lessons from six districts (Prince George's County, Maryland; Charlotte-Mecklenburg, North Carolina; Denver, Colorado; Gwinnett County, Georgia; Hillsborough County, Florida; and New York City) that are building systems to develop and hire principals based on rigorous leadership standards – and to support them during their early years on the job. A third-party evaluation of these efforts and their outcomes seeks to determine whether school and student performance improve when a district and its training partners build a pipeline of effective principals.

The driving force behind the work is **Jody Spiro** (Ed.D. '89), the Wallace Foundation's Director of Education Leadership, who believes that "the best leadership is about collective learning." As Spiro describes it, that philosophy applies to all leaders. In a school, it starts with the principal but ultimately extends to all of the

other adults in the school building.

"It's not enough to give principals great training, put them on the job and expect them to succeed," Spiro says. Studies commissioned by the Wallace Foundation have found, for example, that

- Districts that identify and communicate clear standards for the most important qualities principals need to work in their schools – rather than simply wait for training programs to send candidates their way – have far more success.
- Students do best in schools where principals give teachers and staff meaningful leadership roles.
- The most effective principals create and lead professional learning communities.
- Many principals cite real-world internships and extended on-the-job mentoring as being indispensable to their success.

Spiro says her job is to support the districts' efforts by "being a critical friend, facilitating professional learning communities whose members jointly tackle common issues, suggesting technical assistance, distilling lessons from collective experiences and helping districts plan for scale and sustainability." She brings a fascinating resume to that work. At TC, she wrote her dissertation on the application of adult education techniques to organizational planning. She has since directed the Soros Foundations for the Newly Independent States of the Former Soviet Union and the Baltic States, headed up principals' professional development at what was then the New York City Board of Education, and served as Second Vice President for professional development at Chase Manhattan Bank. Along the way, she has also authored two books, [The Leading Change Handbook](#) (The Wallace Foundation, 2009) and [Leading Change Step-by-Step: Tactics, Tools, and Tales](#) (2011, Jossey-Bass), and teaches public sector management at the graduate level.

"Everything I do, in my job, my books and my teaching, is about facilitating learning so we all develop lessons together that are meaningful to all of us," Spiro says. "When my new book was published, a colleague in Romania wrote to say that by reading it, she felt part of the learning community. She said that not only did the book facilitate her learning, it engaged her in the community of those who developed the stories and lessons, even though she was geographically far away. That's the goal."



Natasha Ridge

Sheikh Saud bin Saqr Al Qasimi
Foundation for Policy Research,
United Arab Emirates

3.

It Takes a Foundation

As a white Australian woman tackling community development in the United Arab Emirates, Natasha Ridge draws on her deep understanding of the local culture

a

decade ago, when **Natasha Ridge** (Ed.D. '09) accepted a position starting up an English department in a private secondary school in Ras Al Khaimah (RAK), a non-oil-producing member of the United Arab Emirates, she had no notion that she was making a career-defining move. Ridge, who is Australian, simply wanted to help other people and experience another culture in the bargain.

Before long, however, she noticed a gender difference among her students that cut against the grain of received wisdom about education in the region. “The girls were outperforming the boys,” Ridge recalls. Looking beyond her school, she saw that girls had higher enrollment rates than boys in secondary school and higher education. Girls also performed better than boys in every subject and were far less likely to fail and drop out. The pattern was evident across RAK and the Emirates as a whole. And it was even more acute when only native Emirati students were considered, as opposed to the entire population, with its large percentage of immigrants and expatriates.

Fast forward seven years. Ridge had completed a doctoral dissertation at Teachers College titled “Privileged and Penalized: The Education of Boys in the United Arab Emirates,” the first scholarly research ever done on education in RAK. Her work had revealed several reasons for the country’s

“hidden gender gap.” In part, job opportunities for men in the Emirates were diverting boys from finishing their education, as were family obligations. But facets of the single-sex school system were also demotivating boys. Boys’ schools were more likely to use corporal punishment, for example. Perhaps most important, while girls were taught, for the most part, by Emirati women, boys were usually taught by male contract workers from Syria, Egypt and Jordan, countries where teacher preparation standards are lower.

It was powerful stuff, and since the work had been sponsored by RAK, Ridge figured her findings would get some play there. But she didn’t expect the ambitious idea that came from the emirate’s leader, Sheikh Saud bin Saqr Al Qasimi. “He said, ‘Wouldn’t it be great to set up a foundation?’” Ridge recalls. “And he asked me to organize this.”

Today, as Executive Director of the [Sheikh Saud bin Saqr Al Qasimi Foundation](#) for Policy Research, Ridge leads a range of research-based community development efforts that includes training teachers, administrators and civil servants. Within that mix, the problem of boys’ underachievement in the emirate’s education system remains close to her heart – so much so that Ridge has put in some serious time at the prison in RAK, an all too common destination for many of the nation’s male dropouts. Her findings have led to the establishment of the prison’s first library. Now, classes in information technology and life skills are starting up there as well.

As a white Westerner and one of the few women in senior positions in RAK, Ridge is distinctly a member of a minority population. As such, she is sensitive to one of the most common pitfalls in international aid work: imposing her views on others. “You have to avoid being patronizing,” she says, “and be very sensitive to the culture and local needs.”

She credits TC’s [program in international education](#), with its emphasis on economics and policy studies, for bolstering her confidence as a scholar and leader. But her job would be unthinkable, she says, without her long experience in RAK and her intellectual investment in studying the region’s social issues. “Working as a teacher and then as a doctoral student here was essential. It would be almost impossible to navigate the cultural and institutional context without that.” ■

Making a Case for Faith

Religious leadership is about helping people live by their beliefs. Often that means taking on the role of a teacher



Rev. William Epps
Second Baptist Church of Los Angeles



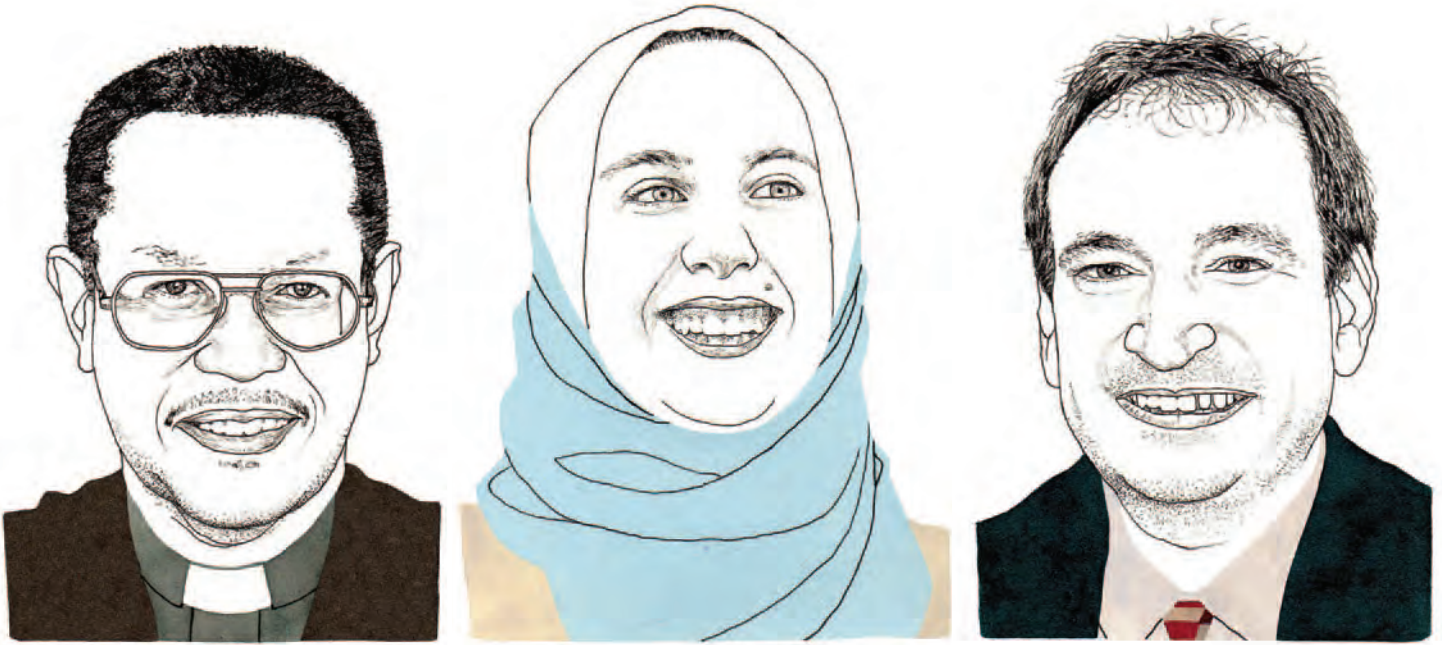
In 1992, during the weeks after the riots triggered by the acquittal of four Los Angeles police officers in the Rodney King beating trial, **William Epps** (M.E. '70), pastor of the city's famed [Second Baptist Church](#), had his hands full. "We were fortunate to have sustained no damage," he says. "So our work was really in supporting the communities that were devastated."

For Epps, whose church was the scene of historic civil rights-era speeches by Martin Luther King, "support" meant more than simply comforting people or offering them food or shelter. He be-

came, primarily, an educator who bridged different worlds.

"On the one hand, I spoke to angry people in our own community about the futility of violence and the importance of resolving conflict peacefully," he says. "But I also did a lot of explaining to others why something like this happens – how the criminal justice system failed, how people were outraged by what was clearly a rigged verdict." When the U.S. Department of Justice subsequently found the L.A. Police Department criminally liable in the case, Epps worked with others to improve the department's transparency, increase its accountability in using force, and encourage nonlethal tactics to subdue people.

Epps and other TC alumni who head religious institutions describe leadership as, first and foremost, the work of helping people draw on their faith in order to find hope and live meaningful lives. It's a labor that begins with one's own faith: "You must know in whom you believe, or else you will be just moving across the surface of life," says the **Reverend Lesley George Anderson** (Ed.D. '88), who received TC's Distinguished Alumnus Award in 2010. But it also entails a teacher's ability to



Rev. Lesley George Anderson

Amanny Khattab
Noble Leadership Academy

Rabbi Charlie Savenor
United Synagogue
of Conservative Judaism

guide others through a process of questioning and self-discovery, and it requires interaction with the broader world.

“I am rooted in Christ, others in religions such as Buddhism and Islam,” says Anderson, a former president of the [United Theological Seminary of the West Indies](#), an ecumenical school that brings together students from different branches of Christianity. “I respect other religions because they are predicated on the acknowledgment that there is a Being that is greater than ourselves, but also because we can learn from one another.”

The secular world, too, is territory that must be explored, if only because, in the United States at least, it is the common landscape in which all faiths are situated. In navigating it, leaders can find themselves struggling with how far to encourage people to go.

“We wanted a school where our students would graduate with the confidence to say, ‘I can be Islamic and hold true to my belief but also be a part of society and an active global citizen,’” says **Amanny Khattab**, founding principal of the [Noble Leadership Academy](#), a private pre-K–12 Islamic school in Passaic, New Jersey. “So we made the conscious decision not to be affiliated

with a mosque or other religious organization. Instead we stand on our own. We have a board, but it makes business and finance decisions only. Our teachers make decisions about curriculum.”

That leaves Noble Academy students free to read books like *The Scarlet Letter* or plays such as *Romeo and Juliet*, which, as Khattab acknowledges, Islamic leaders might say are inappropriate. The school also challenges standard Islamic protocol in certain situations outside the classroom.

“We talked to parents who wanted to keep their daughters home from long-distance trips that they were willing to let their sons go on,” Khattab says. “For example, visiting Harvard. Islam is very protective toward women, and normally, for a trip of that distance, the father or brother would accompany a woman. But we said, look, we are traveling as a group, we will

make sure they are safe.”

The fact that Khattab is a female head of school is itself a departure from the status quo of the faith. Still, religion is “a huge part of what we do,” Khattab says. “We teach Koran, Islamic morals and manners, and how those are to be applied and embedded in everything you do.”

When fourth graders at the school read *Harriet the Spy*, for example, class discussion includes talking about how spying is not an Islamic value. Teachers also talk to older students about how to handle challenging social situations. “What if you’re out with people and they start to drink?” Khattab says. “Do you get up and leave? We don’t want our students to isolate themselves. We want them to celebrate their difference.”

Rabbi Charlie Savenor says that celebrating difference was at the heart of a course he took in 2007 at [TC’s Klin-](#)

**“YOU MUST KNOW IN WHOM YOU BELIEVE,
OR ELSE YOU WILL JUST BE MOVING
ACROSS THE SURFACE OF LIFE.”**

—Rev. Lesley George Anderson

[genstein Center for Independent School Leadership](#). As a final project for the class, Savenor, who was then a dean at the [Jewish Theological Seminary](#), and a Catholic classmate created a proposal for a multi-faith high school. The school never moved beyond the conceptual stage, but for Savenor, the experience of “a conversation with people from different religions and ethnic groups” was a revelation – an opportunity to develop new insights into and respect for other faiths and ways of thinking, and in some instances to reaffirm his own beliefs.

Today, Savenor is Director of Congregational Enrichment for the [United Synagogue of Conservative Judaism](#), an umbrella organization for 620 North American Conservative congregations. In this role, he develops lay members of synagogue boards to become volunteer leaders who take responsibility for shaping the efforts of their *kehillah* (literally, “sacred community”) to become centers of meaning through good works for their members and the larger community.

“My job is to find new ways to make Judaism’s core values come alive and inspire people to give of their time and be more generous and caring,” Savenor says. “For example, there’s a Jewish value called *bachnassat orchim*, which literally means ‘welcoming guests,’ that goes back to Abraham in the Bible – Genesis 18, in which he invites strangers into his home. So when we infuse that value into our congregations, it’s about more than being friendly. It has a whole different resonance.”

As in his TC course several years ago, Savenor’s work often obliges him to be open to ideas from outside his faith. At other times – such as during the recent conflict in Gaza, when he urged his organization to join a pro-Israel march – it can lead him to affirm his faith and its core values.

“I’m frequently introduced as a leadership expert, but I don’t think anyone is,” he says. “That connotes a finished product, when in fact we all need to see ourselves as lifelong learners. What I learned at TC is that there’s always more to learn, and that thought is as humbling as it is inspiring.” ■

corporate

Adding Values

Without question, heads of businesses worry about making money. Top business leaders know that making that happen starts with creating – and modeling – the right kind of culture

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our Teachers College graduates who are high-profile business leaders – Edith Shih, Head Group General Counsel and Company Secretary of Hutchison Whampoa; Patricia Cloherty, Chairman of Delta Private Equity; Richard Brounstein, Vice Chairman and Director of Investor Relations at Ellington Management Group; and Richard Robinson, President and CEO of Scholastic Inc. – talk about the importance of walking the walk.

Edith Shih

“The way I look at it, every bit of my relationships with colleagues is a teaching job – especially with my junior colleagues.”

Edith Shih, the top legal mind at [Hutchison Whampoa](#) – a Fortune 500 investment holding company based in Hong Kong – is recalling the time she stayed up all night working with a younger associate whom she’d tasked with finalizing a major transaction involving several banks. The work required circulating documents for approval to about 40 people in different time zones before the Hong Kong stock market rang its opening bell.

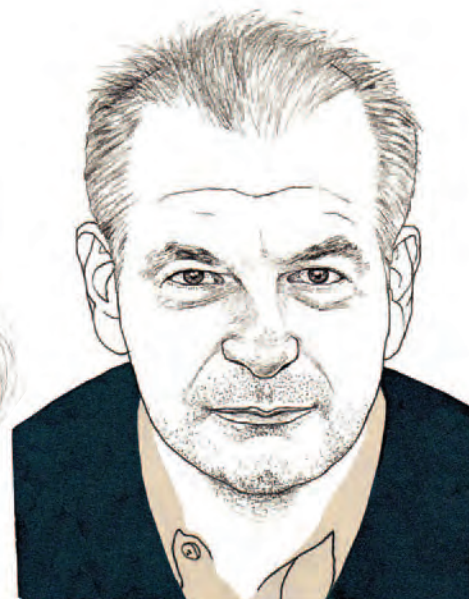
“My colleague had not been through the process before,” recalls



Edith Shih
Hutchison Whampoa



Patricia Cloherty
Delta Private Equity Partners,
Honorary TC Trustee & Former Board Chair



Richard Brounstein
Ellington Management Group

Shih (M.A. '77; Ed.M. '78), who joined TC's Board of Trustees in 2010. "I could have reviewed the documents and marked them up from home, but then she would not have understood the thinking behind my comments." Shih laughs. "I always joke that I sweep the floors and empty the wastebaskets, but that's really what a leader should do. Ultimately, you should be prepared to work alongside and get your hands dirty."

To some extent, the lessons imparted by Shih, who created the company's legal department 19 years ago – focus on the practical dimensions of work. Her deliverables are to create the best legal, finance and tax outcomes when deals are struck – work that entails getting buy-in from other departments for all the risk aspects of a transaction. But on a deeper level, Shih is teaching her subordinates a code of behavior – one she learned from her own bosses, including the company's chairman, Li Ka-shing.

"He is the richest person in Hong Kong, but he came from humble origins. He didn't finish high school because his father died young and he had to work to feed his mother and his siblings," Shih says. "He's 84, but because of his foresight and courage to keep learning, we've become a leading international conglomerate, with businesses ranging from hi-tech telecom-

munications, oil and gas, real estate, media and the Internet to retail and container ports. Yet he's also known in this market for always leaving something on the table. Theoretically, he could make every last penny from a transaction, but instead, he's thinking about the next transaction, and not killing the relationship with the other party. So I've learned to do that too. If I see that, in creating legal documents, there's a blind spot for the other side, I'll bring it to their attention because I want to have a long-term relationship."

Shih teaches lessons like those to 50 interns she's taken on at Hutchison Whampoa, as well as in her role as President of the [Hong Kong Institute of Chartered Secretaries](#) and through professional development courses she teaches at universities and institutes.

"If you don't teach people morals at a tender age, it's useless to talk about governance," she says.

Richard Brounstein

Richard Brounstein remembers waking up each morning knowing that his father had long since left for work, and then seeing his dad come home again late in the evening, long after dinner.

"He sold venetian blinds and tablecloths," says Brounstein (M.A. '85), Vice Chairman of [Ellington Management Group](#), an investment management firm based in Greenwich, Connecticut. "Seeing him work so hard made a huge impact on me. I've been very lucky with my success, but I've also worked 12 hours a day. I've always tried to stay close to the investment process, so that our employees will say, 'Hey, this guy sits on senior committees, but he continues to produce.'"

Ellington invests in a wide range of complex mortgage-backed securities for investors who include sophisticated insti-

"I'VE BEEN A GIRL SCOUT MY ENTIRE LIFE, FROM WHICH I LEARNED THAT YOU TRY TO LEAVE THE CAMPSITE BETTER THAN YOU FOUND IT."

—Patricia Cloherty



Richard Robinson
Scholastic Inc.

tutions such as large banks, pension funds and other financial institutions. Brounstein draws on his experiences as a TC organizational psychology student in order to keep clients informed and anticipate their needs. But his top priority is to convey – both to investors and to his own staff – that the culture of the firm is about being upfront and honest. “We have to be a zero-defect business, so honesty is critical – especially in light of the Madoff scandal and investors’ fear of fraud,” he says.

Here, too, his father’s influence is apparent. “His message to me was, basically, ‘Work hard, do the right thing and good things will happen.’ And he was right. There’s no reason to do the wrong thing in this business, and if you do, it will come back to haunt you.”

Patricia Cloherty

Most leaders often model the culture for a department or a company. Pat Cloherty, Chairman and CEO of Delta Private Equity Partners, did it for an entire country.

In 1995, after retiring as Cochair of the private equity firm Patricof & Co. Ventures (now Apax Partners), Cloherty (M.A. ’70) was asked by President Clinton to serve as a pro bono board member of the U.S. Russia Investment Fund, which had been

created to support the growth of Russian private enterprise. Initially, Cloherty, who spoke no Russian and already sat on 15 other boards (she’s served on 92 during her career), wanted to say no. But a visit convinced her that Russia was a nation of entrepreneurs with good products to sell. In work that has earned her Russia’s Order of Friendship from President Vladimir Putin and a spot on *Forbes* magazine’s Midas List of influential deal-makers, Cloherty has since financed 55 Russian companies, including the nation’s first mortgage bank, first credit card-issuing bank and first bottled water company. During the past two decades, living in a Moscow apartment she shares with a Bolshoi ballerina, she has sold 52 of those companies for substantial returns.

“When I was first persuaded to work in venture capital in 1969, what interested me was the idea that it’s like Don Quixote de la Mancha – you can finance little companies against big ones, and you can win with the proper people and strategy,” says Cloherty.

Though “not in the save-the-world biz,” Cloherty says, she has made a point of backing people trying to do good things, particularly in biotechnology, where she helped to finance, among others, the company that produced one of the world’s first protease-inhibiting drugs for HIV/AIDS. “I’ve been a Girl Scout my entire life, from which I learned that you try to leave the campsite better than you found it,” she says.

Cloherty’s altruism grows more broadly out of a life that reads like an American folktale. She grew up in northern California, “a logger’s daughter, used to getting up at four in the morning.” As a young woman, she worked as an assistant to Baroness Maria Von Trapp, the stepmother and guiding voice of the Trapp Family Singers of *Sound of Music* fame. After college, she spent two years in Brazil with the Peace Corps, teaching farm children how to neuter pigs. She learned about Columbia and TC during a chance conversation on a train in central Brazil, and subsequently attended on a Ford Foundation fellowship. On the day she registered for classes, she struck up a friendship with the Nobel laureate physicist I.I. Rabi in a coffee shop. Another chance encounter on a train led her into the venture capital field.

“If you see something that appeals to you, never hesitate because of the risk,” Cloherty advises, speaking of both business

and life generally. “Never put money-making before accomplishment of the goal.”

Richard Robinson

The Internet, Kindles, iPads, the disappearance of bookstores... in the publishing business, it’s either the best of times or the worst of times.

Dick Robinson, President and CEO of [Scholastic Inc.](#), the global educational publisher founded 93 years ago by his father, emphatically takes the positive view.

“The digital revolution brings us tremendous opportunities to continue helping teachers and schools by providing engaging, effective materials for teaching young people how to read and fostering a love of reading,” says Robinson, who studied at TC from 1959 through 1961.

Scholastic, a \$2 billion company with nearly 10,000 employees, isn’t exactly hurting in the traditional print market. The world’s largest publisher and distributor of children’s books, the firm holds exclusive U.S. publishing rights to the *Harry Potter* and *Hunger Games* book series. Clifford the Big Red Dog is its official mascot.

Though many associate Scholastic with the popular school book club flyers or with classroom magazines, the company is also the leading provider of technology-based programs for teaching reading and mathematics in U.S. schools, furnishing technical and program support as well as professional development. This past year Scholastic introduced Storia, an e-reading platform for independent and small-group classroom instruction. This summer it will roll out Math 180, a digital program to help middle and high school students achieve grade-level proficiency.

“My experience as a teacher, as well as the time I spent at Teachers College with top thinkers in the education field, supported my approach to leading Scholastic. I have always viewed our staff as key to the success of the materials we produce and market to schools – just as the teacher is the key to the success of the child’s learning in the classroom,” says Robinson, who in 2006 endowed TC’s Robinson Chair in Children’s Literature, currently filled by literacy expert Lucy Calkins. “Every Scholastic staff member, from editors to people who are shipping books, views his or her mission and role as helping children to read and learn.” ■



CELEBRATING A TRADITION
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