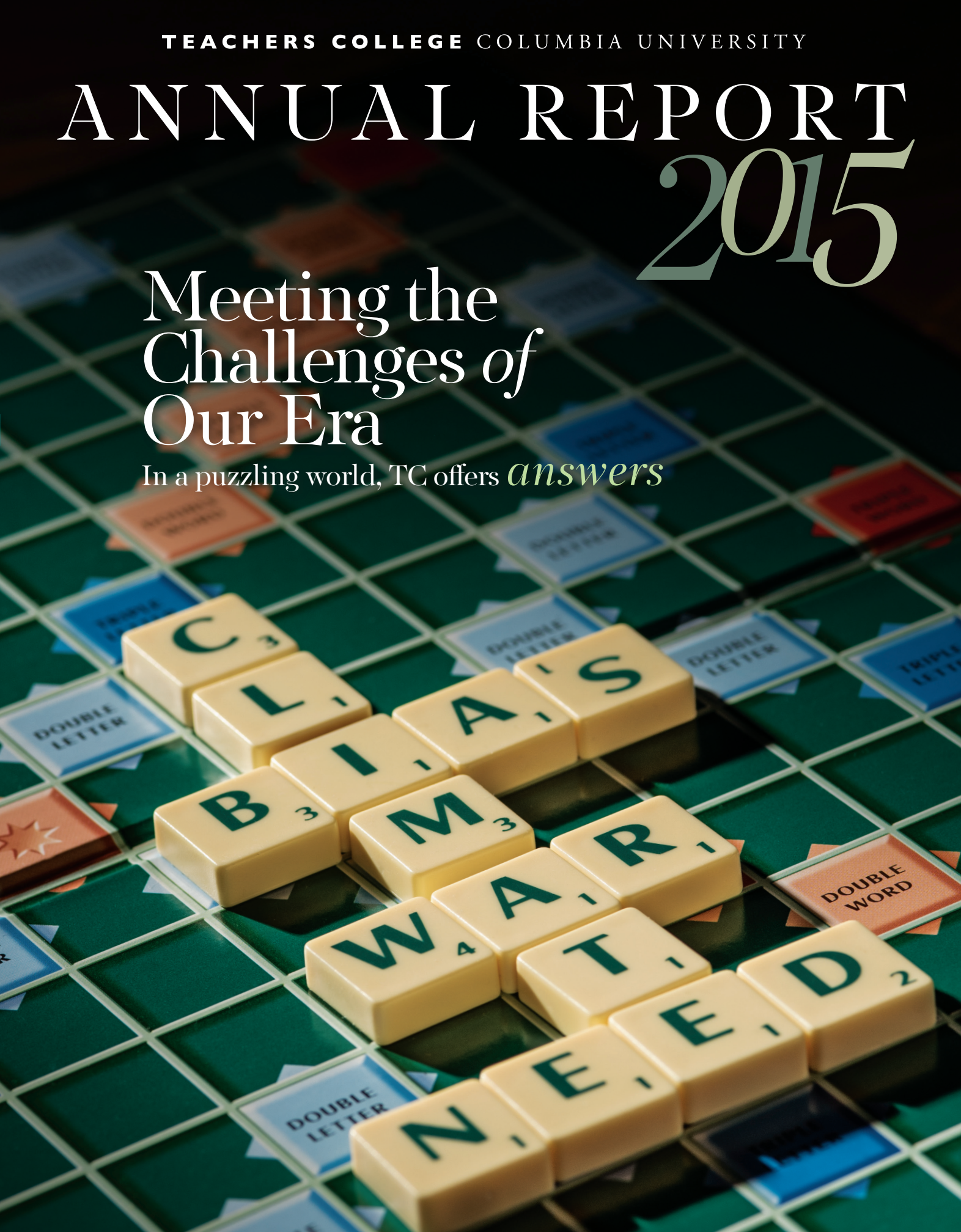


TEACHERS COLLEGE COLUMBIA UNIVERSITY

ANNUAL REPORT 2015

Meeting the
Challenges of
Our Era

In a puzzling world, TC offers *answers*



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The Teachers College 2015 Annual Report is produced by the Office of Development & External Affairs at Teachers College, Columbia University.

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“There is
nothing more
practical than a
good theory.”

Our history

at Teachers
College is a testament to the truth of that observation, made by
the pioneering psychologist Kurt Lewin.

Like all great institutions, the College has produced many compelling ideas — but what distinguishes us is our track record of applying them to each new era’s most profound challenges. That legacy begins with our founding mission in 1887 to prepare a new kind of teacher to serve immigrant children, and it ranges from our creation of nursing education and nutrition education during the early 20th century to the work of Kurt Lewin’s pupil, TC Professor Emeritus **Morton Deutsch**, who shaped the field of conflict resolution after the Second World War.

Today, I feel privileged to lead an institution that is sufficiently broad, deep and nimble to address so many of the world’s most pressing challenges and promising opportunities. Here are some examples of how we’re doing that, all of them critically important.

STABILITY IN A DISPLACED WORLD

The global refugee crisis has displaced more than 60 million people. Immediate efforts have focused on providing food, shelter

and medical care, but the longer-term psychological and educational needs of those living in transition have largely been neglected.

At TC, psychologist **Lena Verdeli** and international education scholars **Mary Mendenhall** and **Susan Garnett Russell** are creating a service model for addressing this frightening “new normal.” Dr. Verdeli, Director of TC’s Global Mental Health Lab, is the world leader in helping nations apply Interpersonal Therapy (IPT), a group-based approach shown to counteract depression’s paralyzing effects. The World Health Organization’s manual on IPT largely reflects her ideas and practices. Based on her work in Kenya’s Kakuma Refugee Camp, Dr. Mendenhall has led development of the UN’s Refugee Teacher Working Group’s new teacher training pack for newly



DEEP AND NIMBLE *TC is distinguished by its track record of applying its great ideas to profound challenges.*

recruited refugee and displaced teachers. Dr. Russell has studied how Rwanda and South Africa teach about their violent pasts and is leading civic education workshops for teachers in Kenya, Malawi and South Africa.

If there is hope for addressing the deeper causes of the refugee crisis, it may lie in work like that of psychologist **Peter Coleman**, Director of TC's Morton Deutsch International Center for Cooperation & Conflict Resolution. Dr. Coleman is a leading expert on resolving intractable conflict — the self-perpetuating cycle that characterizes about five percent of the world's wars. As described this past spring in *Nature*, he has adapted a mathematical tool called dynamical systems theory to identify and tease apart the perfect storm of factors that shapes extended conflict. Dr. Coleman received the American Psychological Association's 2015 Morton Deutsch Conflict Resolution Award.

Wherever there is conflict in the world, poverty is part of the equation. In the United States, we look primarily to education to help people build better lives — and one of the truly positive changes on the education scene in recent years is the growing consensus to support increased investment in early childhood education and development. Teachers College has helped lead that charge. Our work has ranged from brain studies showing the potential for early language learning to advances in understanding how young children regulate themselves emotionally, while our own Rita Gold Early Childhood Center models preschool experience that appropriately balances structured

HARNESSING EMOTIONS *Laudan Jahromi*



Jahromi's work underscores the importance of teaching self-regulation skills to preschoolers.

learning with an emergent curriculum growing out of children's interests and spontaneous play.

MAKING THE CASE FOR EDUCATION

We have also launched a new doctoral specialization for those who teach teachers and conduct related research. Our value proposition, which sounds very simple, nevertheless

BUILDING BETTER LIVES *Our work in fields ranging from neuroscience to language learning to emotional*

INSPIRING ENGAGEMENT *Ernest Morrell*

Morrell advocates engaging young students of color by inspiring them to engineer social change.

amounts to radical thinking in some circles: Better classroom teaching starts with better teacher educators. Meanwhile, our faculty in other fields continue to build a powerful case for the critical importance of investing in children of all ages. In a paper in *Nature Neuroscience*, TC neuroscientist **Kimberly Noble** found an association between family income and children's brain structure that appears strongest in lower-income families. She is now evaluating whether a boost in the monthly income

of low-income mothers translates into increased brain surface area for their children. That finding, she says, "would be a step toward refuting the argument that poverty is a symptom, not a cause."

Health educator **Charles Basch** has spent years documenting the connections among poverty, health and fitness, and academic outcomes. In a report recently distributed by the Education Commission of the States, he notes that the proportion of adolescents living in poor and near-poor families increased from 35 percent to 41 percent between 2007 and 2013. With the Children's Health Fund, Dr. Basch is piloting school-based programs in New York City to demonstrate the impact of systematic screening and management of health-related barriers to learning. In related work, TC's Campaign for Educational Equity, led by Professor of Practice **Michael Rebell**, has proposed a new financing strategy that would enable New York State to reduce its share of costs for existing school-based health centers. And in a study in *PLOS ONE*, Assistant Professor **Sonali Rajan** has shed new light on gun violence by youth. Where previous work has focused primarily on mental illness,

Dr. Rajan's study identifies more than 40 other behavioral factors connected with gun possession by teens — many of which, including substance abuse and having been injured in a fight, are strongly associated with poverty.

As the United States continues to deploy its armed forces to the world's most violent regions, the psychological well-being of our courageous men and women in uniform is a pressing concern. Veterans offer society tremendous dedication, skill and experience, but many

regulation has helped spark increased investment in early childhood education and development.

struggle with the transition to civilian life. Generously funded by visionary donors **David and Maureen O'Connor**, TC has established a new Resilience Center for Veterans & Families, directed by Professor **George Bonanno**, the world's leading authority on human response to loss and trauma. Looking beyond post-traumatic stress disorder, which affects only a very small percentage of veterans, the Resilience Center focuses on understanding the broad spectrum of veterans' experience. Through the College's Dean Hope Center for Educational & Psychological Services, led by **Dinelia Rosa**, the Resilience Center also prepares TC Counseling & Clinical Psychology students to understand military culture and counsel veterans and families.

A SAFE SPACE FOR DIFFICULT DISCUSSIONS

While war and displacement dominate headlines worldwide, the United States has been riven at home by racial violence and injustice. In his recent book, *Race Talk and the Conspiracy of Silence*, TC psychologist **Derald Wing Sue** argues that difficult discussions about race must begin with the effort to understand ourselves as racial, cultural and emotional beings.

I am especially proud that Teachers College has been conducting precisely this kind of searching dialogue. Representing our departments of Arts &

LEADING CONVERSATION *Yolanda Sealey-Ruiz*



Sealey-Ruiz has helped create a safe space at TC for responding to events in Ferguson, Baltimore and elsewhere.

Humanities, Math, Science & Technology, and Counseling & Clinical Psychology, **Yolanda Sealey-Ruiz**, **Lalitha Vasudevan** and **Laura Smith** have led a Civic Participation series, funded by our Provost's Office, that has offered our community a safe space to respond to events in Ferguson, Missouri, Staten Island and Baltimore. Also with Provost's funding, Professor **Amy Stuart Wells**

The Funding that Supports the Work *A breakdown of the total grant volume for TC in fiscal year 2015*

TOTAL GRANTS

\$40,655,406

NEW AWARDS

\$20,542,850

RENEWAL AWARDS

\$18,536,300

SUPPLEMENTAL AWARDS

\$1,576,256

EASING TRANSITIONS *George Bonanno*

Bonanno is leading the exploration of veterans' experiences in transitioning to civilian life.

has mapped academic offerings at TC that deal with race, ethnicity and inter-cultural understanding — areas which are not formal categories in our catalogue, but in which we rank as a national leader. And TC's Institute for Urban and Minority Education (IUME) continues to model schooling that inspires young people of color to become civically engaged to engineer social change.

"Race is the elephant in the room," IUME's Director, **Ernest Morrell**, Macy Professor of Education, has said. "Wherever cities are burning, I guarantee you it has to do with bad public schools. So for me, it's all

about what we can do through education to affirm the substance and power of black life."

Whether dealing with challenges or opportunities, no single institution has all the answers. Instead, TC convenes conversations and provides tools for making inroads against even the most daunting problems. I'll leave you with a particularly wonderful example: the work of TC Research Assistant Professor **Joey Lee** and his students on "gamification" and its application to the issue of global warming. In a study this year in *Nature Climate Change*, Dr. Lee and doctoral student **Jason Wu** found that digital games can "serve as engaging tools that

allow players to experience the complexities of climate systems...participate in decisions affecting climate change and immediately see the resulting outcomes." Dr. Lee, who has designed a number of these games himself, believes they are "uniquely suited to get people to understand, care about and take action on climate issues."

As I think Kurt Lewin would agree, it's a great theory. Here's to putting it to work.

SUSAN FUHRMAN (PH.D. '77)

New Faculty

TC hired the following new faculty members for Fall 2015:

Carolyn J. (Carol) Benson

Associate Professor of International & Comparative Education



Christine B. Cha

Assistant Professor of Psychology & Education



Sarah Cohodes

Assistant Professor of Education & Public Policy



Bob Fecho

Professor of English Education



Carol Scheffner Hammer

Professor of Communication Sciences & Disorders



Nicholas Limerick

Assistant Professor of Anthropology & Education



Ioana Literat

Assistant Professor, Communication, Media & Learning Technologies Design



Kelly A. Parkes

Associate Professor, Music & Music Education



Lori Quinn

Associate Professor of Movement Science & Kinesiology



Rigoberto Marquez

Minority Postdoctoral Fellow



Seeding – and Speeding – Innovation

Since its creation

in 2007, the TC Provost’s Investment Fund has seeded hundreds of innovative, collaborative faculty projects.

This year the Provost’s Office has added a new Rapid Prototyping Grant program to promote the development of non-credit, master’s degree or certificate offerings that produce innovative learning settings and access for new enrollments. Rapid Prototyping awards allow for six months of feasibility analysis before faculty begin larger-scale implementation.

One of the first Rapid Prototyping grants is supporting development by Professor Amy Stuart Wells of a 2016 Summer Institute on Teaching and Learning in Racially Diverse Educational Contexts. The grant builds on Provost’s Investment Fund backing Dr. Wells previously received to map TC’s course offerings on race, ethnicity and inter-cultural understanding.

Other Rapid Prototyping efforts under-

way include a certificate program to help school personnel better serve immigrant populations; asynchronous online non-credit courses for teachers of reading; and a Teacher Tinker: 21st-Century Skills and Technology Boot Camp to help teachers more effectively use technology in the classroom.

Meanwhile, the Provost’s Investment Fund, which seeds cross-disciplinary faculty work, helped launch a new journal, *Philanthropy and Education*; an International Conference on Robot and Human Interactive Communication and a joint engineering and science summer program with Massachusetts Institute of Technology for rising minority high school seniors; an assessment of “learning agility” to meet changing work demands; and creation of an advanced, for-credit certificate in medical education.

THE TC PROVOST’S OFFICE AT WORK



UNDERSTANDING
“TC is an epicenter for pedagogy and curriculum on race, ethnicity and cultural understanding,” says **Amy Stuart Wells**. “We want to tell the world.”



CONNECTION
A Rapid Prototyping grant supports a new social studies focus on the inter-connected world of New York City.



INCLUSION
Lalitha Vasudevan (pictured), **Yolanda Sealey-Ruiz** and **Laura Smith** led a Provost-funded Civic Participation Project for safely discussing social inclusion and related issues raised by the “Black Lives Matter” agenda.

Teachers College extended its remarkable legacy of working across disciplines to identify and apply solutions to local and global challenges. During 2014-15:

■ The journal *Nature* spotlighted work by TC's **Peter Coleman**, **Kimberly Noble** and **Joey Lee**, addressing intractable conflict, poverty and climate change.

■ The College launched a new Resilience Center for Veterans & Families.

■ **Loot Inc.:** The Cowin Financial Literacy Project, funded by TC Trustee **Joyce B. Cowin**, made its free curriculum available (lootinc.org).

IN ADDITION

■ **Susan Fuhrman** will continue as TC's President

through June 30, 2018.

■ The College's Campaign, **Where the Future Comes First**, passed the \$200 million mark.

■ Global TC Day was celebrated in 41 cities worldwide.

■ TC mourned emeriti professors **Jack Mezirow** (special education), **Frances Connor** (special education; Ed.D. '53) and **Winthrop Adkins** (psychology; Ph.D. '63) and **Ronald Tikofsky**, Adjunct Professor of Speech Pathology.

OFFICES & DEPARTMENTS



School & Community Partnerships



TC's Office of School & Community Partnerships (OSCP) coordinates engagement with New York City public schools, directing resources and expertise to address pronounced disparities in educational access and achievement, especially in Harlem. OSCP helps our community's children succeed while we strengthen TC's knowledge, teaching and research.

■ The Office continued developing the Teachers College Community School (TCCS) up through grade 3, and improving four other schools in the Raising Educational Achievement Coalition of Harlem (REACH).

■ TC provided all TCCS students with enriched learning experiences. Through a strings program established by gifts from

GOOD CONDUCT

TC doctoral student Tammy Yi created and leads a violin program at TCCS.



the **Morse and Nelson** families, all students explored music and third graders received violin instruction from TC students advised by **Lori Custodero**. TC students led hands-on science exploration, engineering and coding classes during and after school.

■ OSCP prioritized physical and mental health and family engagement for REACH schools through parent workshops, family health fairs and GED courses organized by Community Impact at Columbia University. Nearly 600 students received vision and/or dental screenings, plus mental health services from TC's Dean Hope Center or the New York Foundling. The Columbia School of Social



BRUSHING UP Children learned dental hygiene at TC's family health fairs in partner schools.

Work placed social workers and student interns at two partner schools.



LESLIE NELSON

■ OSCP raised \$3.6 million in grants to add two new REACH schools and solidify TC's interventions at another through 2018.



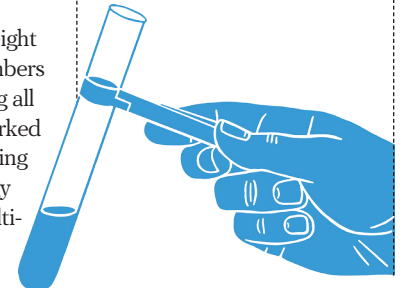
DOUGLAS READY

■ The Office evaluated its initiatives with **Douglas Ready** and TC's National Center for Restructuring Education, Schools & Teaching.

■ Twenty-eight faculty members representing all TC departments worked with OSCP Counseling & Clinical Psychology faculty designed multi-disciplinary mental

health training and service projects for TC students to implement in partner schools. Other Columbia University faculty and staff collaborated on research and service projects.

■ Nearly 100 TC students taught, tutored, assisted, developed teaching practices, undertook research or coordinated projects in OSCP partner schools or served as school psychology and science interns or student teachers. OSCP allocated \$518,000 in salaries, stipends and scholarships to 78 of the students.



Diversity & Community Affairs



Teachers College's Office of the Vice President for Diversity & Community Affairs (ODCA) continued its efforts to address, enhance and invigorate Teachers College's engagement in fostering a climate of diversity, community and civility and efforts to address gender-based misconduct concerns, including the appointment of a new confidential Ombuds.

■ As part of his web series "The Conversation," TC doctoral student **Brennan DuBose** convened the panel "Young Women, Empowerment, & Leadership," featuring TC's **Michelle Knight-Manuel** and leading female scholars from Barnard, Columbia and other institutions.

■ **Erica Walker** (*Beyond Banneker: Black Mathematicians and the Paths to Excellence*), **Melanie Brewster** (*Atheists in America: Narratives from an Invisible Minority*) and **Derald Wing Sue** (*Race Talk and the Conspiracy of Silence*) delivered faculty book talks.

■ Through the Black and Latino Male Doctoral Education

Initiative, senior faculty members offered advice to doctoral students, while advanced doctoral students advised master's and first-year doctoral students.

■ With the enactment of The Violence Against Women Reauthorization Act, the College named Counseling & Clinical Psychology faculty member **Riddhi Sandil** to the new confidential position of Ombuds for Gender-Based Misconduct.

■ ODCA provided Sexual Assault and Gender-Based Misconduct trainings for staff and students, and Title IX gender-based misconduct compliance



MICHELLE KNIGHT-MANUEL



RIDDHI SANDIL



IMPORTANT CONVERSATIONS
Michelle Knight-Manuel spoke on empowering women; Riddhi Sandil is the College's new Ombuds for Gender-Based Misconduct; Derald Wing Sue's book helps people discuss race.

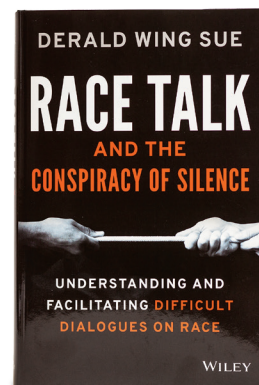
trainings for new employees and faculty. The Office continued its Title IX Coordinator poster campaign for Consent Awareness and Sexual Assault Prevention throughout the College and presented, with the Men's Peer Education and the CU Sexual Violence Response & Rape Crisis/Anti-Violence Support Center, programs on Teaching Consent, Healthy Relationships and Bystander Intervention.

■ The Office showed students, faculty and staff the Personal Empowerment Through Self-Awareness (PETSA) video.


■ To continue highlighting Senior Staff engagement with the campus community, ODCA implemented Town Hall

Meetings intended to communicate and highlight the work of key administrators, including those in Human Resources, Payroll and Computer Information Services.

■ ODCA collaborated with the Offices of International Affairs and International Services to more thoughtfully integrate the increased enrollment of international students into the TC community.



Arts & Humanities

 The department believes intellectual and creative ideas and practices extend beyond traditional schooling concerns. Its nine academic programs share a focus on learners' knowledge construction, the art and methods of teaching, the contemporary classroom, schools' relationships with communities and school reform philosophies.

■ In Arts Administration (ARAD), **Steven Dubin** was awarded a residency at the Rockefeller Foundation's Study Center in Bellagio, Italy. **Jennifer C. Lena** chairs the Sociology of Culture Section of the American Sociological Association. ARAD's Distinguished Speaker Series featured Metropolitan Museum of Art Senior Vice President **Cynthia Round** and LaPlaca Cohen CEO **Arthur Cohen**.

■ In Music & Music Edu-

cation, **Randall Allsup's** summer fieldwork class visited China; **Nicole Becker** and **Jeanne Goff-Fynn** reestablished the TC Community Choir; and



HANSUN WARING

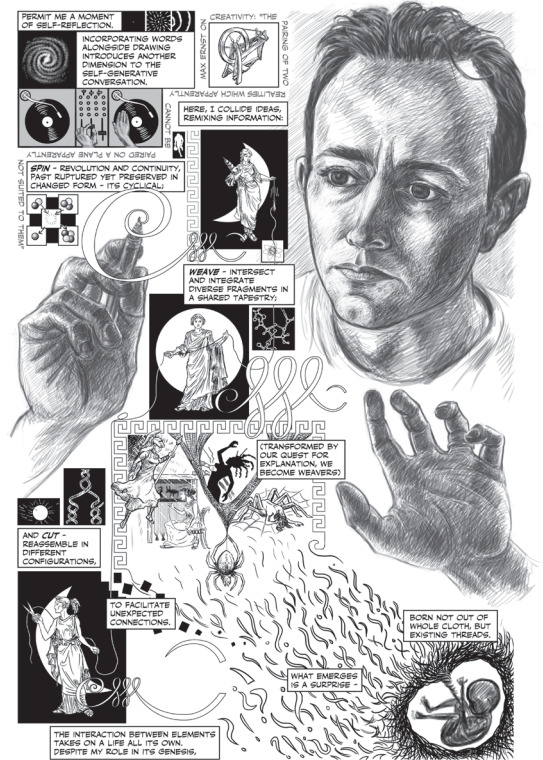
Lori Custodero and **Hal Abeles** launched the New Teaching Artists Certificate Program with support from the **Morse, Nelson** and

Greenberg families.

■ TC doctoral students, in-service teachers, academics and local high school students presented at "Youth & Well-Being," the Racial Literacy Roundtable, founded by **Yolanda Sealey-Ruiz**.

■ The **Edmund Gordon Lecture** was delivered by Emory University historian **Vanessa Siddle Walker**

ART À LA CARTE
TC's Art & Art Education program and the nonprofit ProjectArt are partnering to bring free arts to children in under-served New York City communities.



BEYOND WORDS Harvard University Press has published *Unflattening*, the comic book-style TC dissertation of Nick Sousanis (Ed.D. '14), which urges visual thinking in teaching and learning.

through "Educating Harlem," a project of TC's Center on History &



Education, History & Education program and Institute for Urban & Minority Education.

■ The Teaching of Social Studies program launched the course "Social Inquiry: Central Park," for initial certification M.A. students.

■ In Applied Linguistics- TESOL, **Hansun Waring** led the Language & Social Interaction Working Group symposium, featuring speakers **Hugh "Bud" Mehan** and **Patricia Duff**.

■ In Bilingual/Bicultural Education, **Carmen Martínez-Roldán** led the event "A Focus on Mobilization of Knowledge and Boundary Crossing."

■ Philosophy & Education alumnus **Rev. Daniel Hendrickson** is Creighton University's President.

Biobehavioral Sciences



The department probes the biology of human communication, movement and related disorders, and offers programs focusing on the application of research to clinical, educational and community settings. Graduates become speech-language pathologists, exercise physiologists, trainers, cardiac rehabilitation specialists, occupational and physical therapists, researchers and administrators.

■ The department hired **Carol Scheffner Hammer**, Professor of Communication Sciences & Disorders; **Lori Quinn**, Associate Professor of Movement Science & Kinesiology; **Kim Noble**, Associate Professor of Neuroscience & Education; and **Michelle Troche**,

became Professor of Practice. **Kathleen Youse**, Director of the Edward D. Mysak Clinic for Communication Disorders, became Assistant Professor of Practice. **Lisa Edmonds**, Associate Professor of Communication Sciences & Disorders, became Communication Sciences & Disorders Program Coordinator.

■ **Andrew Gordon** and **Erika Levy** continued testing the efficacy of Constraint-Induced Therapy (CIT) and Hand-Arm Bimanual Intensive Therapy (HABIT) on children with hemiplegia and

led CIT and HABIT camps for youngsters.

■ **Joseph Ciccolo** continues his highly in-



MOVER AND SHAKER Carol Ewing Garber was elected an Active Fellow of the National Academy of Kinesiology.

Assistant Professor of Communication Sciences & Disorders. **Cate Crowley**, Director of the Bilingual Extension Institute,



LIFESTYLE MEDICINE Through an anonymous alumna's gift, TC's Movement Sciences laboratories will include a clinic to test and counsel people at all levels of fitness.

novative, multi-year NIH-funded study of the effectiveness of resistance exercise in assisting people to quit smoking.



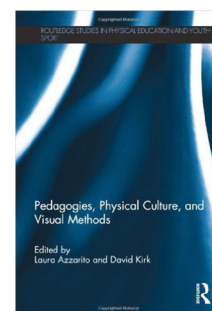
CATE CROWLEY

■ **Honor O'Malley**, an authority on normal ear function, psychoacoustics and auditory physiology, and monitoring of hearing during neurotologic surgery, retired after 37 years on TC's faculty. **Justine Joan Sheppard**, an expert on dysphagia (swallowing and feeding disorders), retired after 40 years.

■ Based on review of classes, clinical experiences and student performances, the American Speech-Language-Hearing Association's (ASHA) Council on Academic Accreditation

reaccredited TC's Program in Communication Sciences & Disorders until March 2023 and determined that it meets or exceeds all expected ASHA standards.

■ The National Academy of Kinesiology (NAK) ranked TC's doctoral program in Movement Sciences & Education/Kinesiology fourth among 55 programs for 2010-2014.



BROADER DIALOGUE
Laura Azzarito published the book Pedagogies, Physical Culture, and Visual Methods.

Counseling & Clinical Psychology

Through its four degree programs, the department prepares students to investigate and address the psychological needs of individuals, families, groups, organizations, institutions and communities, with a growing emphasis on multicultural competencies. Graduates seek positions in teaching, research, policy, administration, psychotherapy and counseling.

■ **Lena Verdeli** led a Summer Institute in Global Mental Health and Psychosocial Support for mental health, health and allied professionals working with populations that have endured severe adversities and trauma, such as domestic and political violence, extreme poverty, armed conflict, epidemics and natural disasters.



MARIE MIVILLE

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■ The new Teachers College Resilience Center for Veterans & Families, established with a \$1 million gift from **David and Maureen O'Connor** and directed by **George Bonanno**, pairs groundbreaking research on human emotional resilience with clinical training of students to assist veterans and their families as they transition back to civilian life. Training occurs through TC's nationally regarded

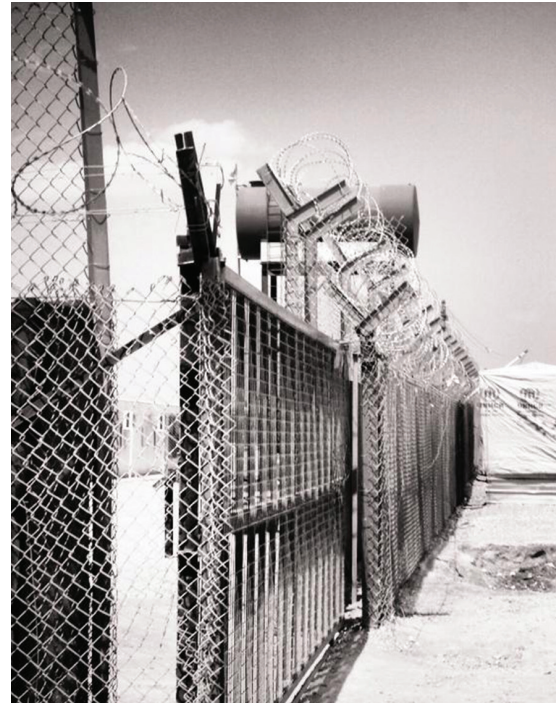


ALLIES
Teachers College's new Resilience Center for Veterans & Families extends the College's long-standing relationship with the U.S. military.

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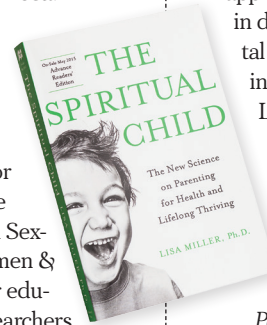
IN A DISPLACED WORLD TC's Global Mental Health Lab is in the forefront of addressing the psychological and emotional needs of refugees around the world.

Dean Hope Center for Educational & Psychological Services, directed by **Dinelia Rosa**.

■ The College won New York State approval for a certificate program in Sexuality, Women & Gender for educators, researchers, practitioners, administrators and activists interested in learning new theories and practices to improve well-being for LGBTQ individuals and women.

■ TC received New York State Education Department approval for a new Bilingual Latina/o Mental

Health concentration — the state's only program offering culturally appropriate training in delivering mental health services in Spanish to Latinas/os.



■ **Lisa Miller** published *The Spiritual Child: The New Science on Parenting for Health and Lifelong Thriving*.

■ **Marie Miville** published *Multicultural Gender Roles: Applications for Mental Health and Education*, her edited volume of interviews that she and her students conducted with African-American, Latino/a and Asian-American subjects.

Curriculum & Teaching



The department explores the nature, purpose and design of curricula and the theory and practice of teaching, and prepares outstanding educators to reimagine schools and other educational settings. Preservice and in-service teachers are committed to ensuring that all children receive the kind of education historically reserved for those of privilege.

■ The department launched a new doctoral specialization in Teacher Education, for those who prepare teachers and conduct research on related issues.

■ The department orchestrated this year's TC Sachs Lecture series, "Landscape for Preparing Teacher Educators: Whose Knowledge? What Visions?"

■ The Teachers College Inclusive Classrooms Project, created by **Celia Oyler** to help New York City integrate special-needs students into mainstream classrooms, partnered with the Santa Clara, California Office of Education's Inclusion Collaborative program.

■ **Michelle Knight-Manuel** co-authored "Collaborative Culturally

Grounded Inquiry: Examining Literacy Practices with/for African Immigrant Girls," an American Educational Research Association-funded report on an organization that helps girls from African nations succeed in New York City high schools.

■ The Early Childhood Education Assembly of the National Council of Teachers of English established the



MARIANA SOUTO-MANNING



DETRA PRICE-DENNIS



STUDENTS FROM AFAR A TC study highlighted an organization helping African girls in New York City schools.

Mariana Souto-Manning Teacher Scholarship for early childhood teachers who honor diversities and engage in equitable practices. Souto-Manning is a TC Associate Professor of Early Childhood Education.

■ TC hosted "Seize the Moment: Rise to the Challenge of Pre-K," a conference on New York

City's first year of offering free, full-day pre-kindergarten to all four-year-olds.

■ **Detra Price-Dennis** received the 2014 Janet Emig Award for Exemplary Scholarship for her article,

"Urban Fiction and Multicultural Literature as Transformative Tools for Preparing English Teachers for Diverse Classrooms," in *English Education*.

■ **A. Lin Goodwin**, Evenden Professor of Education and Vice Dean, was elected by Singapore's National Institute of

Education to become the first Dr. Ruth Wong Hie King Teacher Education Professor.

■ The Teachers College Reading & Writing Project (TCRWP), led by **Lucy Calkins**, agreed to provide teacher training to Connecticut's Darien and Groton school systems — the latter funded by a \$1 million Department of Defense grant.



Education Policy & Social Analysis



The department focuses on how governments, markets and societal conditions shape schooling and educational opportunities, as well as how they contribute to creating an informed population able to critically analyze its own areas of need and interest and work in concert toward creating a better world.

■ **Jay Heubert, Jeffrey Henig and Michael Rebell** hosted a national conference on legal challenges to teacher tenure, seniority and dismissal rules.

■ **Jeffrey Henig, Michael Rebell and Jessica Wolff** to report on urban cross-sector collaborations to reform education.

■ **Aaron Pallas** received a grant from the Spencer Foundation to study how teachers and principals are experiencing the New York City teacher evaluation system.

■ In a report funded by

The Century Foundation and the Poverty & Race Research Action Council, **Jeanne L. Reid and Sharon Lynn Kagan** found racial, ethnic and economic disparities in pre-schools and proposed policy to address these.

■ **Kevin J. Dougherty and Rebecca S. Natow** published *The Politics of Performance Funding for Higher Education: Origins, Discontinuities, and Transformations*.

■ The Wallace Foundation provided additional funding for **Carolyn Riehl**,

WORTH IT?
TC's Center for Benefit-Cost Studies of Education, led by Henry M. Levin, received federal funding to share its methodologies and train other researchers.



THE GENDER FACTOR TC economist Mun Tsang published a study of differences in academic performance between boys and girls in rural southwestern China.

■ In Senate testimony, **Judith Scott-Clayton** said the complex federal student aid process deters many low-income, minority and first-generation college goers.



CAROLYN RIEHL

■ **Priscilla Wohlstetter, David M. Houston and Brandon Buck** published "Networks in New York City: Implementing the Common Core."

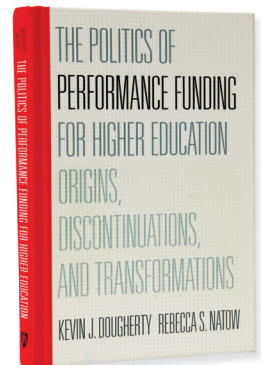
■ **Amy Stuart Wells and Douglas Ready** published "Divided We Fall: The Story of Separate and Unequal Suburban Schools 60 Years after *Brown v. Board of Education*."

■ WT Grant funded **Peter Bergman** for a study on the long-run impacts of school integration.


■ **Thomas Bailey, Shanna Smith Jaggars and Davis Jenkins** published *Redesigning America's Community Colleges: A Clearer Path to Student Success*.



JAY HEBERT



Health & Behavior Studies

 This multidisciplinary department seeks to improve the health, learning and social well-being of individuals throughout their lifespan. The department generates research and also prepares scholars and practitioners to help people realize their own potential, make informed decisions and attain the very best quality of life.



CHOICE MATTERS Access to food choices may dictate obesity, finds TC's Tisch Center for Food, Education & Policy.

■ Led by **Kathleen O'Connell**, TC won New York State approval for a new Ed.D. program — its first fully online doctoral program — to enable nurses with master's degrees to become nurse

educators in academic or staff settings, and an online Academic Certificate Program in Nursing Education, for nurses with doctorates seeking to become better nurse educators.

■ Blackman Lecturer **Lynn Kern Koegel**, Clinical Director, Koegel Autism Center, University of California, Santa Barbara, spoke on "Pivotal Response Treatment for Autism Spectrum Disorder." Professor Emeritus **Leonard Blackman**, his wife, Frances, and friends and family fund the lecture.

■ **Sonali Rajan** received TC's 2015 Strage Junior Faculty Prize.

■ **John Allegrante** was elected a Fellow of the Society of Behavioral Medicine.

■ **Hsu-Min Chiang** spoke on Sinovision's "New York Lounge" about the Center for All Abilities, which she co-founded to serve special needs students and their families through creative, educational and spiritual enrichment.

■ The Education Commission of the States distributed "Health Barriers to Learning and the Education Opportunity Gap," a report co-authored by **Charles Basch**, to education policymakers and health officials.

■ **Barbara Wallace** chaired TC's seventh annual Health Disparities Conference, keyed by



TARGETING GUN VIOLENCE
Sonali Rajan, recipient of TC's Strage Junior Faculty Prize, has probed causes of gun violence by youth.

Michelle Alexander, *New York Times* bestselling author of *The New Jim Crow*:

Mass Incarceration in the Age of Colorblindness.



CHARLES BASCH

■ A study in *Health Education & Behavior*, by TC's Tisch Center

for Food, Education & Policy, finding that obesity rates and eating behaviors were more similar within New York City elementary schools than across different schools (possibly due to wellness policies and

local food availability), could help future nutrition studies.




KATHLEEN O'CONNELL

■ **Susan Masullo** conducted the second annual

"Cutting-Edge Reading and Writing Techniques" summer workshop.



Human Development

 The department's research centers on fundamental issues in human development, human cognition, and measurement and applied statistics to increase scientific knowledge and help solve educational and social problems. It emphasizes cognitive approaches to measurement and assessment, digital learning environments, and the cognitive, social and neuroscience bases of learning and development.

■ The department received New York State approval for its master's program in Learning Analytics.

■ **Xiaodong Lin** gave an invited presentation at the American Educational Research Association's annual conference on using students' fear of failure to improve their motivation and STEM learning.

■ **Jeanne Brooks-Gunn** received the Matilda White Riley Award of the Office of Behavioral and Social Sciences Research (OBSSR) at the National

Institutes of Health for contributions to behavioral and social scientific knowledge.

■ **Matthew Johnson** became program chair for the National Council on Measurement in Education annual meeting and joined the Design & Analysis Committee of the National Assessment of Educational Progress.

■ With Heising-Simons Foundation funding, **Herbert Ginsburg** teamed with alumna



TESTS THAT TEACH Young-Sun Lee is part of a psychometrics group within Human Development that includes James Corter, Lawrence DeCarlo and Matthew Johnson.

Alice Wilder to launch new touch-screen math learning stories through the education technology start-up Speakaboos.



MATTHEW JOHNSON

■ **Barbara Tversky** and **John Black** coauthored, with **Seokmin Kang**, "Coordinating Gesture, Word and Diagram:

Explanations for Experts and Novices," in *Spatial Cognition and Computation*, and, with **Ayelet Segal**, "Conceptually Congruent Actions Can Promote Thought" in *The Journal of Applied Research in Memory and Cognition*.

■ In her essay "Thinking Together and Alone," published in *Educational Research*, **Deanna Kuhn**

argued that education must foster collaborative skills to help students meet the intellectual demands of the 21st century.

■ **James Corter** co-authored "Striving for Perfection and Falling Short: The Influence of Goals on Probability Matching" in *Memory and Cognition*.

■ **Young-Sun Lee** published "An Extension of the DINA Model Using Covariates: Examining Factors Affecting Response Probability and Latent Classification" in *Applied Psychological Measurement*.

■ **Ryan Baker** won the Best Paper Award at the 17th International Conference on Artificial Intelligence in Education.



BARBARA TVERSKY

CRITTER MATH
The tech start-up Speakaboos is marketing math learning stories by **Herbert Ginsburg**.



International & Transcultural Studies



As people, information, goods and services increasingly flow within and across national and regional boundaries, the department's two programs — International & Comparative Education, and Anthropology — explore individual and institutional identities reflecting diverse cultural values, globalization and education in developing countries.



FINDING VOICES TC Lemann Fellow Amanda Braga

Through an international competition co-sponsored by the United Nations Academic Impact and the UnHate Foundation, students **Atenea Rosado-Viurques**, **Amanda**

Braga, **Cristina Gonzales** and **Kendra Strouf** won funding for their project, *Migrant Words Collective: Locating the Voices of Female Immigrants in a Transnational Context*.

Supported by TC's Provost's Investment Fund, **Oren Pizmony-Levy** and **Gita Steiner-Khamsi** hosted the second seminar of the Laboratory of International Assessments, a network funded by the Economic & Social Research Council.



CHINA'S YEAR
Celebrating the TC centennial of Chinese educator **Kuo Ping Wen**, the department declared 2014-15 "the year of China." Kuo was China's first U.S. doctorate recipient.

Hervé Varenne hosted "On Putting Anthropology to Work in the Contemporary World: A Conference on Applying Anthropology and Its Dilemmas."

Regina Cortina and alumna **Katy De La Garza** co-edited *Education, Indigenous Peoples and Interculturality in Latin America*, papers from the 2013 International Working Group on Indigenous Intercultural Bilingual Education, organized by TC and Chile's Centro de Políticas Comparadas de Educación, Universidad Diego Portales.

Celebrating the TC graduation centennial of scholar, educator, university president and statesman **Kuo Ping Wen** — the first Chinese recipient of a U.S. education doctoral degree — the department declared 2014-15 the Year of China and Education. Beijing Normal University's **Jun Teng** taught "A Colloquium in International Educational

Development: Focus on China and Education."

Henan Cheng taught "Educational Development and Policy in China." A TC symposium on Kuo, spearheaded by his great grand-niece, **Carolyn Hsu-Balcer**, introduced the Kuo Ping Wen scholarship.



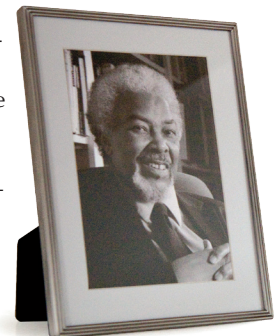
REGINA CORTINA

Susan Garnett Russell and **Mary Mendenhall** hosted the Steering Group and three Working Groups for the Inter-Agency Network for Education in Emergencies, representing UN agencies, donors, NGOs and academic institutions.



KATY DE LA GARZA

The College renamed its Center for African Education as **The George Clement Bond Center for African Education**, honoring the late anthropologist, who identified the historical narratives of indigenous African peoples.



Mathematics, Science & Technology

U Current reforms in education place increasing emphasis on broad-based public understanding of the department's three core fields. The department focuses on issues of educational practice and related professions in mathematics, science, technology and cognate human sciences, including the relationships among these disciplines.

■ **Erica Walker** delivered the prestigious Etta Z. Falconer Lecture, on mathematical identity, at the centennial meeting of the Mathematical Association of America in August 2015.

TECH TEAM-UP
New York City and TC's Center for Technology & School Change, led by Ellen Meier (right), are partnering in 10 public schools.



■ **Felicia Moore Mensah** coauthored "Naming Ourselves and Others" in *The Journal of Research in Science Teaching*.

■ Through TC's Communication, Media & Learning Technologies Design (CMLTD)



ERICA WALKER

program, Professor Emerita **JoAnne Kleifgen** hosted "Linguistics and Education," the 60th Annual Conference of the International Linguistic Association, which honored recently retired TC linguistic faculty member **Franklin Horowitz**. A simulcast exchange between renowned sociolinguists **Michael Halliday** and **William Labov** will be published in the journal *WORD*.

■ **O. Roger Anderson** co-hosted a conference on water quality with **Kartik Chandran**, Associate Professor of Earth & Environmental Engineering at Columbia University, which included presentations by TC students.



MATH SOCIALIZATION Speaking at a national mathematics meeting, TC's Erica Walker identified factors that shape our "mathematical lives."

■ **Nicholas Wasserman** coauthored "Mathematics and Science Teachers' Use of and Confidence in Empirical Reasoning: Implications for STEM Teacher Preparation," a paper in *School Science and Mathematics*.



NICHOLAS WASSERMAN

■ **Alexander Karp** and **Nicholas Wasserman** published *Mathematics in Middle and Secondary School: A Problem Solving Approach*.


■ The Greenify Project, led by **Joey Lee**, was a winner of the Columbia Business School Innovation and Entrepreneurship Competition. Greenify, an online social platform, fosters flourishing sustainable communities.

■ New York City and TC's Center for Technology & School Change, directed by **Ellen Meier**, are creating technology instruction programs in 10 public schools.

■ The CMLTD program started a Media and Social Change Lab, directed by **Lalitha Vasudevan**, for multimodal and digital exploration of media and social change; and the Snow Day Learning Lab, directed by **Nathan Holbert**, to understand how children make sense of their world through play.



Organization & Leadership

 Across all of its programs, the department understands leadership as an ethical imperative that is inextricably linked to learning, and groups and organizations as communities of diverse individuals who bring unique perspectives to the collective endeavor of promoting the common good.

■ **Debra Noumair** and **Caryn Block** called for papers for *The Journal of Applied Behavioral Science* on “Understanding Diversity Dynamics in Systems: Social Equality as an Organization Change Issue.”



DEBRA NOUMAIR

■ **Peter Coleman** received the American Psychological Association’s Morton Deutsch Conflict Resolution Award and co-authored *Making Conflict Work: Harnessing the Power of Disagreement*.

■ **Bill Pasmore** published *Leading Continuous*



Change: Navigating Churn in the Real World.

■ **Corbin M. Campbell** received the National Academy of Education/Spencer Foundation postdoctoral fellowship.

■ **Noah D. Drezner** received CASE’s John Grenzbach Award for Outstanding Research in Philanthropy for Educational Advancement.

■ With Teagle Foundation funding, **Anna Neumann** and students **Liza Bolitzer**, **Jolie**

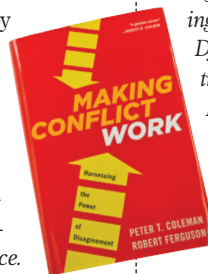
Woodson and **Dianne Delima** launched MetroCITI to enhance instructors’ first- and second-year humanities, arts, sciences and social sciences teaching at local high-diversity colleges and universities.



CAREER OPTIONS TC’s Klingenstein Center launched dual degree programs in private school leadership and business administration.

■ **Elaine Rigolosi** was included in *2,000 Outstanding Intellectuals of the 21st Century*.

■ **Elissa Perry** co-authored “Generational Differences: Let’s Not Throw the Baby Boomer Out with the Bathwater” in *Industrial and Organizational Psychology: Perspectives on Science and Practice*.



■ TC’s Klingenstein Center for Independent School Leadership, Columbia Business School and INSEAD launched accelerated dual-degree programs in private school leadership and business administration.

■ **Eleanor Drago-Severson** received a Provost’s Rapid Prototyping Grant

to develop a “Leadership Institute for School Change” series.

■ **Martha A. Gephart** and **Victoria J. Marsick** will publish *Strategic Organizational Learning: Using System Dynamics for Innovation and Sustained Performance*.

■ The Mind Trust will annually fund two new school proposals by TC Summer Principal Academy students.

■ **Alex J. Bowers** co-authored *Challenges and Opportunities of Educational Leadership Research and Practice: The State of the Field and Its Multiple Futures* and was Principal Investigator or co-PI on over \$1 million in National Science Foundation research funding.



NOAH D. DREZNER



The Promise of Our Rising Stars

Progress occurs when institutions bring great minds together. Decade after decade, Teachers College has changed the world by attracting exceptionally talented students who have built upon the innovative work and ideas of our faculty.

Our best young minds reflect an intellectual lineage that extends back over generations — or, as we like to put it, the legacy of our luminaries is in the promise of our rising stars.

As our historic Campaign, **Where the Future Comes First**, approaches its \$300 million target, we want to thank you — our extended TC community — for your incredible support. We also want to



affirm that our number one priority is to ensure the success of our current and future students and free them as much as possible from the burden of debt. All of our scholarships at Teachers College provide vitally important

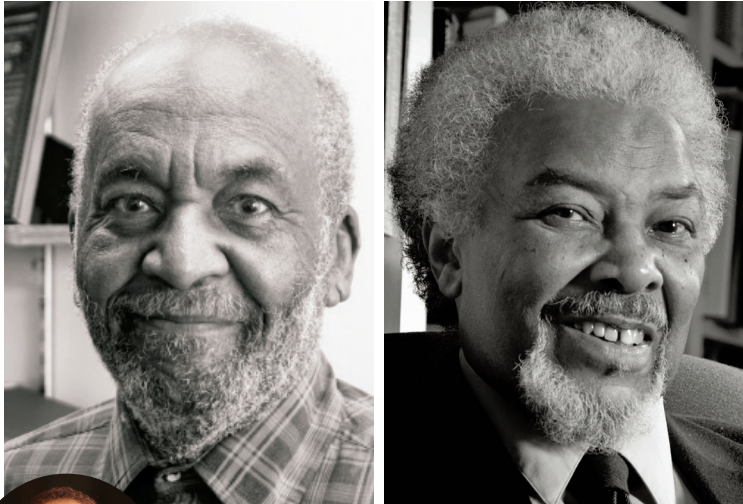
support — but our endowed and named scholarships, often created in tribute to our very greatest thinkers, attract and support students committed to extending our most important work.

VALUING ALL EDUCATORS

Take doctoral student **Deidre Flowers**, recipient of our **Lawrence A. Cremin** History of Education Scholarship. Deidre came here to shed new light on historically black colleges and universities (HBCUs), which have been under-researched and undervalued. At TC, Cremin, a Pulitzer Prize-winning historian, argued that all societal institutions can improve people's minds and create equal opportunities for learning. And at TC, internationally known black scholars such as **Edmund Gordon** and the late **George Bond** have left a lasting imprint.

GOAL NUMBER ONE *The top priority of our historic Campaign is to ensure that our exceptionally talented*

GIANT SHOULDERS *Edmund Gordon and George Bond*



TC has announced new scholarships honoring Edmund Gordon (above, left) and the late George Bond. To learn more visit tc.edu/tribute. At left: Doctoral student Deidre Flowers explores the contributions to the Civil Rights movement of women at historically black colleges and universities.

Deidre, who graduated from Virginia's historically black Hampton University, is interested in the role women have played at HBCUs — and, in particular, their importance in the Civil Rights movement. She is writing her dissertation on Bennett College for Women in Greensboro, North Carolina, where students fought segregation in movie theaters during the 1930s and helped to lead the famed lunch-counter sit-ins in 1960. Deidre hopes her research will help to set a larger historical context for the rich tradition of black student protest, with women center stage. Meanwhile, she is hopeful that, thanks to the Cremin scholarship, she will be able to complete her doctorate by 2017.

"HBCUs have played such an important role in African-American identity," she

says. "I'm honored to hold a scholarship named for someone who believed so strongly in the power of education."

A TRANSFORMATIVE EXPERIENCE

Though second-year master's student **Michael Palmieri** does not hold TC's Professor Jack & Edee Mezirow Endowed Scholarship, he did choose TC for its top-ranked program in Adult Learning & Leadership, created by **Jack Mezirow**, the father of transformative learning theory.

An entertainment industry veteran who has written and produced for film and television and served as a coach and consultant, Michael wanted to expand his knowledge in emotional intelligence,

An Urgent Call to Action

Supporting our current and future students is the number one goal of TC's Campaign, and we are counting on each and every one of you to contribute right now. There are three ways you can give:

- ▶▶ **By pledging** \$50,000 to create a new endowed scholarship that bears either your own name or that of someone whom you wish to honor.
- ▶▶ **By contributing** to an existing tribute or program fund scholarship (see page 23).
- ▶▶ **By supporting a** TC Fund scholar.

The need has never been more urgent, nor the potential reward so great. So please consider a gift of scholarship — today.

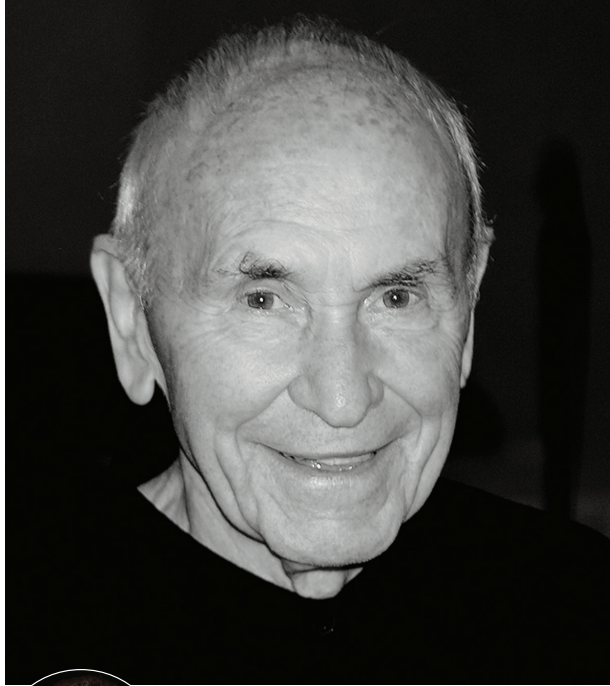
CONTACT

Linda Colquhoun
(212-678-3679)
or visit our Campaign site,
www.tc.edu/future.

students graduate as free as possible from the burden of debt.



TRANSFORMATIVE FIGURE *Jack Mezirow*



The late TC professor Jack Mezirow (above) revolutionized adult education. Learn more about the scholarship honoring him at tc.edu/tribute. Michael Palmieri, the College's first LGBTQ scholar, studies in the program Mezirow created.

executive coaching and the latest theories of how adults learn. As the College's first LGBTQ Scholar, funded through a partnership with the Tyler Clementi Foundation, he has developed an hour-long training module for adults to neutralize bullying behavior in the workplace. The module, which raises money for the Clementi Foundation, has been distributed to companies nationwide.

"No one is born a bully — bullying is a learned

behavior," Michael says. "By creating empathy for everyone involved — the so-called 'bullied,' the 'bullier' and the 'witness' — we've created an entry point for all three.

"Jack Mezirow believed that grown-ups grow by questioning their most deeply held assumptions," he adds. "Thanks to Teachers College's LGBTQ scholarship, I've been able to apply that idea to my own career."

ORGANIC EXPERIENCE

Katie Leonard and Carrie Russo speak passionately about getting their hands dirty growing food when they were kids. Carrie learned about the superiority of organically-grown tomatoes in her grandmother's garden in Ohio. Katie discovered composting and built raised garden beds as a volunteer on a small urban farm in Brooklyn. Both were 2014-15 Nutrition Ecology Scholarship students at Teachers College, where Professor Emerita **Joan Gussow** — whom their scholarship honors — has long championed the idea that healthy eating starts with hands-on experience growing and preparing healthy food.

Acknowledging that enlightening the next generation will require more than cultivating home-grown vegetables, Katie and Carrie echo ideas that Gussow advanced in her 1978 book, *The Feeding Web: Issues in Nutritional Ecology*.

"Everything is connected to food," says Carrie, who is earning an interdisciplinary Ed.D. in Nutrition and Family/Community Education. "It's important to develop a

Campaign Goal:
\$300 million
Total raised:
\$227.5 million*

*AS OF JANUARY 19, 2016

SMART MOVE *By investing in our remarkable students who are creating a brighter future, you, too, can help*

nutritional-ecology mindset that imagines new possibilities.”

Katie and Carrie are promoting just that kind of thinking through their work at

HEAD OF THE TABLE *Joan Gussow*



TC's Joan Gussow (above) believes children must experience growing and preparing healthy food. Left: Nutrition Ecology Scholars Carrie Russo (left) and Katie Leonard. Learn more at tc.edu/tribute.

TC's **Laurie M. Tisch Center for Food, Education & Policy**, which views schools as critical levers for learning and social change.

“We’re counting on kids to make the right decisions to slow or reverse what

we’re doing to our food system, our environment and our own bodies,” says Katie, who is pursuing an M.S. in Nutrition Education. “If kids grow up aware of the connections, they’re likelier to make choices that help.”

SEIZE THE MOMENT

Deidre, Michael, Katie and Carrie are doing truly amazing things that are benefiting people in New York City and beyond. What is most amazing of all, though, is that — year after year, decade after decade — TC is filled with equally talented students in every field who aren’t just planning to change the world but already are hard at work doing precisely that.

So as you think about supporting **Where the Future Comes First**, I sincerely hope you will consider supporting our endowed and named “tribute” scholarships. By investing in our remarkable students who are working to create a brighter future,

you, too, can help to change the world. That’s a legacy that will pay tribute to us all.

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

change the world. That’s a legacy that will pay tribute to us all.

Burnishing Their Legacy

TC's Tribute Scholarships

George Clement Bond
Scholarship



Lawrence A. Cremin
History of Education
Scholarship



Morton Deutsch
Scholarship



The **A.M. Gentile**
Scholarship in
Motor Learning



Edmund W. Gordon
Scholarship



Maxine Greene
Scholarship



Professor Jack & Edee Mezirow
Scholarship



Roger A. Myers
Scholarship for
Counseling Psychology



A. Harry & Shirley S. Passow
Fellowship



Nutritional Ecology
Scholarship honoring
Joan Gussow



Leslie Williams
Memorial Scholarship



List continues on page 51

TO LEARN MORE, VISIT
tc.edu/tribute



Burnishing Their Legacy: *TC's Tribute Scholarships*

(CONTINUED FROM PAGE 23)

- **Judith Berman Brandenburg** Scholarship
- **Raymond Burrows** Music Scholarship
- **Cahn** Fellowship Program
- Anthropology Research Fund in Honor of **Lambros Comitas**
- Professor **Frances Connor** Scholarship
- **Renee Darvin** Memorial Scholarship
- **John F. Fanselow** Scholarship
- The **Rita Gold** Scholarship
- **I. Ignacy Goldberg** Scholarship
- **Miriam L. Goldberg** Scholarship
- **Dr. Priska Gysin** International Memorial Scholarship
- **Leland B. Jacobs** Scholarship
- **Carroll F. Johnson** Scholarship
- **Klingenstein Center** Scholarships
- **Korea 125th Anniversary** Scholarship
- **Jodie Lane** Fund
- **Drs. Elizabeth & Francis Lawlor** Scholarship in Honor of **Mary Budd Rowe**
- **LGBTQ** Diversity Scholarship
- **Edward D. Mysak** Memorial Fund
- **Samuel R. Powers** Scholarship
- **Mary Swartz Rose** Scholarship
- **Professor Rosalea Schonbar** Scholarship
- **Margaret Jo Shepherd** Scholarship
- **Walter E. Sindlinger** Scholarship
- **Isabel Maitland Stewart** Fund
- Teaching as **Applied Behavior Analysis** Scholarship
- **Donald G. Tewksbury** Memorial Fund
- **Albert S. & Ruby Thompson** Scholarship



For a full description, visit tc.edu/tribute

Financial Statement Highlights

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

BALANCE SHEET

The balance sheet presents the College's financial position as of August 31, 2015. The College's largest financial asset is its investment portfolio, representing approximately 55% of the College's total assets, with a fair market value of \$282 million as of August 31, 2015. The investment portfolio includes \$263 million relating to the College's endowment, which represent contributions to the College subject to donor-imposed restrictions that such resources be maintained permanently by the College or designated to the endowment by the Board of Trustees. The endowment is managed to achieve a prudent long-term total return (dividend and interest income and investment gains). The Trustees of the College have adopted a policy designed to preserve the value of the endowment portfolio in real terms (after inflation)

and provide a predictable flow of income to support operations. In accordance with the policy, \$12 million of investment return on the endowment portfolio was used to support operations in fiscal year 2015.

The College's second largest and oldest asset is its physical plant, consisting of land, buildings, furniture and fixtures, and equipment. As of August 31, 2015, the net book value of plant assets was approximately \$153 million, representing approximately 30% of the College's total assets. The College's liabilities of \$202 million are substantially less than its assets. As of August 31, 2015, long-term debt represented the College's most significant liability at \$111 million. In accordance with FASB standards, the net assets of the College are classified as either unrestricted, temporarily restricted, or permanently restricted. Unrestricted net assets are not subject to donor-im-

posed restrictions. At August 31, 2015, the College's unrestricted net assets totaled approximately \$110 million. Temporarily restricted net assets are subject to donor-imposed restrictions that will be met either by actions of the College or the passage of time and appreciation on donor endowment funds. The College's permanently restricted net assets consist of endowment principal cash gifts and pledges.

STATEMENT OF CHANGES IN NET ASSETS

The statement of changes in net assets presents the financial results of the College and distinguishes between operating and non-operating activities. Non-operating activities principally include investment return, net of amounts appropriated as determined by the College's endowment spending policy changes in non-operating pension and postretirement liabilities and campaign contributions. Unrestricted operating revenues totaled approximately \$203 million. The College's principal sources of unrestricted operating revenues were student tuition and fees, net of student aid, representing 56% of operating revenues, and grants and contracts for research and training programs, representing 25% of operating revenues. Investment return, auxiliary activities, and other sources comprise the remaining 19% of operating revenues. Operating expenses totaled \$196 million.

BALANCE SHEET August 31, 2015

ASSETS

Cash	43,277,657
Student accounts and other receivables, net	6,464,619
Grants and contracts receivable	8,216,720
Inventories and other assets	1,648,111
Contributions receivable, net	12,051,817
Funds held by bond trustees and escrow agent	3,623,676
Investments	282,431,584
Student loans receivable, net	3,111,664
Plant assets, net	153,071,688
TOTAL ASSETS	513,897,536

LIABILITIES AND NET ASSETS

LIABILITIES

Accounts payable and accrued expenses	23,022,457
Deferred revenues	20,166,596
Long-term debt	111,309,484
Accrued pension & other benefit obligations	41,194,727
Other Liabilities	3,082,386
U.S. Government grants refundable	2,783,410
TOTAL LIABILITIES	201,559,060

NET ASSETS

Unrestricted net assets	109,566,164
Temporarily restricted	111,189,213
Permanently restricted	91,583,099
TOTAL NET ASSETS	312,338,476
TOTAL LIABILITIES AND NET ASSETS	513,897,536

STATEMENT OF CHANGES IN NET ASSETS Fiscal Year ended August 31, 2015

	UNRESTRICTED	TEMPORARILY RESTRICTED	PERMANENTLY RESTRICTED	TOTAL
OPERATING REVENUES				
Student tuition and fees, net of student aid	112,493,640	—	—	112,493,640
Grants and contracts	50,072,344	—	—	50,072,344
Contributions	2,574,190	—	—	2,574,190
Endowment return appropriated and other investment income	12,181,328	—	—	12,181,328
Sales and services of auxiliary enterprises	19,659,236	—	—	19,659,236
Other sources	3,181,880	—	—	3,181,880
Net assets released from restrictions	2,493,362	(2,493,362)	—	—
TOTAL OPERATING REVENUES	202,655,980	(2,493,362)	—	200,162,618
OPERATING EXPENSES				
Instruction	67,955,359	—	—	67,955,359
Research, training and public service	43,270,884	—	—	43,270,884
Academic support	16,944,196	—	—	16,944,196
Student services	10,361,881	—	—	10,361,881
Auxiliary enterprises	22,532,671	—	—	22,532,671
Institutional support	34,708,071	—	—	34,708,071
TOTAL OPERATING EXPENSES	195,773,062	—	—	195,773,062
INCREASE IN NET ASSETS FROM OPERATIONS	6,882,918	(2,493,362)	—	4,389,556
NON-OPERATING ACTIVITIES				
Contributions	264,492	6,945,408	845,996	8,055,896
Investment return, net of amounts appropriated	(5,470,367)	(10,537,237)	—	(16,007,604)
Pension and postretirement changes other than net periodic benefit costs	3,262,424	—	—	3,262,424
Net assets released from restrictions	111,160	(111,160)	—	—
Other, net	11,904	(69,686)	(234,446)	(292,228)
INCREASE (DECREASE) IN NET ASSETS	5,062,531	(6,266,037)	611,550	(591,956)
NET ASSETS AT BEGINNING OF YEAR	104,503,633	117,455,250	90,971,549	312,930,432
NET ASSETS AT END OF YEAR	109,566,164	111,189,213	91,583,099	312,338,476

Teachers College Trustees, Officers, Senior Staff & Councils

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