

# fellowship

The Newsletter of the Woodrow Wilson National Fellowship Foundation

**WW**  
THE WOODROW WILSON  
National Fellowship Foundation

FALL/WINTER 2016

## Fourth National Convening of WW Teaching Fellows: “Tomorrow’s Teachers Today”

On a warm July evening, some 330 Fellows from the Woodrow Wilson Teaching Fellowships and the WW-Rockefeller Brothers Fund Fellowship gathered in the ballroom of a Detroit hotel to reconnect with colleagues, as well as meet other Fellows from different states and points in their careers. The Fellows had come together for “Tomorrow’s Teachers Today,” the Fourth National Convening of WW Teaching Fellows.

The welcome dinner for the two-day Convening featured a keynote by Alycia Meriweather, the newly appointed Interim Superintendent of the Detroit Public Schools and a longtime partner in the WW Teaching Fellowship. Ms. Meriweather evoked the essential skills and concepts that all teachers must keep in their metaphorical backpacks, including structure (like ruled notebook paper), creative solutions (as versatile as crayons), willingness to make mistakes (symbolized by an eraser), and others. Fellows greeted Ms. Meriweather’s observations with an enthusiasm that spilled over into the next day’s 37 breakout sessions.



WW Teaching Fellows worked together during a breakout session during the Fourth National Convening of WW Teaching Fellows in July.

For the first time at any WW Teaching Fellows’ Convening, the conference sessions were led primarily by Fellows themselves—roughly six out of seven featured Fellows as presenters, with the remainder offered by program faculty. In particular, the presenters include three Fellows from the very first class of WW Teaching Fellows (named in Indiana in

2009), now in their sixth year of teaching in high-need schools. Sessions covered a wide range of topics: culturally relevant pedagogy, project-based learning, working with students’ families, navigating state curriculum standards, approaching the first two months of the school year, and more.

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## MISSION

The Woodrow Wilson National Fellowship Foundation identifies and develops leaders and institutions to meet the nation's most critical challenges.

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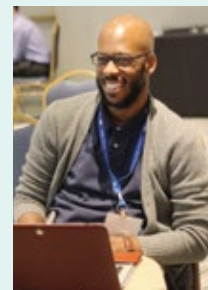
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## Fourth National Convening

Continued from page 1

The Convening also gave the Foundation an opportunity to thank the WW Michigan Teaching Fellowship partner universities—Eastern Michigan University, Grand Valley State University, Michigan State University, Western Michigan University, the University of Michigan, and Wayne State University—as well as the W.K. Kellogg Foundation, which funded the program. WW Executive Vice President and COO Stephanie J. Hull presented the partner universities with awards and acknowledged the successes of the Teaching Fellows in Michigan, the last of whom completed their first year of teaching in 2015–16. Of all the Fellows enrolled in the Michigan program since 2009, 80 percent were certified, and retention of Michigan Fellows was consistently in the 90 percent range. Moreover, every Fellow in the final cohort (2014) received a teaching placement. These figures represent tremendous successes for the Fellows and the Fellowship.

The WW Teaching Fellowship Convening is held every two years. Attendance at two of these Convenings, all expenses paid, is a benefit offered to all Fellows as they continue their career-long journeys toward becoming better teachers. [WW](http://www.woodrow.org)

### Abbreviations used in this issue:

BS = Black Scholar

CEF = Career Enhancement Fellow

CN = Newcombe Fellow

H = Honorary

MN = Mellon Fellow

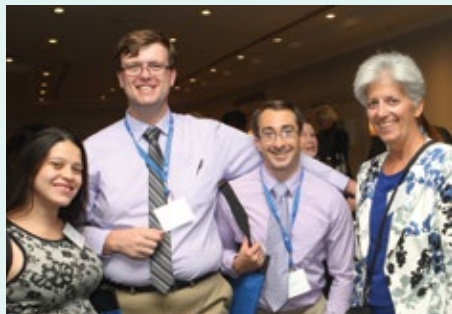
PP = Public Policy/Intl. Affairs Fellow

TF = WW Teaching Fellow

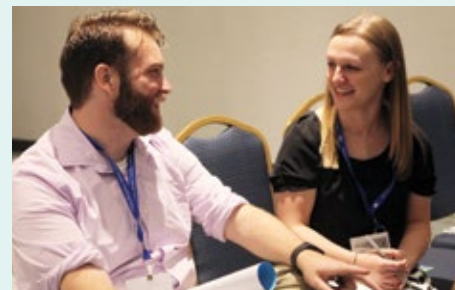
WF = Woodrow Wilson Fellow

WS = Women's Studies Fellow





*Clockwise from top: Dr. Travis Bristol, assistant professor at the Boston University School of Education, gives a mini-keynote; Alycia Meriweather delivers the keynote address; Fellows gather at the networking reception; Fellows register for Convening; peer learning takes place at one of 37 breakout sessions; the welcome reception brings Fellows together; WW Georgia TF '15 Daron Martin shares perspectives with colleagues; WW New Jersey TF '14 Bethany Fowler gives a breakout presentation.*



## Progress at the WW Academy of Teaching and Learning

This fall, the Commonwealth of Massachusetts, through its Department of Elementary and Secondary Education, granted informal approval to the Woodrow Wilson National Fellowship Foundation and the Woodrow Wilson Academy of Teaching and Learning (WW Academy) to offer an initial, post-baccalaureate license for middle and secondary school teachers in biology, chemistry, and math.

In 2015, the Woodrow Wilson Foundation announced its plans to develop competency-based master's degree programs in teaching and school leadership, in collaboration with the Massachusetts Institute of Technology (MIT). Applications for degree-granting approval and accreditation are still in process. The WW Academy remains on track to name its first cohort of Fellows for the 2017–18 academic year.

“A little over a year ago, we announced plans to chart a new course in educator preparation, one focused on what aspiring teachers know and are able to do,” Woodrow Wilson Foundation President Arthur Levine said. “Now, working with MIT, we have made great strides in competency and curriculum development, licensure and accreditation, strategic partnerships, program development, and fundraising. The Woodrow Wilson

Academy will open its doors to its first class in the summer of 2017.”


During the past year, the WW Academy has developed its competencies for beginning teachers, including both general competencies for all teachers and specific content-focused competencies in biology, chemistry, and mathematics. These competencies are currently under review by teacher educators, subject-matter experts, and K–12 teachers.

The competencies are the basis of an interactive, challenge-based curriculum designed to ensure that prospective teachers can demonstrate both what they have learned and how they use it in a classroom setting. MIT has been an integral part of developing and prototyping the WW Academy “challenge” model.

As part of its efforts, MIT—through its Teaching Systems Lab—has also been developing a suite of teacher education-focused games and simulations for the Academy, and is helping to build the technology infrastructure on which the entire WW Academy program will be offered. The Academy also draws on expertise created through both the WW Teaching Fellowships and the WW MBA Fellowship in Education Leadership, which together have partnered with 33 universities around the nation.

To ensure a robust clinical experience for all students enrolling in the graduate program, the WW Academy has established strategic partnerships with five local school districts in Massachusetts—Burlington, Cambridge, Natick, Revere, and Somerville. In addition to providing classroom-based experiences to WW Academy students, each of the districts has identified exemplary STEM teachers to participate in the WW Academy effort.

“The need for highly qualified STEM teachers in the public schools has never been greater,” said then-Superintendent of Cambridge Public Schools Jeffrey Young. “Cambridge, Massachusetts—a hub of the STEM industry—is proud to partner with the WW Academy to strengthen teaching and learning in this critical area. We are enthused about this work, not only for our teachers but also for our students, who will be the beneficiaries of this project and eventually the people who will fill those STEM jobs in our community.”

As part of its work, the WW Academy has released its first Progress Report, detailing highlights and progress to date on all key components of the initiative. The report is available on the WW Academy website ([woodrowacademy.org/news](http://woodrowacademy.org/news)), and will be updated regularly. 

# Fellows Get Hands-on at WW HistoryQuest Workshops



Teachers' professional development is turning out to be fun and games for the WW HistoryQuest Fellows. This summer, nearly 50 New Jersey social studies teachers came together in Princeton, N.J., for a weeklong course in game-based learning practices. Led by the Institute of Play, the WW HistoryQuest Institute taught Fellows the elements of the game design process and gave them opportunities to think about how to bring game-like learning back to their classrooms. Fellows developed,

designed, and tested their own games, coming up with activities covering everything from manifest destiny to the three branches of government.

At a follow-up workshop in October, Fellows discussed their work to date in incorporating game-based learning in their classrooms. They made clear that their students love this approach, and that the Fellowship is an important imprimatur for doing something new and different to bring history to life and

engage students in thinking critically about historical and social issues. Four of the Fellows presented their work at the fall 2016 conference of the New Jersey Council for the Social Studies.

The WW HistoryQuest Fellowship, generously funded by Woodrow Wilson Trustees Walter Buckley and Bill Lilley, will expand in 2016-17 to serve teachers in Connecticut, Massachusetts, and Pennsylvania, as well as in New Jersey. [WW](#)





# WW MBA Fellows in New Mexico

## Focus on Transforming Schools



Toni Hull



Kimball Sekaquaptewa



Santiago Sanchez



Sean Barham

“A lot of times, people don’t understand the connection between business and education,” says Toni Hull, Principal of the Mesilla Valley Leadership Academy in Las Cruces, New Mexico. “In any business, the number one thing is relationships—it’s people. We’re building relationships with teachers, with our staff, with students.”

Dr. Hull completed an MBA at New Mexico State University (NMSU) as a member of the first class in New Mexico’s Woodrow Wilson MBA Fellowship in Education Leadership, a transformative new approach that blends a business school curriculum with education-focused content to prepare school leaders. NMSU and the University of New Mexico (UNM) are the Woodrow Wilson Foundation’s two WW MBA partners in New Mexico.

In a 2006 study, WW President Arthur Levine (then President of Teachers College, Columbia University) found that traditional school leadership preparation programs—the M.Ed. and Ed.D.—lack rigor. He proposed the MBA for school leaders as an alternative. The intent: Not just to strengthen academic credentialing, but, more importantly, to prepare leaders for the complex, rapidly changing systems, shaped by economic and social forces, that today’s—and tomorrow’s—schools represent.

“The Woodrow Wilson MBA program,” Dr. Levine said at the New Mexico program’s 2015 launch, “is specifically designed to provide a new generation of school leaders, equipped to transform all our schools into high performers.”

The Fellowship in New Mexico—one of three states (including Wisconsin and Indiana) to have partnered with Woodrow Wilson since the WW MBA’s 2013 inception—has named 65 Fellows to date. The two partner universities are creating new models of school leader preparation and engaging deeply committed school leadership candidates.

Consider, for instance, UNM Fellow Santiago Sanchez, a teacher at Sweeney Elementary School in Santa Fe who developed a new co-teaching model to improve his school’s dual language program, then worked with his principal to implement it. Due largely to these efforts, in 2015 Sweeney Elementary was named an Award School by the New Mexico Public Education Department. Mr. Sanchez is now in the middle of his WW MBA Fellowship year.

“At first I wasn’t sure how the MBA model was going to fit with my educational background,” Mr. Sanchez says. “I had the instinct that something needed to be done and done right. But I didn’t have any theory of action or background to make sustainable decisions. Now with this program I realize how important it is to combine policy, government, technology, and data... to guarantee the long-term quality of our work.”

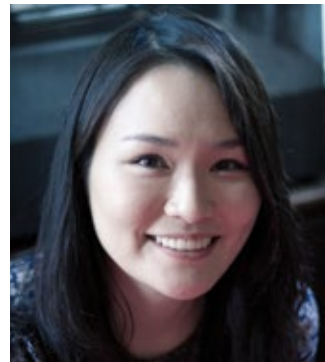
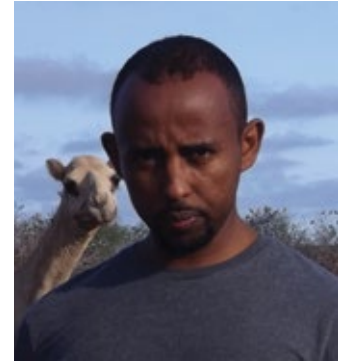
Sean Barham, in the second group of Fellows at NMSU, already has administrative experience with the Las Cruces Public Schools and is working towards a school leadership position through the WW MBA. He finds the experience dramatically different from traditional ed school

coursework: “We talk data all the time in the education world, but in the MBA program we’re really looking at the whole process—where the data comes from, how it’s put into the analytics, the whole picture. No way would we do that in ed school.”

Beyond quantitative expertise and policy context, the WW MBA Fellowship offers new opportunities to create equity and lead innovation, says Kimball Sekaquaptewa of the Santa Fe Indian School, whose Fellowship work at UNM is helping her develop her vision of technology as a tool for culturally responsive pedagogy. “The Woodrow Wilson program has really high ambitions to transform education at the systemic level. Schools aren’t designed for the Native student—in the worst times, they were designed to assimilate Native students. So minor changes to that system aren’t going to transform the educational experience of Native students. Education is the key to success for our communities, and the business approach focuses on how we think about programs—how we transform the system.”

Krista Savoca, the UNM program director, emphasizes the significance of the MBA opportunity for future leaders in New Mexico schools. “This is one of the poorest states in the country—sometimes things seem bleak. But when you learn the Fellows’ stories, you see how hard they’re trying and how they’re not giving up on anyone. The MBA is an expensive degree. This program gives them access to it that they wouldn’t otherwise have, and they are making the most of it.” [WW](#)

# 2016 Charlotte W. Newcombe Doctoral Dissertation Fellows



Clockwise from left: William Reed, Annie Galvin, Catherine Arnold, Ahmed Ibrahim, Viviana Hong, Chad Córdova, and Caroline Garriott

William Reed was at the library, immersed in research, when he got the email.

"I was surprised at first," says Mr. Reed of finding out he was a 2016 Charlotte W. Newcombe Doctoral Dissertation Fellow. "Of course, surprise quickly gave way to excitement and I rushed to my wife's office on campus to tell her the good news."

In late April, the Woodrow Wilson Foundation announced the newest class of Charlotte W. Newcombe Doctoral Dissertation Fellows. Twenty outstanding scholars completing dissertations on subjects relating to religion, ethics, or values will each receive a 12-month award of \$25,000. This fall marks the start of the supported academic term for the 2016 Fellows.

Fellows in the 2016 class represent some of the nation's top institutions and are completing dissertations in a variety of fields across the humanities and social sciences. (See the full list of Fellows at [woodrow.org/fellowships/newcombe/info/2016-fellows](http://woodrow.org/fellowships/newcombe/info/2016-fellows))

For Mr. Reed, "the Fellowship enables me to focus all my attention on my work instead

of having to worry about teaching or side projects to bring in funding." Mr. Reed's dissertation examines the way the motif of Yahweh's sword in the Biblical prophets functions as a coping mechanism for those traumatized by exile. He is completing his Ph.D. at the Johns Hopkins University.

Ahmed Ibrahim is completing an ethnographic account of the emergence and evolution of the Shari'a courts of Mogadishu for his dissertation at the Graduate Center of New York. This fall, he has joined a few writing groups for motivation and adopted a simple, but effective strategy for completing his dissertation: "to make writing a priority on a daily basis."


Caroline Garriott feels "incredibly grateful and honored" to be among this year's Fellows. Ms. Garriott's dissertation examines how lay devotion to saints and their images in colonial Peru and Brazil informed broader perceptions of race and religion in the Iberian Atlantic World. She is a Ph.D. candidate in the history department at Duke University.

"This confirms that over ten years of study and research on the visual intersections between religion, race, and empire in

colonial Latin America is of broader interest to the scholarly community," says Ms. Garriott.

The Newcombe Fellowship remains the nation's largest and most prestigious award for Ph.D. candidates in the humanities and social sciences addressing questions of ethical and religious values. Funded by the Charlotte W. Newcombe Foundation, the Fellowship was created in 1981 and has supported just over 1,100 doctoral candidates, most of them now noted faculty and thought leaders in their fields.

Both Mr. Ibrahim and Ms. Garriott say that they hope to use the Fellowship as a springboard for their work and their careers, including postdocs, tenure-track professorships, and publishing deals.

"The Fellowship means a great deal to me on multiple levels," says Mr. Reed, whose long-term goal also includes a tenure-track position. "In addition to the financial benefits, it has given me greater confidence in my own work, since others have seen value in my topic. I have been very proud to represent the Fellowship in my department." 



# CEF Fellows and Mentors Gather for Retreat

This August, the 2016 class of Career Enhancement Fellows gathered in Wesley Chapel, Florida, for their annual retreat. Fellows spent four packed days networking, working with their mentors, presenting their current research and projects, and taking part in team-building activities and tours. The 30 Fellows—all early-tenure-track professors at some of the nation's top institutions—receive funding to pursue a research or book project during the Fellowship term, all while working with an experienced mentor. The Career Enhancement Fellowship for Junior Faculty is funded by the Andrew W. Mellon Foundation and seeks to increase the presence of minority junior faculty members and other faculty members committed to eradicating racial disparities in core fields in the arts and humanities. (See list of Fellows in sidebar.) [WW](#)



## 2016 Career Enhancement Fellows

### CEF 12 Month Fellows

**Margaret Bruchac** • University of Pennsylvania, Anthropology  
**Sonya Donaldson** • New Jersey City University, English  
**Nikki Greene** • Wellesley College, Art History  
**Veronica Herrera** • University of Connecticut, Political Science  
**Jasmine Mitchell** • SUNY Old Westbury, American Studies  
**Nicholas Mitchell** • University of California, Santa Cruz, Feminist Studies  
**Jessica Perea** • University of California, Davis, Native American Studies  
**Elda María Román** • University of Southern California, English

**Drew Thompson** • Bard College, History and Africana Studies  
**Elizabeth Todd-Breland** • University of Illinois at Chicago, History

### CEF 6 Month Fellows

**Oluwakemi Balogun** • University of Oregon, Women's and Gender Studies  
**Laurian Bowles** • Davidson College, Anthropology  
**Mark Broomfield** • State University of New York at Geneseo, Theatre and Dance  
**Jessie Dunbar** • The University of Alabama at Birmingham, English  
**Adrián Félix** • University of California, Santa Cruz, Latin American/Latino Studies

**Martha Gonzalez** • Scripps College, Chicana/o Latina/o Studies

**Carissa Harris** • Temple University, English

**Cameron Hill** • Wesleyan University, Mathematics

**Yassin Jeilani** • Spelman College, Chemistry and Biochemistry

**Jessica Johnson** • Michigan State University, History

**Marcos López** • Bowdoin College, Sociology & Anthropology

**Viviana MacManus** • University of Maryland, Baltimore County, Gender & Women's Studies

**May Mei** • Denison University, Mathematics

**Kinohi Nishikawa** • Princeton University, English & African American Studies

**Angélica Osorno** • Reed College, Mathematics

**LaShawnDa Pittman** • University of Washington, American Ethnic Studies

**Yolanda Rankin** • Spelman College, Computer and Information Sciences

**Maya Smith** • University of Washington, French & Italian Studies

**Rebecca Tesfai** • Temple University, Sociology

**Joseph Tucker Edmonds** • Indiana University-Purdue University Indianapolis, Religious Studies & Africana Studies Program

# Out of the Shadows, Into the Financial System

In today's economy, it takes a credit score to do just about anything—rent an apartment, buy insurance, and, in some cases, even get a job.

This, according to José A. Quiñonez PP '93 and his organization Mission Asset Fund (MAF), is a major barrier for many low-income and immigrant communities in participating fully in the U.S. economy. Seven percent of families in the U.S. don't have access to a checking or savings account, and one adult out of every in five is "credit-invisible." Many such families rely on predatory payday loans and check-cashing services, resulting in a cycle of debt that is hard to break.

To help people get out of the financial shadows, Mr. Quiñonez founded MAF in 2007. The San Francisco-based non-profit pioneered the Lending Circles model which transforms the age-old community practice of social lending into a way to build credit and enter the financial mainstream. For his work with MAF, Mr. Quiñonez received a MacArthur "Genius Grant" Fellowship in September 2016.

While developing the programs at MAF, Mr. Quiñonez wanted to think differently about the communities he was intending to serve. "Instead of looking at people from a deficit perspective of how broken or how ignorant they are—the way we typically think about poor people—we rejected that notion and that viewpoint," he says. "Instead, we developed programs and services based on what we called a strength-based approach. We're looking at what is good and true in people's lives, looking at what is really



Photos courtesy the John D. and Catherine T. MacArthur Foundation



working in their communities, and starting the conversation from there. That approach led us to highlight this age-old tradition of people lending and saving money together."

Lending circles or rotating credit associations, a traditional cultural practice in Latin America, Asia, and Africa, allow communities to pool their resources and distribute loans to one another. MAF formalizes the process by acting as the loan servicer, collecting promissory notes, and reporting the repayments to the credit bureaus. The organization also requires Circle members to establish checking accounts and go through banks to transfer funds to each other.

## WW Fellows Awarded MacArthur "Genius Grants"

A total of 38 Fellows from various Woodrow Wilson programs have been named MacArthur Fellows. The annual honor "celebrates and inspires the creative potential of individuals" by awarding Fellows a \$625,000 no-strings-attached grant. Visit [woodrow.org](http://woodrow.org) for more information about these WW Fellows and their work.

Robert Axelrod WF '64 (1987)  
Caroline Walker Bynum WF '62 (1986)  
Nancy D. Cartwright WF '66 (1993)  
Patricia Smith Churchland WF '65 (1991)  
Maria Luisa Crawford WF '60 (1993)  
John C. Eaton WF '57 (1990)  
Shelly Errington WF '66 (1981)  
Faye D. Ginsburg CN '82 (1994)

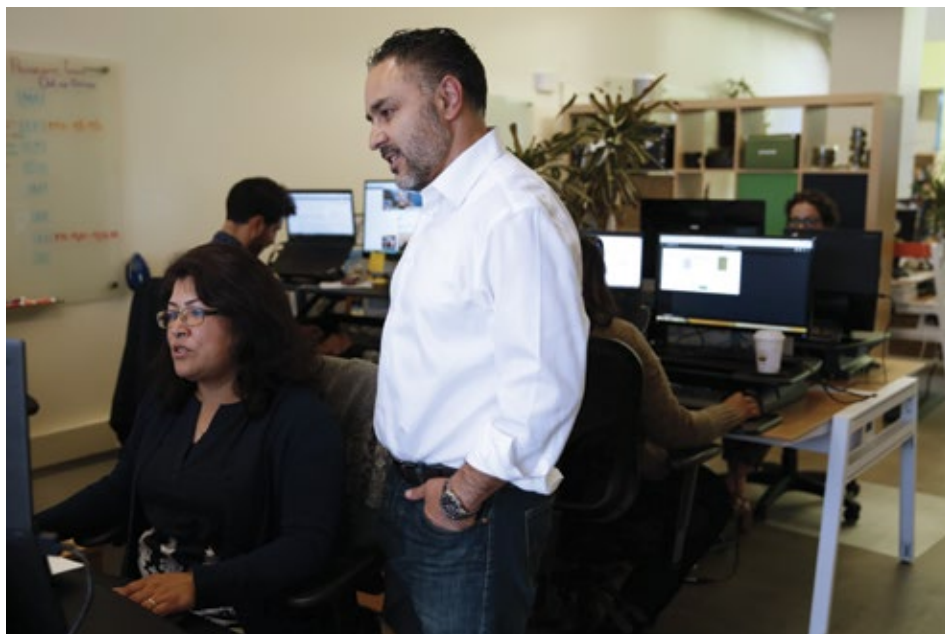
Stephen Jay Gould (dec'd) WF '63 (1981)  
Robert M. Greenstein WF H '67 (1996)  
James E. Gunn WF '61 (1983)  
Robert Hass WF '63 (1984)  
Daniel H. Janzen WF '61 (1989)  
Jacqueline Jones WF '74 (1999)  
David N. Keightley WF '53 (1986)  
Nancy Kopell WF '63 (1990)



“Through the reporting to the bureaus we’re helping people build and improve their credit scores—so there’s a very real and tangible benefit that were providing people through our Lending Circles program,” said Mr. Quiñonez. “But the conversation doesn’t end there. We help people better manage their money and unlock a world of opportunities in the financial mainstream.”

By establishing a credit history, MAF participants are able to gain access to credit cards and apply for mortgages. Mission Asset Fund has facilitated more than 6,000 loans totaling \$6.2 million in 18 different states. On average, participants’ credit scores rise by 168 points, and they reduce their debt by \$1,000. The default rate on MAF loans is 0.7 percent.

“The true impact of our work is not just for our individual clients, but when we challenge those assumptions or the framework that has led to the failed policies in terms of how to work with low-income people,” says Mr. Quiñonez. “I want to lift up our learnings: how, through our strength based approach, we are in fact creating successful programs and how can that approach be applicable to other areas of policy. How can we do that with housing? With health? With insurance? And other sorts of areas where we have programs to help poor people, but, because they’re based on flawed assumptions, those projects never end up working. So we’re trying to inspire other fields to rethink their policies.”



Mr. Quiñonez says his time as a WW Public Policy Fellow laid the groundwork for his career. “Because of my Fellowship,” he recalls, “I was able to go onto the Woodrow Wilson School [of Public Policy at Princeton University]. And the Woodrow Wilson School is really where I learned some of the key concepts that I’m instituting now in the Lending Circles program.”

This notion of looking for the best in people is something Mr. Quiñonez sees in society as a whole: “We have this incredible tradition in our society of being generous, of really investing in people to unlock their full human potential. I think the Woodrow Wilson Fellowship that I did in 1993 was an

example of that,” he notes. “Here was the benevolent community coming together to invest in students of color and promote public policy careers. I think it’s been one of the most successful Fellowships, because there is now this very large cadre of people of color in public policy careers. Everywhere I go, I am assured that there will be a professional of color in a public policy job and it’s all due to the pipeline being created. This is one of the examples of success that our community needs to know about. I was fortunate to be a part of that pipeline, to have that experience, but we have to make sure that that doesn’t get closed up for the next generation.” [WW](#)

Ann Lauterbach WF '64 (1993)  
Suzanne Lebsack WS '75 (1992)  
Michael Lerner WF '65 (1984)  
Donella H. Meadows (*dec'd*) WF '63 (1994)  
Erik Mueggler MN '87 (2002)  
Michael J. Piore WF '62 (1984)  
José A. Quiñonez PP '93 (2016)  
Arnold Rampersad BS (1991)

Jane S. Richardson WF '62 (1985)  
Lawrence Rosen WF '63 (1981)  
David Rumelhart (*dec'd*) WF '63 (1987)  
Thomas M. Scanlon WF '61 (1993)  
Robert Shapley WF '65 (1986)  
Ellen Kovner Silbergeld WF '67 (1993)  
David Stuart MN '89 (1984)  
Joseph H. Taylor, Jr. WF '63 (1991)

John E. Toews WF '66 (1986)  
Karen K. Uhlenbeck WF '64 (1983)  
Laurel Thatcher Ulrich WS '78 (1992)  
Ellen Bryant Voigt WF '64 (2015)  
Henry T. Wright WF '64 (1993)  
Tara Zahra MN '99 (2014)

# WW Board of Trustees Visits Silicon Valley

## Fall WW Board Events Focus on Education in the Future

To help frame the Woodrow Wilson Foundation's innovative work in preparing teachers and school leaders for the schools of both today and tomorrow, the Woodrow Wilson Board of Trustees devoted its annual fall retreat to a trip to Silicon Valley. While there, Trustees had the opportunity to hear from ed tech startups like CodeSpark, Swivl, KiraKira, and Tynker at GSVlabs, as well as get the perspective of Digital Promise's Karen

Cator on issues like microcredentialing in teachers' professional development. The trip also featured a visit to Facebook, where Trustees tested out the latest virtual reality technology using Oculus Rift headsets and learned more about technological innovation in education at Facebook. They also heard from representatives of the Chan Zuckerberg Initiative.



WW Trustees visit Facebook headquarters.



WW Trustees get to try out virtual reality headsets.



Silicon Valley entrepreneurs like Grant Hosford of CodeSpark offer the WW Board perspectives on their educational innovations.



## Hennessy Receives Taplin Award

On Wednesday evening, October 19, the Woodrow Wilson Foundation Board of Trustees conferred its Frank E. Taplin Public Intellectual Award on John L. Hennessy, President Emeritus of Stanford University, and Shriram Family Director of the Knight-Hennessy Scholars Program. The Taplin Award, named for the late business leader, education advocate, and longtime Foundation Trustee, was created by the Foundation in 2004 to recognize leaders who have made major contributions to public discourse and civic engagement. In presenting the Taplin Award, Woodrow Wilson Board Chair Tom Hudnut lauded Dr. Hennessy as a visionary leader and “a bridge and a bridge builder between higher education and industry,” also noting his commitment to identifying and supporting emerging intellectual leaders through the new scholarship program he now heads.

In his acceptance remarks, Dr. Hennessy spoke to the power of the Woodrow Wilson Fellowships in preparing generations of leaders, and to his own new work with the Knight-Hennessy Scholars Program, which similarly seeks to prepare leaders:

Sometimes, the world can seem as if it's teetering on chaos. From our election woes, to terrorism and civil war, to lingering poverty exacerbated by corruption and bad government, to the challenge of climate change and the threat of nuclear

weapons, it sometimes seems that we struggle just to avoid slipping back into darkness.

But, in the end I am a fierce optimist for the future, and I see hope for the future every time I meet with young people, who are determined to make the world better for themselves and the generations to come. I believe that education is, in Abraham's Lincoln's words, the last best hope of earth.

That is why I have dedicated the time I have left in my career to try to provide that opportunity for a new generation. That is why the work of the Woodrow Wilson National Fellowship Foundation is so important. And that is why I am deeply honored to receive the Taplin Award.

Dr. Hennessy was honored at a gala dinner with more than 100 guests in attendance, including distinguished Woodrow Wilson Fellows based at Stanford, as well as volunteer leaders from the Stanford University community and other friends of the Foundation. In the course of the Foundation's seven decades of supporting higher education, some 120 current and former Stanford faculty members have been Woodrow Wilson Fellows, more than 300 Fellows have done their Ph.D. work at Stanford, and a comparable number of Stanford undergraduates have been named Fellows in one Woodrow Wilson program or another. [WW](#)



Dr. John Hennessy enjoys an "original Oculus headset" --a vintage stereoscope presented by Arthur Levine, president of the Woodrow Wilson Foundation.



WW Board Chair Tom Hudnut congratulates John Hennessy on receiving the Taplin Award.



Donald Knuth WF '60, National Medalist of Science and Stanford faculty member (emeritus), talks with WW Trustee Gerry House, Lee House, and WW EVP/COO Stephanie Hull.



Members of the Taplin family, Taplin guests and WW Trustees applaud Dr. Hennessy as he receives the Taplin Award.

## BOOK SPOTLIGHT



### **“Keep the Damned Women Out”: The Struggle for Coeducation**

Nancy Weiss Malkiel WF '65

The 1960s were a time of radical change in the United States. The political climate of the time, led by the civil rights, student, antiwar, and women's movements, laid the groundwork for a short, spectacular span of time at the beginning of the 1970s when a host of prestigious universities in the U.S. and U.K. turned co-ed.

In her new book, *“Keep the Damned Women Out”: The Struggle for Coeducation*, Dr. Nancy Weiss Malkiel WF '65 tells the story of a movement in higher education led not by women's activists, but almost entirely by men. Dr. Malkiel explains that the move toward coeducation at institutions like Harvard, Yale, Cambridge, and Oxford stemmed from a desire to keep a highly competitive applicant pool, rather than from a place of moral obligation.

The changes were met with fiery opposition; one Dartmouth alumnus demanded, “Keep the damned women out.” The institutions, now faced with taking

into account the social and academic lives of their newly admitted female students, each had their own set of challenges. Dr. Malkiel writes in the opening chapter: “Although this book is about coeducation, and thus inevitably about women, it is primarily about those men: the decisions they made, the leadership they demonstrated, and the ways in which they harnessed the power of their institutions to meet the challenges of the times.”

In 1969, Dr. Malkiel was one of the first women hired in the Princeton history department and one of the first three to be appointed to the professorial ranks at the university. She went on to serve for a record 24 years as Princeton's Dean of the College. She joined the Board of Trustees for the Woodrow Wilson Foundation in 1975, is former Chairwoman, and is the namesake of the Woodrow Wilson Foundation's new Nancy Weiss Malkiel Scholars Award, which supports promising junior faculty leaders.



### **The Penguin Book of the Undead: Fifteen Hundred Years of Supernatural Encounters**

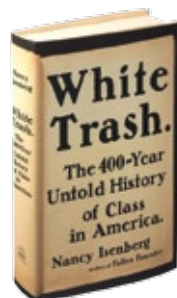
Scott G. Bruce CN'00

Today's popular culture is crawling with zombie and vampires. But where did this fascination with ghouls and ghosts begin? Scott G. Bruce CN '00 explores the history of ghost stories in *The Penguin Book of the Undead*. Combing through theological texts, personal letters, and passed-down stories, Dr. Bruce traces the many forms that tales of the supernatural have taken over the centuries, from the ancient Roman Empire to the Protestant Reformation.

“This exceptionally well-curated compilation shows that the wide variety of accounts of the undead have been rampant in literature long before the Gothic era,” says *Publishers Weekly*. Dr. Bruce “presents the contents with an enthusiasm that makes these... works accessible to the casual reader.”

*Vanity Fair* says of the book: “[Cole] brings a subtle, layered perspective to all he encounters—whether it's photographs, books, foreign countries, or Internet memes. The collected essays of *Known and Strange Things* offer a glimpse of a roving mind in action.”

Mr. Cole is the author of *Every Day is for the Thief* and the PEN/Hemingway winner *Open City*.




### **White Trash**

Nancy Isenberg CN '88

The American Dream has always promised the people of this country that, if they just work hard enough, they can achieve anything. Nancy Isenberg, however, thinks this idyllic, class-free, land of opportunity is a myth.

In her new book, *White Trash: The 400-Year Untold History of Class in America*, Dr. Isenberg looks at the origins and evolutions of the “useless lubbers,” “crackers,” and “clay-eaters.” From the British cast-offs of colonial America to the rise of eugenics to television shows like *the Beverly Hillbillies* and *Here Comes Honey Boo Boo*, *White Trash* shows just how deeply ingrained this class structure is.

*The Christian Science Monitor* calls the book “a carefully researched indictment of a particularly American species of hypocrisy, and... deeply relevant to the pathologies of contemporary America.” The book spent 11 weeks on the *New York Times* Best Sellers list for hardcover nonfiction. 



### **Known and Strange Things**

Teju Cole MN '00

In this collection of more than fifty essays, Teju Cole MN '00 writes on topics like politics, photography, travel, literature, and history. He crisscrosses time and medium, bringing new perspective to art and historical movements, speaking on subjects from Shakespeare to Instagram, W.G. Sebald to Boko Haram.





## National Science Teachers Association Fellowship

**Jen Lee TF '14** (pictured above) has been awarded a National Science Teachers Association (NSTA) New Science Teacher Academy Fellowship. Ms. Lee is among five New Jersey educators who will participate in science-related activities and professional development opportunities over the course of the Fellowship.

## Appointment to Michigan's 21st-Century Education Commission

**Matt Oney TF '12** was appointed by Michigan Governor Rick Snyder to serve on the 21st-Century Education Commission. The commission, made up of 25 representatives from the education sector, will make recommendations on improving the state's education system.

## Celebrating 50 Years of Teaching

**Richard A. Trythall WF '62** was honored for his 50 years of teaching at St. Stephen's International Day and Boarding School in Rome, Italy. The event included an evening celebration complete with testimonials from students and a concert. Mr. Trythall is an American and Italian composer and pianist of contemporary classical music. He earned his bachelor of music degree from University of Tennessee and his M.F.A. from Princeton University.

## Book Awards and Recognition

**Garth Greenwell MN '03** made the National Book Award fiction longlist for his debut novel *What Belongs to You*.

**Karen Rosenbaum WF '62** has received the Association of Mormon Letters' Best Short Story Collection Award for her book *Mothers, Daughters, Sisters, Wives*.

**Sonja Luehrmann CN '07** won the 2016 Waldo Gifford Leland Award for her book *Religion in Secular Archives: Soviet Atheism and Historical Knowledge*. The award is given by the Society of American Archivists for writing of superior excellence and usefulness in the fields of archival history, theory, and practice. [WWW](#)

## RECENT PUBLICATIONS:

**Katherine DePalma MN '06**, co-written and co-edited—*The Barefoot Book of Children* (Barefoot Books)

**Paula S. Fass WF '67**—*The End of American Childhood: A History of Parenting from Life on the Frontier to the Managed Child* (Princeton University Press)

**Caitlin Fitz MN '04**—*Our Sister Republics: The United States in an Age of American Revolutions* (Liveright)

**Pamela Haag MN '89**—*The Gunning of America: Business and the Making of American Gun Culture* (Basic Books)

**Vincent W. Lloyd CEF '12**—*Black Natural Law* (Oxford University Press)

**Craig A. Monson WF '66**—*Habitual Offenders: A True Tale of Nuns, Prostitutes, and Murderers in Seventeenth-Century Italy* (University of Chicago Press)

**Mark A. Noll WF '68**, co-edited—*Protestantism After 500 Years* (Oxford University Press)

**Sharon Olds WF '64**—*Odes* (Alfred A. Knopf)

**Caroline T. Schroeder CN '00**, co-edited—*Melania: Early Christianity through the Life of One Family* (University of California Press) [WWW](#)

# FOUNDATION UPDATES

## WW Board Elects New Members

In summer and fall 2016, the Woodrow Wilson Foundation has elected two new members to its Board of Trustees.




**Dr. H. Kim Bottomly**, a renowned immunobiologist, served as Wellesley College's 13th president from 2007 to 2016. A former deputy provost at Yale University, Dr. Bottomly completed both her undergraduate and doctoral degrees at the University of Washington. Dr. Bottomly, a lifelong scientist and educator, is a Fellow of the American Academy of

Arts & Sciences. In addition to memberships and leadership roles in a number of her field's professional associations, she has taken a keen interest in women in science. She has served as chair of the Committee on Status of Women of the American Association of Immunologists, as chair of the Women's Committee of the Federation of American Societies of Experimental Biologists and as a member of the steering committee of Yale's Women Faculty Forum. She serves as an Institutional Trustee at WGBH, a public television and radio broadcast service based in Boston. She has chaired the Board of Directors of the Consortium on Financing Higher Education (COFHE), and has been a member of the Olin College of Engineering President's Council.



**David N. (Dave) Shane** was named USA Funds' chief operating officer in March 2015. An Indianapolis resident, he began his career in human resource and education law in the 1970s. In the late 1990s he joined the executive team of LDI Ltd. LLC, an Indianapolis-based private holding company, ultimately serving as LDI's president and chief


executive officer. He took a leave of absence from LDI in 2005 and 2006 to serve as former Indiana Gov. Mitch Daniels' senior adviser for education and employment. Mr. Shane retired from LDI in December 2012. He is a past member of the Indiana State Board of Education and currently chairs the Central Indiana Works Council, as well as serving on a number of other civic, educational, philanthropic, and corporate boards. Mr. Shane was an early ally of the WW Indiana Teaching Fellowships; he spoke with the WW Board at its Indianapolis meeting in October 2010 and attended Board events in Cambridge in fall 2015 and in Silicon Valley in fall 2016. 

## New Grants Create, Expand WW Programs

Two recent grants will allow the Woodrow Wilson Foundation to expand one existing program and create another one:

- The Andrew W. Mellon Foundation has provided \$735,500 to enlarge and refine the Nancy Weiss Malkiel Scholars Award, a program for junior faculty whose research focuses on contemporary American history, politics, culture, and society. The award is structured to free the time of junior faculty who have passed their midpoint tenure review—including those from underrepresented groups and others committed to eradicating disparities in their fields—so that they can both engage in and build support for systems, networks, and affinity groups that make their fields and campuses more inclusive.

- The Henry Luce Foundation has awarded a grant of \$350,000 to create the Woodrow Wilson Higher Education Policy Fellowship. The program will focus on informing policymakers about higher education, and higher education leaders about policy. Its aim is to help higher education policy and practice leaders gain an understanding of commonalities as well as differences between them, seeking to strengthen the former and to develop the skills and knowledge to bridge the latter.

Details about both programs will be available in future issues of Fellowship and on [woodrow.org](http://woodrow.org). 

## WW ON SOCIAL MEDIA

Follow the Foundation and its programs on social media to receive updates and to let us and other Fellows know about your accomplishments.

### Where to Find Us:



**Facebook:**

Foundation: <http://on.fb.me/WWFoundation>

Teaching Fellowships: <http://on.fb.me/WoodrowWilsonTF>



**YouTube:**

Foundation: [www.youtube.com/WoodrowWilsonFdn](http://www.youtube.com/WoodrowWilsonFdn)



**Twitter:**

@WWFoundation

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@WoodrowWilsonTF



**Google+**

Teaching Fellowships: [gplus.to/WoodrowWilsonTF](http://gplus.to/WoodrowWilsonTF)



## "Absolutely Instrumental:" Support for Students, Support for the Foundation



*"The question of affordability is very much apparent today. Anything that can be done to make it easier or financially feasible for students, even at the middle class level, is very beneficial."*


In 1961, with an acceptance to Harvard's graduate program in political science and a goal of becoming a teacher, Sheldon Goldman had to decide between a Woodrow Wilson Fellowship and teaching fellowships at other institutions.

"I certainly could not have afforded attending graduate school on my own," says Dr. Goldman. "A straight-out fellowship of this sort...was just wonderful and made graduate school possible for me."

After completing the first few years of his Ph.D. program, Dr. Goldman was encouraged to apply for a Woodrow Wilson Dissertation Fellowship by the chair of his department.

"The Woodrow Wilson Foundation Dissertation Fellowships turned out to be absolutely instrumental in my being able to finish up my dissertation and get my degree in four years," says Dr. Goldman.

With support from the Foundation, Dr. Goldman was able to travel around the country interviewing federal court of appeal judges. His dissertation explored the backgrounds, selection process, and decisional behaviors of appellate judges appointed between 1961 and 1964. His dissertation laid the foundation for his life's work, he is now considered one of the leading experts on the politics of judicial selection and confirmation. Dr. Goldman began teaching at the University of Massachusetts Amherst in the fall of 1965. He was named a Distinguished Professor in 2012. In 2006 Dr. Goldman received a Lifetime Achievement Award from the Law and Courts Section of the American Political Science Association.

"I think the aim and objective of the Foundation to encourage and to provide the funds for people to go into teaching is very laudable and very commendable," says Dr. Goldman. He has been a loyal donor to the Woodrow Wilson Foundation since the late 1980s. 

## The Woodrow Wilson National Fellowship Foundation Needs Your Support

☐ Please accept my gift of \$\_\_\_\_\_ toward the Annual Fund.

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☐ I have made provisions for Woodrow Wilson in my estate.

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## WW TF Fellow Uses Video Technology to Teach Physics



During his first year of teaching physics, Matt Oney TF '12, whose background was in biology and life science, had a lightbulb moment while watching the TV show *MythBusters*.

"I need to get my kids to start thinking in the way the *MythBusters* are thinking," he said.

This epiphany led to the development of a project in which kids would use the video technology to learn about velocity. Using GoPro cameras Mr. Oney secured through a WW-Michigan State microgrant, students would capture video of a moving object, and then use that video to calculate velocity. Students were able to pick their own subject for data collection. One group used the project to see if cars outside the school were speeding (some were).

"I was looking for anything I could do to make my students more engaged with the

lessons," said Mr. Oney, who developed the project with the help of his WW mentor teacher Angie Kolonich. The pair presented the project this summer at the National Science Teachers Association conference. The project is now a manuscript which Mr. Oney and Ms. Kolonich will submit to a peer review journal.

Mr. Oney got his master's degree from Michigan State University, where he said there was a great emphasis placed on creating engaging, inquiry-based curriculum. "I will be forever grateful to the WW program," said Mr. Oney. "I know for a fact that when I entered the teaching profession straight out of the Woodrow Wilson program that I was better prepared for my first year of teaching than some of my colleagues."

