



Foundation Report 2016



THE WOODROW WILSON
National Fellowship Foundation

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Abbreviations Used in This Report

AF = WW Administrative Fellow/Intern
CEF = Career Enhancement Fellow
CN = Charlotte W. Newcombe Fellow
DS = WW Dissertation Grant Supplement
FS = WW Staff (Former)
FT = Former Woodrow Wilson Trustee
GFAP = Pickering Foreign Affairs Fellow (graduate)

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WS = WW Women’s Studies Fellow
WT = Woodrow Wilson Teacher (1982–2003)

Foundation Report, 2016

Dear Friends:

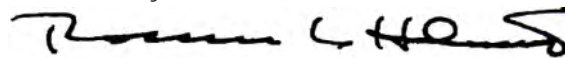
In its 71st year, the Woodrow Wilson National Fellowship Foundation continued to break new ground in identifying and preparing leaders for the United States' urgent needs, in and through education. It is my pleasure to introduce, on behalf of the Woodrow Wilson Board of Trustees, this report on the Foundation's accomplishments during its 2016 fiscal year.

The Woodrow Wilson Foundation has long stood for excellence. From its founding in 1945 to prepare new college professors for the groundswell of G.I. Bill enrollments to its more recent efforts in preparing new teachers for high-need schools, the Foundation has committed itself to supporting the best and brightest emerging leaders in education—and select other disciplines. At the same time, it has also pressed educational institutions to grow: to diversify, to encourage the development of new fields, to change techniques and technologies, to form new partnerships.

Those of us who serve on the Woodrow Wilson Board are proud of the organization's history, and even more proud of the innovations it continues to introduce. As the programs and Fellows featured in this report make plain, an eye for intellectual leadership and a determination to transform the American educational system, at every level, motivate all that the Foundation does.

As an operating foundation without a large endowment of its own, the Woodrow Wilson Foundation relies on friends and funders like you to continue and expand its programs. My Trustee colleagues and I are deeply grateful for your support, and we hope you will continue to share our interest and pride in the Foundation's ever-evolving work.

Sincerely,



Thomas C. Hudnut
*Chair, The Board of Trustees
The Woodrow Wilson
National Fellowship Foundation*



WW Perspective: Preparing Teachers to Succeed

A nation's education system typically mirrors its times, lagging a bit behind. The United States is currently undergoing a transformation from a national, analog, industrial economy to a global, digital, information economy. Today's schools were created for the industrial economy. Tomorrow's schools will be designed to meet the needs of an information economy.

Not only will this entail major changes to our schools, but it will require equally great changes in the work of our teachers. Five important changes stand out.

1. *A shift from teaching to learning*

Traditionally, the focus of schooling has been on teaching, centering on the length of time students are taught and the process by which they are taught. The number, subject, sequence and duration of courses are fixed while the outcomes are variable, differing from student to student.

2. *A shift from classrooms to learning environments*

Traditionally, schooling has taken place in classrooms during a 180-day academic calendar with groups of students organized by age. This has required that teachers be competent at managing a classroom, building a climate of trust and respect in that classroom, establishing classroom routines and procedures, and creating classrooms that support teaching and learning.

In tomorrow's schools, the classroom will expand from a walled physical space to a virtual space that embraces both formal learning and informal learning, which occurs anytime, anyplace, 24 hours a day, seven days a week. This will require both that the skills and knowledge required of today's teachers expand

in comparable fashion and that teachers understand and be capable of working in this expanded environment and making use of the resources it offers.

3. *A shift from planning to learning design*

Traditionally, teachers have planned and built curricula, units of instruction, and daily lessons for their classes. To accomplish this, they must know the students in their classroom; recognize the needs of their diverse students, particularly the needs of students with learning disabilities and English language learners; understand and be able to apply knowledge of adolescent development; be able to develop curriculum, units and lessons integrating pedagogical and content knowledge; and set high expectations for all students.

In tomorrow's schools, teachers will act as learning designers. This requires that they be competent in a new range of skills: combining content and teaching knowledge with design thinking, so that they can create individualized learning plans for all students, rather than just for students with special needs; grounding learning design in the cognitive sciences; accessing, evaluating and using an ever-expanding array of learning resources; and choosing the best instructional and assessment practices to fit learning design plans.

4. *A shift from instruction to facilitating learning*

Traditionally, the job of teacher has focused on instruction, requiring teachers to have mastery of their subject area and the pedagogical skills necessary to teach that subject. They have also needed to be able to assess student performance and have the capacity to organize learning logistics.



Arthur Levine has been president of the Woodrow Wilson National Fellowship Foundation since 2006. A nationally noted leader in education reform, he was previously president of Teachers College, Columbia University. Photo: Massachusetts Institute of Technology.

in Today's and Tomorrow's Schools



In tomorrow's schools, teachers will need to become facilitators of learning who are competent to serve as diagnosticians of student learning needs, prescriptors and counselors of the best learning path for each student, instructors and coaches, and assessors of individual student progress.

5. *A shift from professionalism to leadership*

Traditionally, teachers have been required to demonstrate their professionalism, character and commitment in their interaction with students, collaboration with colleagues, connection with families and the community, reflection on their practice and continuing professional development.

In tomorrow's schools, teachers will need to possess these competencies, as well as the capacity to understand and adapt to a quickly changing educational landscape, defined by accelerating advances in knowledge and continuing expansion and change in educational tools and resources available. Beyond this, teachers will need the skills, knowledge and character to lead educational change and guide today's schools into the future.

These five kinds of change will occur over time, not in a systematic way but rather in a herky-jerky fashion. They will occur through the reform of existing schools and the creation of new ones. There will be defenses of existing practice, experiments in reform, new models of schooling and changes in public policy. Out of this melange will come the school of the global, digital, information economy.

The only certainty is that the careers of the teachers currently being educated at universities will span both today's and tomorrow's schools, often hybrids of both. Those future teachers will need to have the skills and knowledge to be successful in today's schools as well as the skills and knowledge to lead them into the future. At the moment, no teacher education provider, inside or outside universities, is doing this. They need to.

A handwritten signature in blue ink that reads "Arthur Levine".

A version of this essay originally appeared on Forbes.com in December 2016.





Letter of Transmittal

Dear Friends of the Woodrow Wilson National Fellowship Foundation:

In its 2016 fiscal year (July 1, 2015–June 30, 2016), the Woodrow Wilson National Fellowship Foundation saw continued success in expanding and sustaining successful programs, as well as developing new ones.

Launched just prior to FY 2016, the new Woodrow Wilson Academy for Teaching and Learning has continued to draw the interest of such funders as the Amgen Foundation, the Bezos Family Foundation, Carnegie Corporation, the Bill & Melinda Gates Foundation, Nellie Mae Education Foundation, and the Simons Foundation. The WW Academy spent 2015–16 hiring talented staff, developing its innovative competency-based teacher preparation program, establishing its collaboration with MIT, creating its technology platform, and securing office space. In October 2015, the Woodrow Wilson Board of Trustees met at MIT to see some of this impressive work first-hand.

The Foundation's last fiscal year also saw two smaller new programs poised to expand. The WW HistoryQuest Fellowship, created with a grant from Trustees Walter Buckley and Bill Lilley WF '58, brought 50 enthusiastic New Jersey U.S. history teachers to a summer institute so well attended that, even as the autumn began, the Foundation was in negotiations to expand to neighboring states. Similarly, the Andrew W. Mellon Foundation took an interest in enlarging a fellowship program for junior faculty, created in 2015 to honor Nancy Weiss Malkiel WF '65 in her 40th year on the Foundation's Board. At the end of the fiscal year, prospects were bright for both programs, which—like the thriving Newcombe, Women's Studies, and Mellon dissertation fellowships—reflect the Foundation's longstanding commitment to the liberal arts.

At the same time, the more recent work in teacher and school leader preparation that has inspired the Woodrow Wilson Academy also continued to thrive. School and university partners in five states—Indiana, Michigan, Ohio, New Jersey, and Georgia—have transformed their teacher education programs through their work with the WW Teaching Fellowship; likewise, the WW MBA Fellowship in Education Leadership is changing the way principals and district leaders are prepared in three states. These programs all saw continued success in FY 2016.

All of this work relies on the generosity of both individual donors and philanthropic partners, and the Woodrow Wilson Foundation maintains an ongoing pledge to sound and thoughtful management of the resources they provide. The next page shows the most recent statement of financial activity, a summary of the Foundation's audit report for FY 2016, which is also available in full at www.woodrow.org. The Foundation's books were audited by the Mercadien Group of Princeton, which issued a clean opinion regarding the Foundation's finances. The Woodrow Wilson Board of Trustees approved this audit in October 2016.

The Foundation is proud to administer this array of programs as part of its mission to prepare leaders and institutions for the nation's most urgent challenges, and we are deeply committed to steward resources carefully in service of this mission. On behalf of my colleagues, our thanks to all those partners and funders who so generously support these initiatives.



Stephanie J. Hull
Executive Vice President
and Chief Operating Officer
The Woodrow Wilson
National Fellowship Foundation

The Woodrow Wilson National Fellowship Foundation

Statement of Activities · Year Ended June 30, 2016



	Unrestricted	Temporarily restricted	Permanently restricted	Total
Public Support and Other Revenue				
Public Support				
Government	\$ 6,606,703	\$ 488,500	\$ -	\$ 7,095,203
Foundations	-	8,295,702	-	8,295,702
Individuals	2,686,342	1,025,354	-	3,711,696
Net assets released from restrictions	<u>18,028,198</u>	<u>(18,028,198)</u>	-	-
Total Public Support	27,321,243	(8,218,642)	-	19,102,601
Other Revenue				
Investment income	<u>237,152</u>	<u>41,091</u>	-	<u>278,243</u>
Total Public Support and Other Revenue	<u>27,558,395</u>	<u>(8,177,551)</u>	-	<u>19,380,844</u>
Expenses				
Program Services				
Higher Education	\$ 5,675,479	\$ -	\$ -	\$ 5,675,479
Teaching and Leadership	<u>19,206,282</u>	-	-	<u>19,206,282</u>
Total Program Services	<u>24,881,761</u>	-	-	<u>24,881,761</u>
Supporting Services				
Management and General	1,124,413	-	-	1,124,413
Fundraising	<u>813,551</u>	-	-	<u>813,551</u>
Total Supporting Services	<u>1,937,964</u>	-	-	<u>1,937,964</u>
Total Expenses	<u>26,819,725</u>	-	-	<u>26,819,725</u>
Change in net assets	738,670	(8,177,551)	-	(7,438,881)
Net assets, beginning of year	<u>2,305,341</u>	<u>38,421,202</u>	<u>1,629,695</u>	<u>42,356,238</u>
Net assets, end of year	<u>\$ 3,044,011</u>	<u>\$ 30,243,651</u>	<u>\$ 1,629,695</u>	<u>\$ 34,917,357</u>



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WW Academy Begins Development of New Program With MIT

In June 2015, the Woodrow Wilson Foundation announced its plans to develop competency-based preparation programs for K-12 teachers and school leaders, in collaboration with the Massachusetts Institute of Technology (MIT). During the past year, the Woodrow Wilson Academy of Teaching and Learning has developed its competencies for beginning teachers, 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, and has also been developing a suite of teacher preparation-focused games and simulations for the WW Academy, as well as helping to build its technology infrastructure. In 2018 a class of "Design Fellows" will help to test and refine the WW Academy model.

At left: An MIT student works with a teaching simulation by Mursion, one of several technologies to be incorporated in the WW Academy challenges.



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First WW HistoryQuest Summer Institute Leads to Expansion

In 2016, two Woodrow Wilson Trustees—Walter W. Buckley, Jr. and William Lilley III—created the WW HistoryQuest Fellowship, a professional development program for U.S. history teachers at New Jersey middle and high schools. Led by the NYC-based Institute of Play, the summer WW HistoryQuest Institute helped Fellows explore game-like learning practices for their classrooms. Nearly 50 participants learned the elements of the game design process, then created and tested games to take back to their classrooms. The Fellowship also includes two follow-up workshops as well as classroom site visits to help Fellows refine their work with game-like learning. Fellows from the program have already gone on to present their work at statewide teaching conferences. As a result of these early successes, Trustees Buckley and Lilley provided additional support to expand the program to Connecticut, Massachusetts, and Pennsylvania in 2017.

At right: WW HistoryQuest Fellows develop a game idea at the 2016 summer workshop.





Dissertation Support Offered in 2016 for Mellon, Newcombe, Women's Studies Fellows

The Woodrow Wilson Foundation remains committed to its longstanding support for emerging scholars in key fields. In 2016, some 50 doctoral candidates in the liberal arts and sciences received support for their work through the Charlotte W. Newcombe Fellowships, the WW Women's Studies Fellowships, and the Mellon Dissertation Support program. Their topics range from environmental conservation to race in Latin America to the role of family in federal policy in the late 19th and early 20th centuries.



Top to bottom: Cecilia Caballero (American Studies, U of Southern California), Mellon '16; Joshua Hubbard (History & Women's Studies, U of Michigan, WS '16); Alison Powers Useche (History, Columbia U, CN '16).



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Program Honoring Chair Emerita Names Fellows, Expands

To mark the 40th year of service on the Woodrow Wilson Board for Nancy Weiss Malkiel WF '65, Chair Emerita, anonymous donors created the Malkiel Junior Faculty Fellowship, offering five awards of \$10,000 for emerging faculty leaders in fields similar to Dr. Malkiel's. After the first class of Fellows was announced in April 2016, the Andrew W. Mellon Foundation stepped in to expand the program. The renamed Malkiel Scholars Award has a three-year, \$735,000 grant to support junior faculty whose work focuses on contemporary American history, politics, culture, and society. The new 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.



Nancy Malkiel WF '65 meets virtually with the five Malkiel Fellows for 2016: Christopher Dietrich (Fordham), Tiffany Joseph (Stony Brook), Mark Krasovic (Rutgers-Newark), Sam Lebovic (Georgetown), and Karen Tani (Berkeley).



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WW Teaching Fellowship Featured in U.S. News & World Report

As a part of its “Best Graduate Schools 2017” guidebook, U.S. News & World Report featured 2012 WW Indiana Teaching Fellow Blake Nathan and his trajectory through the WW Teaching Fellowship. The article outlines the emergence of new career paths for master’s students in education and emphasizes the need for effective teachers in science, technology, engineering, and math—the STEM fields. Mr. Nathan, the 2012 WW Indiana Teaching Fellow featured in the article, has started a non-profit organization, Educate ME, to increase the number of African-American male educators in urban school settings. In July 2015 Educate ME was named the Kind [Snacks] Cause Winner for the month and received a grant of \$10,000.

At left: Blake Nathan TF '12, Indiana.



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WW MBA Fellows Lead School Change in New Mexico

Launched in 2015, the WW New Mexico MBA Fellowship in Education Leadership has already prepared 65 exceptional educators for 21st-century school leadership. New Mexico, the third state to adopt the WW MBA program (along with Wisconsin and Indiana), has Fellows at New Mexico State University and the University of New Mexico, supported by the Daniels Fund and the State of New Mexico. Says Krista Savoca, the program director at UNM, "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."

Below: WW NM MBA Fellow Santiago Sanchez with students.





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Noted Investor, Silicon Valley Pioneer, Former Education Under Secretary Join WW Board

During the 2016 fiscal year, three new Trustees joined the Woodrow Wilson Board of Trustees—one of them returning to the Board after a 20-year hiatus.

Robert F. Johnston, who previously served on the Board in the mid-1990s, founded Johnston Associates Inc. in 1968 to provide merger advisory and financing for emerging companies in technology-intensive industries. Prior to starting Johnston Associates, Mr. Johnston was an investment banker for F.S. Smithers & Co. and for Smith Barney & Co. in New York. He received his B.A. from Princeton University and his M.B.A. from New York University.



Tom Kalinske is chairman of Global Education Learning, a start-up dedicated to helping young children in China learn various subjects. He also serves on the board of Cambium Learning Group and is vice chairman of LeapFrog Inc, of which he was previously CEO and/or chairman at different times starting in 1997. From 1990 to 1996, he was president and CEO of Sega of America, Inc. A graduate of the University of Wisconsin, he earned an MBA from the University of Arizona and attended the Harvard Business School's Strategic Management Program.



From 2009 to 2013, **Martha Kanter** served as the U.S. Under Secretary of Education for President Barack Obama and Secretary Arne Duncan, overseeing all federal postsecondary statutory, regulatory and administrative policies and programs for the U.S. Department of Education. She is now Executive Director of the College Promise Campaign. Previously, Dr. Kanter served as President of De Anza College and then Chancellor of the Foothill-De Anza Community College District for sixteen years. She began her career as an alternative high school teacher. She holds a B.A. degree in sociology from Brandeis University, an M.Ed. from Harvard University and an Ed.D. from the University of San Francisco.

Top to bottom: Robert F. Johnston, Tom Kalinske, Martha Kanter.

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Eleanor Thomas Elliott, *Chair Emerita, deceased*
Susan C. Fawcett WF '67 H
Charles E. Fiero TE
Julia E. Fishelson
Alan Fournier
Walter F. Gips TE, *deceased*
Robert F. Goheen TE, WF '45, *deceased*
Alex Gold, Jr. WF '67
Juliet Goodfriend FT
Frederick L.A. Grauer TE, WF '69, *Chair Emeritus*
Patricia Green
Jennifer Gruenberg TR and Bud Gruenberg
Ethan Hawke
J. Roderick Heller TE, WF '59
Carleton A. Holstrom FT
Robert Horwitz and Catherine Redlich
Thomas C. Hudnut TR, *Chair*
Helen M. Hunt WF '65 H
Rachel Jacoff WF '59
Elliot and Roslyn Jaffe
Robert F. Johnston TR and Lynn D. Johnston
John Katzman TR
Jan Krukowski FT
Richard A. Levaio TE
Arthur E. Levine TR
Judy C. Lewent
William Lilley, III TR, WF '59
Frank Lorenzo TR
Janine Luke and Melvin R. Seiden, *deceased*
M. Brian and Sandra Maher
Nancy Weiss Malkiel TR, WF '65, *Chair Emerita*

Seymour L. Meisel TE, *deceased*
Albert W. Merck, *deceased*,
and Katherine K. Merck
Marie D. Moore WF '63, *deceased*
Enid and Lester Morse
Karen Osborne TR and Robert Osborne, Sr.
Robert O'Shea
John and Laura Overdeck
Scott E. Pardee FT, WF '58
George W. Pitcher
Charles T. Price WF '60, *deceased*
Deborah Hicks Quazzo TR
Philip D. Reed, Jr. FT, *deceased*
Mina Rees TE, *deceased*
Dennis R. Reigle TE, AF '69
Haskell Rhett TE
Howard S. Richmond
James M. Rosser TE
Suna Said TR
Beverly A. Sanford ST
Richard Sarnoff TR and Ann Sarnoff
Harry L. Sawatzky WF '61, *deceased*
Myron S. Scholes FT
Betty P. Shellenbarger WF '59
Louis A. Simpson TE, WF '58
Roy B. Simpson
Jeffrey L. Skelton FT
Wilson and Kathryn Smith
Saul H. Sternberg WF '54
Marvin J. Suomi TE
John W. Sweetland FT
Luther Tai TR
Frank E. Taplin TE, *deceased*,
and Margaret Taplin, *deceased*
Ward C. Thorne, *deceased*
Virginia K. Townley, *deceased*
Jay P. Urwitz FT
Cynthia Walk WF '67
Karen M. Walowit WF '64, *deceased*
Robert A. Weisbuch FT
George A. Weiss TR
Paul J. Weissman FT
Stephen A. Weiswasser TE, WF '62
Richard R. West WF '61
Caroline and F. Helmut Weymar
John C. Wilcox TE, WF '64
Michael R. Winston TE, WF '62
Wendy and Peter Wright

LEGACY CIRCLE

(Planned Giving)

Archie E. Albright VF, *deceased*
Donald S. Barton WF '63
Roger V. Bevan WF '68, *deceased*
Morris Bol WF '58
JoAllen Bradham WF '59
William R. Brainerd WF '61
George P. Croal WF '63
Edmund S. de Chasca WF '66
Norman H. Dill WF '60, *deceased*
Eleanor Thomas Elliott, *Chair Emerita, deceased*
Richard E. Fauber WF '58, *deceased*
Susan C. Fawcett WF '67 H
Mary Ann Feldman WF '55
Kate G. Frost WF '65 P, *deceased*
Daniel J. Geagan WF '59, *deceased*
Robert F. Goheen TE, WF '45, *deceased*
Scott A. Harris WF '70, *deceased*
Scott R. Harris CN '00
Elizabeth R. Holloway WF '59
Helen M. Hunt WF '65 H
Karl H. Kaiser, *deceased*
Douglas M. Knight TE, *deceased*
Eugene M. Lang
Marie D. Moore WF '63, *deceased*
Jean F. Fox O'Barr WF '64
Michael E. O'Donnell WF '66
Oren T. Pollock WF '49
Charles T. Price WF '60, *deceased*
Clay C. Pytlik WF '63
Philip D. Reed, Jr. FT, *deceased*
Haskell Rhett TE
Harry L. Sawatzky WF '61, *deceased*
Charles A. Scudder WF '58
Carol Simpson Stern WF '63
Frank E. Taplin TE, *deceased*,
and Margaret Taplin, *deceased*
Ward C. Thorne, *deceased*
Mary V. Trent VF, *deceased*
Karen M. Walowit WF '64, *deceased*
Kenneth J. Wilson WF '66

Woodrow Wilson Staff

(as of February 2017)

CENTRAL ADMINISTRATION

President's Office

Arthur Levine, Carolyne Marrow

Office of the Executive Vice President/ Chief Operating Officer

Stephanie J. Hull, Jane Foran

Financial Staff

Joye Nagle, Nan Rossien, Jamie Berg Wright

Information Technology

Jason Cremer, Sue Lloyd, Mike Nalbone,
Joseph Popow

External Communications/Strategy

Patrick Riccards

Internal Communications/Marketing

Beverly Sanford, Frances Micklow
Hannan, Lindsay Smith

Development

Rick Rosenberg, Jodi Dungan,
Maria Stigale, Nolan Yamashiro

Senior Fellows

Richard Lee Colvin, James Fraser,
Richard Hope, Judith Pinch, Marue Walizer

PROGRAMS AND INITIATIVES

Career Enhancement Fellowship

Rayna Truelove, Yoona Hong

MMUF Dissertation Grants and Travel/Research Grants

Rayna Truelove, Yoona Hong

Mellon Mays Fellows

Professional Network

Rayna Truelove, Danielle McColgan

Charlotte W. Newcombe

Doctoral Dissertation Fellowship

Susan Billmaier

Thomas R. Pickering

Foreign Affairs Fellowships

Jeré Smith, Laurie Hardy

Woodrow Wilson MBA Fellowships in Education Leadership

LeAnn Buntrock, Colin Winter

Woodrow Wilson Teaching Fellowships

Jose Ochoa, Audra Watson, Ed Crowe,
Danielle DiFiori, Chelsea Hancock,
Elizabeth Kostendt, Neema Ndiba,
Bethany Rogers, Desmond Stubbs

Woodrow Wilson Academy of Teaching and Learning (*under development*)

Deborah Hirsch, Jonathan Haber,
Rupal Jain, Julianna Stockton

Woodrow Wilson Dissertation Fellowship in Women's Studies

Susan Billmaier



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