



2017



THE WOODROW WILSON
National Fellowship Foundation

ANNUAL REPORT

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The Woodrow Wilson National Fellowship Foundation

Foundation Report, 2017

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Abbreviations Used in This Report

AF = WW Administrative Fellow/Intern	H = Honorary	TF = WW Teaching Fellow (2009–present)
CEF = Career Enhancement Fellow	MBA = WW MBA Fellow in Education Leadership	TE = Woodrow Wilson Trustee Emerita/Emeritus
CN = Charlotte W. Newcombe Fellow	MLK = Martin Luther King, Jr. Fellow	TR = Woodrow Wilson Trustee
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FS = WW Staff (Former)	PP = Public Policy/International Affairs Fellow	WF = Woodrow Wilson Fellow
FT = Former Woodrow Wilson Trustee	RU = Rural Policy Fellow	WS = WW Women's Studies Fellow
GFAF = Pickering Foreign Affairs Fellow (graduate)	ST = WW Staff (Current)	WT = Woodrow Wilson Teacher (1982–2003)

Dear Friends:

On behalf of the Woodrow Wilson National Fellowship Foundation's Board of Trustees, I am delighted to share with you this report on the Foundation's work in its 2017 fiscal year.

Since its early days after World War II, the Foundation has set very high standards for academic excellence and worked to ensure that those who have the ability to achieve such standards get to the starting line, with a fair chance to succeed as the next generation of scholars, teachers, and leaders.

Hence the mission of the Woodrow Wilson Foundation: to identify and develop leaders and institutions to address the nation's critical educational challenges. The fellowships that the Foundation offers not only give talented people a boost at key moments in their careers, but also help to shape the universities, schools, and organizations in which they work.

Those of us who serve on the Foundation's Board take tremendous pride in this mission. For more than seven decades, the Foundation has been a force for opportunity, encouraging excellence and intellectual leadership wherever it arises. The accomplishments of Fellows and programs highlighted in the following pages reflect this.

Friends and funders like you make it possible for the Woodrow Wilson Foundation—an operating foundation without a large endowment of its own—to continue to support opportunity, excellence, and leadership. Thank you, on behalf of our Board and staff, for joining us in this mission and for taking an ongoing interest in the Foundation's evolving work in American education.

Sincerely,




Thomas C. Hudnut
 Chair, The Board of Trustees



WW Perspective:

Access to education for all Americans has been on the national agenda for 70 years, since President Harry S. Truman's 1947 Commission on Higher Education for Democracy. The commission



identified five barriers to access: income, race, religion, geography and gender. Our focus has been on overcoming those barriers to ensure all of the nation's young people have an equal opportunity to attend quality schools and colleges and to prepare for the future.



That definition of access, while still essential, is now outdated and inadequate—no longer serving the nation's needs. The United States is making a transition from a national, analog, industrial economy to a global, digital, information economy. The historic view of access is a product of the former, while largely ignoring the realities of the latter.



Today we need something very different. The United States is experiencing profound, accelerating and continuous change owing to the transition, and the lives of many Americans

are being disrupted. Jobs are being eliminated, both those requiring relatively little education and increasingly those requiring a great

deal of education but involving routine work—even in fields such as journalism, medicine and law. Some of those jobs have migrated to other countries, but the overwhelming majority of them—four out of five—have been lost to automation.

The scale of automation-driven job loss will only increase. We can expect whole industries to vanish. For example, in 29 states, the most common job is truck driver. Driverless trucks can be expected to take most of those jobs and eliminate the much of the need for the restaurants and services that support drivers as well.

Even in industries not at risk, the skills and knowledge required to perform existing jobs are continually changing. The half-life of knowledge is getting shorter and shorter, demanding both updating and raising skills just for a worker to stay in place.

The point is this: our conception of access to education can no longer focus only on young people and preparation for life. We need to expand our vision to include reskilling and upskilling Americans across their lifespan.

The United States needs to establish a social safety net for those whose lives have been or are in imminent danger of being disrupted by change. Education must be at its center. The reason is that the national, analog, industrial economy has been dependent on natural resources and physical labor. In contrast, the global, digital, information economy is powered by knowledge and minds. Education is the dynamo that powers the emerging economy. An education-centered safety net will require convenient access to affordable and up-to-the-minute education tied to market needs.

It requires funding from government and industry. Industries that downsize should be required to fund the reskilling of their work force. Federal and state financial aid programs need to expand. The

Rethinking Educational Access

current federal Employment and Training Program must be broadened to anticipate employment disruptions rather than serving only those who have already lost their jobs.

That will require data—well vetted, comprehensive, easily accessible, widely publicized and up-to-date. Planning for anticipatable job loss in industries such as trucking must be the responsibility of government—federal and state—determining which industries are at risk and the time frame for their decline, as well as which industries will be hiring and what skills and knowledge they will require. Postsecondary education will need to act on the data by creating programs—degrees, certificates and stackable credentials rooted in the competencies jobs require in the growth areas, if they do not currently exist. That will also mean closing programs that primarily support dying industries.

We should do these things not just because it's the right thing to do, but because our economy and our democracy depend upon it. For states, it is far cheaper to retrain workers than to pay the costs to support unemployed, low-income residents. But more important, as Singapore demonstrates, having a labor force educated for today's economy is essential to attract and retain industry. Right now, there are open jobs in most states, even in those with higher unemployment rates, for technical positions requiring sub-baccalaureate educations.

More than this, disruptive unemployment victimizes and penalizes people, too often whole communities, who did nothing wrong. They merely worked in the wrong industries. They pay for job loss with their dreams. The consequence is anger, distrust, loss of hope and a sense of abandonment—and people demanding government enact policies that will turn back the clock. It's a recipe for poisoning a democratic society.

The price of failing to act is just too high. The first step in taking action is to recognize the scale of the challenge we face and to enlarge our definition of educational access from preparation for life to lifelong education in an age of disruption.



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.

A version of this essay originally appeared on InsideHigherEd.com in November 2017.

Letter of Transmittal

The Woodrow Wilson National Fellowship Foundation Statement of Activities • Year Ended June 30, 2017

Since its founding in 1945, the Woodrow Wilson Foundation has supported nearly 27,000 Fellows. Over time, its programs have changed to meet national needs, yet the Foundation maintains a constant focus on excellence, opportunity, and equity in education. The Foundation advanced these efforts in its 2017 fiscal year (July 1, 2016–June 30, 2017), with strong outcomes in both programs and operations.

In its second full year, the Woodrow Wilson Academy for Teaching and Learning, developed in collaboration with MIT, undertook a “design year,” engaging a class of ten Design Fellows to help ready the WW Academy curriculum for next year’s class of students. Funders have thus far contributed some \$22 million toward the Academy’s implementation budget of \$33 million.

The work of the WW Academy draws upon lessons learned through the Foundation’s successes to date in transforming teacher and school leader preparation. Throughout FY 2017, a sixth state was in discussion with the Foundation to join Georgia, Indiana, Michigan, New Jersey, and Ohio in the Woodrow Wilson Teaching Fellowship, while the WW MBA Fellowship in Education Leadership continued to create new options in the preparation of school and district leaders. We look forward to announcing the new Teaching Fellowship state in the near future.

Two more recent programs—the WW HistoryQuest Fellowship and the Nancy Weiss Malkiel Scholars Awards—expanded in FY 2017. HistoryQuest, which prepares teachers to bring game-based learning to U.S. history classrooms, was created by Trustees Walter Buckley and Bill Lilley WF ’58. The Malkiel Scholars program for junior faculty—established to honor Trustee Nancy Malkiel WF ’65—received a grant from the Andrew W. Mellon Foundation to make larger awards available to more Fellows.



Stephanie J. Hull
Executive Vice President
and Chief Operating Officer

A third new program launched in FY 2017: The WW Higher Education Policy Fellowship, which brings together state-based delegations of policymakers and academic leaders to address their states’ higher education needs. Following a planning grant from an anonymous Trustee donor, the Henry Luce Foundation provided funds to support a pilot year in 2017–18.

These new initiatives, along with well-established, long-term programs like the Newcombe, Women’s Studies, and Mellon dissertation fellowships, are made possible both by individual donors and by the Foundation’s philanthropic partners. To affirm the Woodrow Wilson Foundation’s commitment to manage these resources well, Mercadien Group of Princeton conducts an annual audit. Mercadien issued a clean opinion in its 2017 audit of the Foundation’s books. The Woodrow Wilson Board of Trustees approved this audit in October 2017. A full audit report is available at www.woodrow.org, and the next page shows the 2017 statement of financial activity, which summarizes the audit report.

On behalf of my colleagues, our thanks to all who so generously support these initiatives. The Foundation takes pride in its work, its management practices, and most of all in its Fellows and partners.

Stephanie J. Hull

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Public Support and Other Revenue				
Public Support				
Government	\$ 4,068,583	\$ 672,000	\$ –	\$ 4,740,583
Foundations	–	8,887,221	–	8,887,221
Individuals	1,751,265	705,923	–	2,457,188
Net assets released from restrictions	17,352,089	(17,352,089)	–	–
Total Public Support	23,171,937	(7,086,945)	–	16,084,992
Other Revenue				
Investment income	181,667	85,774	–	267,441
Total Public Support and Other Revenue	23,353,604	(7,001,171)	–	16,352,433
Expenses				
Program Services				
Higher Education	\$ 3,964,241	\$ –	\$ –	\$ 3,964,241
Teaching and Leadership	18,057,944	–	–	18,057,944
Total Program Services	22,022,185	–	–	22,022,185
Supporting Services				
Management and General	1,234,903	–	–	1,234,903
Fundraising	859,045	–	–	859,045
Total Supporting Services	2,093,948	–	–	2,093,948
Total Expenses	24,116,133	–	–	24,116,133
Change in net assets	(762,529)	(7,001,171)	–	(7,763,700)
Net assets, beginning of year	3,044,011	30,243,651	1,629,695	34,917,357
Net assets, end of year	\$ 2,281,482	\$ 23,242,480	\$ 1,629,695	\$ 27,153,657

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Kip S. Thorne WF '62 Wins Nobel Prize in Physics

The 2017 Nobel Prize in Physics was awarded to Kip S. Thorne WF '62 and his colleagues Rainer Weiss and Barry C. Barish “for decisive contributions to the LIGO detector and the observation of gravitational waves.” The three scientists founded LIGO (the Laser Interferometer Gravitational Wave Observatory) in 1984. On September 14, 2015, the universe’s gravitational waves were observed for the very first time. The waves—predicted by Albert Einstein a hundred years ago—were the result of a collision between two black holes. The discovery, according to the Nobel Prize committee, is “already promising a revolution in astrophysics. Gravitational waves are an entirely new way of observing the most violent events in space and testing the limits of our knowledge.” Dr. Thorne is the Feynman Professor of Theoretical Physics, Emeritus at Caltech. (Photo: Alexander Mahmoud © Nobel Media AB 2017)

WW Academy Hires First Faculty, Recruits Design Fellows Class

In spring 2017, the Woodrow Wilson Academy of Teaching and Learning—the pioneering new graduate school of education created by the Woodrow Wilson Foundation and MIT—appointed its first two faculty, expanded its administrative and academic leadership, and recruited a pilot class of “Design Fellows.” The ten Fellows, an impressive group of STEM graduates from prestigious institutions who are committed to transforming teaching, are spending the 2017–18 academic year testing and refining the WW Academy’s curriculum, in conjunction with the Academy team. In fall 2017 the Academy was authorized by the Commonwealth of Massachusetts to grant master’s degrees in education, having already received informal approval to offer initial, post-baccalaureate licensure for middle and secondary school teachers in biology, chemistry, and math. The WW Academy’s inaugural class of teacher candidates matriculates in fall 2018.



Supporting Woodrow Wilson: Donors and Funders, FY 2017



Taplin Award for Hennessy Highlights Silicon Valley Visit for WW Board of Trustees

John L. Hennessy, President Emeritus of Stanford University and Shriram Family Director of the Knight-Hennessy Scholars Program, received the Frank E. Taplin Public Intellectual Award of the Woodrow Wilson Foundation Board of Trustees at an October 2016 dinner in Palo Alto. WW Board Chair Tom Hudnut lauded Dr. Hennessy as a visionary leader and a bridge builder between higher education and industry, also noting his commitment to supporting emerging intellectual leaders through the new scholarship program he now heads. The event capped a two-day retreat at which the Woodrow Wilson Board toured Facebook, met with Silicon Valley entrepreneurs, and learned about current innovations in education technology, many of them key to the work of the new WW Academy. (Photos: Bay Area Portraits and Events for WW; Beverly Sanford for WW.)

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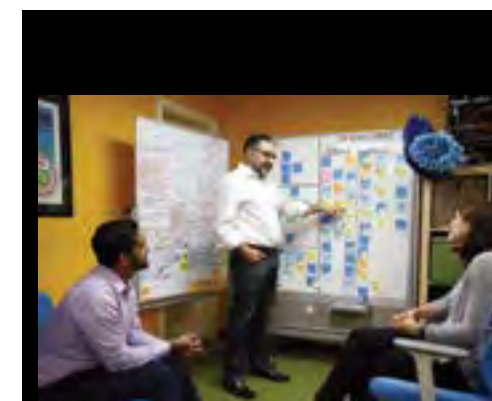
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WW Public Policy Fellow Wins MacArthur "Genius Grant" Fellowship

José A. Quiñonez PP '93, founder and president of the Mission Asset Fund (MAF), received a MacArthur Fellowship in September 2016 for his work in helping low-income and immigrant communities

participate fully in the U.S. economy. The San Francisco-based non-profit, founded in 2007, 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. 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." (Photo: courtesy of John D. & Catherine T. MacArthur Foundation)

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Game On: WW HistoryQuest Institute Expands in 2017

Created by two Woodrow Wilson Trustees, the WW HistoryQuest Fellowship expanded its scope in 2017 to support U.S. history teachers from Connecticut, Massachusetts, New Jersey, and Pennsylvania, offering game-based learning strategies to help them engage middle and high school students in American history. Nearly 50 Fellows gathered in Princeton, NJ in summer 2017 for the weeklong institute where they relied on design thinking to create games. Follow-up work with learning designers from the NYC-based Institute of Play, the Foundation's partner in the program, continues during the 2017-18 school year. The HistoryQuest program, funded for its second year by WW Board Chair Emeritus Walter W. Buckley, Jr. and Charter Trustee William Lilley III WF '58, blends games, play, and digital tools to transform both teacher practice and student engagement.



WW Teaching Fellows Gather in Detroit for Fourth National Convening, "Tomorrow's Teachers Today"

Summer 2016 saw the fourth national convening of Woodrow Wilson Teaching Fellows, a professional development and networking event for teachers supported by the WW Teaching Fellowship and the WW-Rockefeller Brothers Fund Fellowship for Aspiring Teachers. 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. The 2016 event was the first at which conference sessions were led primarily by Fellows themselves—roughly six out of seven featured Fellows as presenters, with the remainder offered by program faculty. Attendance at two of these biennial Convenings, all expenses paid, is a benefit offered to all WW Teaching Fellows.

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 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, *deceased*
 Marie D. Moore WF '63, *deceased*
 Jean 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

Two New Trustees Elected to WW Board for 2016–17

In the 2017 fiscal year, two new Trustees joined the Woodrow Wilson Board.



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.

Woodrow Wilson Staff

(as of February 2018)

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MMUF Dissertation Grants and Travel/Research Grants

Rayna Truelove, Danielle McColgan

Mellon Mays Fellows

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LeAnn Buntrock, Colin Winter, Rebecca Yancey

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Woodrow Wilson Dissertation

Fellowship in Women's Studies

Susan Billmaier



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