ANNUAL REPORT

2017

THE WOODROW WILSON
National Fellowship Foundation

ANNUAL REPORT
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

On the cover: Woodrow Wilson Academy Design Fellows Doyung Lee and Xavier Tirado ponder a challenge in refining the new WW Academy curriculum

All photos by Frances M. Hannan, Woodrow Wilson National Fellowship Foundation, or provided, with courtesy, to the Foundation unless otherwise noted.

Abbreviations Used in This Report

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<thead>
<tr>
<th>AF</th>
<th>WW Administrative Fellow/Fellow</th>
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<tr>
<td>CEF</td>
<td>Career Enhancement Fellow</td>
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<td>CN</td>
<td>Charlotte W. Newcombe Fellow</td>
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<td>DS</td>
<td>WW Dissertation Grant Supplement</td>
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<td>FS</td>
<td>WW Staff (Former)</td>
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<td>Pickering Foreign Affairs Fellow (graduate)</td>
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<td>WW MBA Fellow in Education Leadership</td>
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<td>MLE</td>
<td>Martin Luther King, Jr. Fellow</td>
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<td>MR</td>
<td>Mellon Fellow in Humanistic Studies</td>
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<td>FF</td>
<td>Fulbright/International Affairs Fellow</td>
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<td>Rural Faculty Fellow</td>
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<td>WW Staff (Current)</td>
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<td>TF</td>
<td>WW Teaching Fellow (2009–present)</td>
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<td>MLK</td>
<td>Martin Luther King, Jr. Fellow</td>
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<td>MUW</td>
<td>Martin Luther King, Jr. Fellow</td>
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<td>NY</td>
<td>NYU Chair, PhD Program</td>
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<td>V</td>
<td>Visiting Fellow</td>
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<td>WS</td>
<td>WW Women’s Studies Fellow</td>
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** = new in FY 2017  
*** = departed during/at end of FY 2017

Foundation Report, 2017
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 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.

This 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 careers, rather than just for a worker to stay in place. That will require data—well vetted, comprehensive, easily accessible, widely publicized and up-to-date. Planning for anticipatable job loss will need to act on the data by creating programs—degrees, certificates and stackable credentials rooted in the competencies required 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.

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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.

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 required in the growth areas, if they do not currently exist. That will also mean closing programs that primarily support dying industries.

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 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 required in the growth areas, if they do not currently exist. That will also mean closing programs that primarily support dying industries.

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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 education 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.

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
Executive Vice President
and Chief Operating Officer
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 shared the Nobel Prize for their work on gravitational waves, which are ripples in the fabric of spacetime generated by some of the most violent and energetic processes in the Universe.

Thorne, who is the Feynman Professor of Theoretical Physics, Emeritus at Caltech, is already promising a revolution in astrophysics. Gravitational waves are an aspect of the general theory of relativity predicted by Albert Einstein in 1915, the year before he was awarded the Nobel Prize for his work on the theory of relativity. Einstein’s theory of gravity, which describes the force of gravity as the curvature of spacetime caused by mass and energy, is consistent with the observation of gravitational waves.

However, the direct detection of gravitational waves had eluded scientists for decades. Thorne’s work on LIGO, a large-scale detector that uses laser interferometry to detect the tiny ripples in spacetime generated by sources such as merging black holes or neutron stars, was a crucial step toward this goal. Thorne and his collaborators were the first to detect gravitational waves from the collision of two black holes, a cosmic event that produced ripples in spacetime that lasted for mere fractions of a second.

In addition to his work on LIGO, Thorne has made significant contributions to the understanding of black holes, neutron stars, and the behavior of matter under extreme conditions. He has also been a strong advocate for the development of new observational techniques in astrophysics, including the use of gravitational waves as a new tool for studying the universe.

Thorne’s research has been supported by the National Science Foundation, the National Aeronautics and Space Administration, and the Office of Science, Office of High Energy Physics, US Department of Energy. He is a member of the US National Academy of Sciences and a former fellow of the American Physical Society.
current innovations in education technology, many of them key to the work of the intellectual leaders through the new scholarship program he now heads. Dr. Hennessy was lauded as a visionary leader and a bridge builder between higher education and industry, also noting his commitment to supporting emerging leaders through the new scholarship program.

The event capped a two-day retreat at which the Woodrow Wilson Board of Trustees, family, students, and faculty members of Princeton University were together to discuss the future of the new Woodrow Wilson Academy. (Photo: Bryan Banack for WW)
Supporting Woodrow Wilson:

Donors and Funders, FY 2017

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 profession development and networking even for teachers supported by the WW Teaching Fellowship and the WW-所提供的 Fellowships for the first time. The World of Education organization and the Woodrow Wilson Foundation collaborated to bring together educators who are dedicated to improving the quality of education, particularly among underserved students. The event was held in Detroit, Michigan, a city known for its rich history and vibrant culture. The two-day convening included workshops, panel discussions, and networking opportunities. The event aimed to connect Fellows with educators from around the country, fostering a sense of community and providing resources and support to enhance teaching practices. The convening was designed to empower Fellows to become leaders in their fields, offering them the tools and expertise necessary to make a positive impact on their students and schools.

Game On! WW History Quest

Woodrow Wilson Fellowship was recognized for their contribution to the 2017 in support of U.S. history teachers from Connecticut, Massachusetts, New Jersey, and New York. With a focus on providing professional development and networking opportunities, the event aimed to engage students in learning history. The Woodrow Wilson Foundation, in collaboration with the New York Society Library and the Library of Congress, organized this exciting event. The program featured engaging activities and workshops, designed to help students explore history in a fun and interactive way. The event included a history-themed board game, "History Quest," which challenged participants to solve historical mysteries and answer trivia questions. This game was designed to make learning history engaging and enjoyable, encouraging students to develop a deeper understanding of American history. The Woodrow Wilson Foundation is committed to supporting history education and ensuring that students have access to high-quality resources and opportunities to learn about our nation's past. The "History Quest" event was a testament to their dedication to making history education accessible and enjoyable for students of all ages.
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
Professional Network
Rayna Truelove, Ritu Mukherjee

Charlotte W. Newcombe
Doctoral Dissertation Fellowship
Susan Billmaier

Thomas R. Pickering
Foreign Affairs Fellowships
Jeré Smith

Woodrow Wilson MBA Fellowships
in Education Leadership
LeAnn Buntrock, Colin Winter, Rebecca Yancey

Woodrow Wilson Teaching Fellowships
Jose Ochoa, Audra Watson, Ed Crowe, Danielle DiFiori, Anna Gallos, Chelsea Hancock, Neema Ndiba, Bethany Rogers, Desmond Stubbs

Woodrow Wilson Academy
of Teaching and Learning
Deborah Hirsch, Dan Coleman, Rupal Jain, Peter Laipson, Diana Miceli, Joye Nagle, Julianna Stockton, Andrew Wild

Woodrow Wilson Dissertation Fellowship in Women's Studies
Susan Billmaier

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