

# fellowship

The Newsletter of the Woodrow Wilson National Fellowship Foundation



THE WOODROW WILSON  
National Fellowship Foundation

SPRING 2018

## New Fellowship Program Focusing on Excellence in Teaching

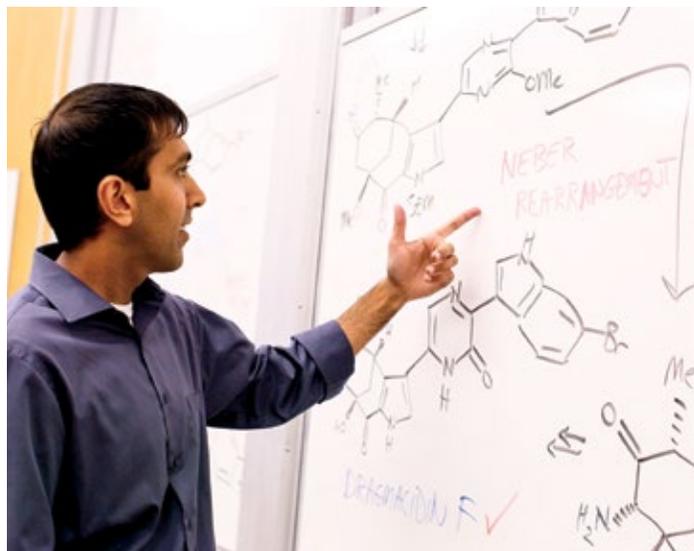
Exceptional teaching has the ability to change the lives of students from elementary school through college—bringing subjects alive and opening doors to new understandings and lifelong interests.

At the university level, teaching plays a central role in students' path to graduation and life success. In an effort to support rising postsecondary education "stars" who love teaching, demonstrate excellence as educators, and are making their mark as exceptional researchers, poised to shape their fields, the Woodrow Wilson National Fellowship Foundation is administering a new Fellowship program through the support of the online learning library Course Hero.

The Course Hero-Woodrow Wilson Fellowship for Excellence in Teaching is designed for scholars working toward tenure. Conceived as a "genius grant," the Fellowship supports the importance of balancing scholarly excellence and outstanding undergraduate teaching practices.

"Course Hero-WW Fellows will be the emerging heroes in their fields," Course Hero CEO and Co-Founder Andrew Grauer said. "Educators are regularly recognized for their research and publications but not nearly as frequently or to the same extent for their classroom teaching. Being an exceptional educator requires more than being the leading research mind; it also requires a unique ability to engage, inspire, and build student confidence and mastery. The selected Fellows will be up and coming academics who exemplify great promise in all of these areas."

In its inaugural round, the program is designed to support five Course Hero-WW Fellows, awarding one-year, one-time fellowships of \$40,000. All Fellows will be invited to engage and collaborate with Course Hero's online learning library and its growing community of students and educators.



Neil Garg is a professor of organic chemistry at UCLA and a Course Hero Master Teacher.



Course Hero

"The Woodrow Wilson Foundation was built on a commitment to provide educators with the encouragement, supports, and guidance to succeed in the academy," said Stephanie J. Hull, executive vice president and chief operating officer of the Woodrow Wilson Foundation. "Programs such as the Course Hero-WW Fellowship help ensure those educators are not only the subject-matter experts but also the dedicated teachers that future generations of college students need."

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Michael O'Donnell WF '66

## 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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All photographs either taken by WW staff or provided by Fellows unless otherwise credited.

## Editor's Note

In the 1940s the Woodrow Wilson Foundation set out to build the professoriate, anticipating the dramatic influx of new college students whose access to higher education would fundamentally change the nation's social and economic character. To this day, the vast majority of the Foundation's Fellows work in education, still striving to shape access to academic opportunity for future generations.

More and more Fellows, however, have also found careers—sometimes second and third careers—in the nonprofit sector, bridging academic values and service to the greater public. Some promote discourse, some provide resources, some focus on creating opportunities for others' development; all, however, continue to represent the emphasis on intellectual leadership and opportunity that have long been the Woodrow Wilson Foundation's hallmark.

Last year, one such Fellow—1993 WW Public Policy Fellow José Quiñonez—was profiled in Fellowship after receiving a MacArthur Fellowship for his work in creating Mission Asset Fund, which helps low-income and immigrant communities develop financial standing. This spring's issue introduces several more Fellows from various WW programs who have become leaders in the highly diverse nonprofit world. Whether heading internationally known organizations or creating their own new nonprofits, the Fellows you'll read about in this edition create opportunities to bring together and support the work of decisionmakers, volunteers, educators, entrepreneurs, and ordinary citizens. They share a commitment to make learning, possibility, and breadth of vision a greater part of American public life.

Other updates in these pages include notes about a new program, new Fellows, and new accomplishments on the part of many longtime Fellows. We're also happy to present one very special profile of a professor, a 1966 Woodrow Wilson Fellow, who has been creating opportunity and changing lives in a small Appalachian college for more than half a century.

As always, we want to hear and tell your stories. "Fellowship" to us always means the larger community of outstanding, committed educators and supporters of education that the Foundation's Fellows and friends make up, and the shape of that community depends ultimately on you. Please feel free to share your thoughts; just email us at [newsletter@woodrow.org](mailto:newsletter@woodrow.org), either with comments on this issue or suggestions for future ones.. 

### Abbreviations used in this issue:

CEF = Career Enhancement  
Fellow

CN = Newcombe Fellow

MCI = Millicent C. McIntosh  
Fellow

MN = Mellon Fellow

SP = Spencer Fellow

TF = Teaching Fellow

WF = Woodrow Wilson Fellow

WS = Women's Studies Fellow



Course Hero Master Teachers: Maria Trujillo is the Faculty Director and Associate Professor of the Practice in the Systems Engineering and Technology Management Programs at Georgetown.



Stanley Stepanic is an associate professor in the department of Slavic Languages and Literatures at the University of Virginia. Below: John Boyer is an instructor in the department of geography at Virginia Tech. (All photos courtesy of Course Hero)

## Course Hero

Continued from page 1

Eligible candidates will be tenure-track faculty either in the arts and sciences, or in a business school, who have successfully completed their institutional review at the midpoint of their progress toward tenure.



“Course Hero envisions a world where every student graduates, confident and prepared,” Grauer said. “And it’s hard to overstate the critical, foundational and inspiring role educators play in making that a reality. We are thrilled to support and partner with educational leaders through this fellowship that recognizes and rewards excellence in teaching.”

Course Hero is an online learning library fueled by a global community of over 20 million students and educators. Course Hero helps students quickly find the right study resources for their specific courses—including class notes, 24/7 tutors, study guides, practice problems, and step-by-step explanations—so they can learn deeply and tackle any assignment or exam with confidence.

The Woodrow Wilson Foundation has a rich history of supporting teachers in the academy and K–12 education. Recent programs like the WW Teaching Fellowship, the WW MBA in Education Leadership, and the Woodrow Wilson Academy of Teaching and Learning are focused on preparing the very best teachers and school leaders. Programs like the Nancy Weiss Malkiel Scholars Award and the Career Enhancement Fellowship give junior faculty support at a crucial point in their academic careers

For more information on the Course Hero-WW Fellowship, please visit [www.woodrow.org/fellowships/coursehero](http://www.woodrow.org/fellowships/coursehero).



## Women's Studies Fellows Named for 2018



(left to right: Savannah Kilner, Yige Dong, Angela Carter, Jessica Garcia Hernandez, and Jinsook Kim)

**D**rawing on their own personal experiences and interests, as well as archival discoveries and other sources, the ten Ph.D. candidates in this year's class of Woodrow Wilson Dissertation Fellows in Women's Studies are addressing women's and gender issues in interdisciplinary and original ways.

Miranda Marraccini is a doctoral candidate in English at Princeton University whose dissertation examines the publications of the Victoria Press, a nineteenth-century feminist printing house. While in the anthology section of the library, she spotted an archival box wedged between two other works. "Of course, I had to open the mysterious box," she recalls. "I found inside a ragged but still opulently gilded

book, which told me right on its title page that it was printed at the 'Victoria Press (for the Employment of Women).'"

Yessica Garcia, a doctoral candidate in ethnic studies at the University of California, San Diego, is tapping her own life experiences and "honoring the lives of the many working-class women who I admire and have raised me to be... who I am today." Her dissertation explores the popularity and fandom of late Chicana singer Jenni Rivera, using reactions to the singer as an "entry point to flesh out Chicana/Mexican respectability politics."

Each of the 2018 WW Women's Studies Fellows is in their final year of dissertation writing. Fellows are awarded \$5,000 for expenses such as research-

related travel, data work/collection, and supplies connected with completing their dissertations. Their dissertation titles are publicized with leading scholarly publishers at the conclusion of the dissertation year.

Now in its 44th year, the WW Women's Studies Fellowship is still the only national dissertation award for doctoral work on women's and gendered issues. The program has supported Ph.D.s in various fields and includes a Pulitzer Prize winner, two MacArthur Fellows, a number of Fulbright Fellows, and many others who have achieved significant distinctions in their fields.

See the full list of Fellows and their dissertation titles below. [WWW](#)

### WOODROW WILSON DISSERTATION FELLOWSHIP IN WOMEN'S STUDIES, 2018

**Tazeen Ali** • Boston University, religious studies — *Rethinking Interpretative Authority: Gender, Race, and Scripture at the Women's Mosque of America*

**Maria Baiocchi** • University of Pittsburgh, anthropology — *Becoming Workers: Changing Labor Laws and Domestic Workers' Challenges in Buenos Aires, Argentina*

**Angela Carter** • University of Minnesota, gender, women, and sexuality studies — *Disabling PTSD: Toward a Crip Critique of PTSD*

**Yige Dong** • Johns Hopkins University, sociology — *From Textile Mill Town to iPhone City: Gender, Class, and the Politics of Care in an Industrializing China (1949-present)*

**Yessica Garcia Hernandez** • University of California San Diego, ethnic studies — *Intoxicated by Jenni Rivera: Digital Chingona Solidarity, Sonic Pedagogies, and The Erotics of Fandom*

**Savannah Kilner** • University of California—Los Angeles, gender studies — *Pride and Property: Queer Settler Colonialism, Blackness, and the Landed Politics of Solidarity*

**Jinsook Kim** • University of Texas at Austin, radio-television-film — *Contesting Hate: Online Misogyny and Anti-Hate Feminist Activism in South Korea*

**Miranda Marraccini** • Princeton University, English — *Feminist Types: Reading the Victoria Press*

**Allegra Midgette** • University of California—Berkeley, education — *Gendered Household Labor Distribution & Morality: Social & Moral Reasoning in Chinese & South Korean Families*

**Jillian Plummer** • University of Notre Dame, history — *Saving Latin America: Catholic Sisters, Communism, and the Cold War, 1958-1979*

# New Mellon-Funded “Gap Year” Program Supports Graduate School Enrollment

Funded by the Andrew W. Mellon Foundation, the Mellon Mays Gap Assistance Program (Mellon Mays GAP) is a new initiative at the Woodrow Wilson Foundation. The Mellon Mays GAP aims to help Mellon Mays Undergraduate Fellows (MMUFs) who have recently completed undergraduate degrees maintain their graduate school ambitions and progress towards an academic career. The program will include coaching and mentoring, live and on-demand media resources such as webinars, and special events like intensive bootcamps and

regional gatherings (see photos from recent bootcamps on page 16).

MMUFs who are taking time between completing their undergraduate degree and applying to doctoral programs will have access to one of two tracks—either a six-month or a full-year curriculum—based on their plans. These different tracks will give Fellows a structured timeline to follow while they are working, traveling, or on fellowship.

“In past surveys, MMUFs have told us that they took time off before enrolling

in Ph.D. programs because they needed to work, but had difficulty reconnecting with their academic community and its myriad resources when tackling the graduate application process during the gap period,” said Rayna Truelove, who leads the Foundation’s Mellon programs. “We think this gap year is one of the single most significant leaks in the doctoral pipeline, and we are confident that this new approach to supporting promising scholars at this moment in their careers will make a tremendous difference.” [WW](#)



(left to right: Derron Wallace, Rachel Afi Quinn, Benjamin Frey, Christina Diaz, Raúl Pérez, Andrea Pitts, Donovan Ramon, and Katerina Gonzalez-Seligmann)

## 2018 Career Enhancement Fellows

The Career Enhancement Fellowship, funded by the Andrew W. Mellon Foundation and administered by the Woodrow Wilson National Fellowship Foundation, creates career development opportunities for selected faculty fellows with promising research projects.

- Ademide Adelusi-Adeluyi • University of California, Riverside
- Rachel Afi Quinn • University of Houston
- Gavin Arnall • University of Michigan, Ann Arbor
- Maleda Belilgne • University of Maryland, Baltimore County
- Roosbelinda Cardenas • Hampshire College
- Carla Della Gatta • University of Southern California
- Christina Diaz • University of Arizona
- Benjamin Frey • University of North Carolina, Chapel Hill
- Katerina Gonzalez-Seligmann • Emerson College
- Saida Grundy • Boston University
- Rebeca Hey-Colón • Temple University
- Mai-Linh Hong • Bucknell University
- Karen Jaime • Cornell University
- Shermaine Jones • Virginia Commonwealth University
- Doug Kiel • Northwestern University
- Tehama Lopez Bunyasi • George Mason University

- Toussaint Losier • University of Massachusetts, Amherst
- Jordanna Matlon • American University
- Michael Niño • Willamette University
- Lena Palacios • University of Minnesota
- Raúl Pérez • University of Denver
- Andrea Pitts • University of North Carolina, Charlotte
- Kenton Rambsy • University of Texas, Arlington
- Donavan Ramon • Kentucky State University
- Ashanté Reese • Spelman College
- Marquita Smith • William Paterson University
- Nicole Spigner • Columbia College Chicago
- Brandi Summers • Virginia Commonwealth University
- Jamie Thomas • Swarthmore College
- Derron Wallace • Brandeis University
- Alexis Wells-Oghoghomeh • Vanderbilt University

# WW HistoryQuest Expands, Selects New Fellows

In its third year, the Woodrow Wilson HistoryQuest Fellowship has expanded and named new Fellows. The 30 teachers that make up this year's class come from Connecticut, Massachusetts, New Jersey, Pennsylvania, and, new this year, from New York City.

The Woodrow Wilson HistoryQuest Fellowship was developed to provide middle and high school American history teachers with a professional development program focused on game-based pedagogy. Developed in partnership with the Institute of Play, the HistoryQuest Fellowship uses the power of games, play, and digital tools to transform both teacher practice and student engagement.

"These educators will use the tools and strategies from the WW HistoryQuest Fellowship to make history and civics come alive in their classrooms," says Stephanie J. Hull, Ph.D., executive vice president and chief operating officer at the Woodrow Wilson Foundation. "Some of these teachers already use some games in their classrooms, while others are looking for fresh approaches to instruction. We are pleased with the range of interests and experience that this year's Fellows represent. It's a privilege to be able to support yet another group of innovative and committed teachers this year."

The 30 Fellows represent 19 different schools in 14 districts. These middle and high schools range from high-need urban



Local students play-test a HistoryQuest game during the summer institute.

schools to cutting-edge charter schools to large regional schools. The selected Fellows also bring with them varying experience: Fully half of the Fellows are veteran teachers with nine or more years in the classroom; among the rest, seven are novice teachers with one to two years' experience. All Fellows were first nominated by their school districts and then chosen through a rigorous selection process launched by the Woodrow Wilson Foundation last year. Each HistoryQuest Fellow attends an six-day summer intensive, then participates in a 10-month follow-up program that

includes additional workshops as well as individual coaching.

The Woodrow Wilson/Institute of Play-designed effort was created to help educators incorporate games in their lessons, to equip them to create their own gaming experiences for students, and to prepare them to teach students to think like game designers. In the long term, the Woodrow Wilson Foundation hopes the game-focused initiative will also enhance the Foundation's ongoing work to improve teacher and education leader preparation. [WW](#)

## The 2018 WW HistoryQuest Fellows come from a range of schools across five states. Pictured are:



Susan Ames



Tia DePalma



Brendan Haahesy



Robert Loyola



Raj Nanda



Domenick Pursuitte



Danielle Pietro

# WW Academy Receives Grant from Chan Zuckerberg Initiative



Clockwise from top left: WW Academy Chief Learning and Design Officer Dan Coleman works with Design Fellows during a session at MIT; Design Fellows play with circuits; Design Fellows and Faculty go through a design exercise.

In support of the Woodrow Wilson Academy of Teaching and Learning—the Foundation’s initiative, in collaboration with MIT, to reinvent teacher preparation for the 21st century—the Chan Zuckerberg Initiative has provided a major grant of \$3 million over three years.

The Chan Zuckerberg Initiative is an organization that leverages grant-making, impact investing, policy, and advocacy work to support science through basic biomedical research and education through personalized learning. In announcing the grant, CZI leadership noted,

*For students to succeed and reach their full potential, we must provide more support to educators... We believe that in order to effectively prepare students for the future and set them on their own pathway to success, teachers must also be able to learn, grow, and develop in their crucial roles.*

*We’re partnering with Woodrow Wilson Academy of Teaching and Learning, a master’s program, to help people studying to be teachers to learn at their own pace, personalizing their learning experience.*

*... the goal is giving teachers the resources they need to lift up every student and help them reach their full potential. We’re proud to stand behind their work.*



To better prepare teachers for the classrooms of today and the schools of tomorrow, the Woodrow Wilson Academy is ensuring that the learning needs of prospective teachers are driving their education. With this grant, the program will equip a new generation of classroom teachers to personalize experiences for the learners who will one day lead the world. Teacher candidates at the Academy will work at their own pace, learning in the same way they will eventually teach and

progressing through the program by demonstrating mastery of key skills and knowledge, or competencies.

News of the grant was an early highlight of the spring’s work at the WW Academy, as the new graduate school’s ten Design Fellows continued to work with Academy faculty and MIT researchers to refine the program. Meanwhile, an announcement of the WW Academy’s inaugural class of matriculated teacher candidates is expected in summer 2018. [WW](#)



## Building a Good Society:

### Mellon Fellow takes the helm at the Aspen Institute

“At their best,” observes Daniel R. Porterfield MN '89, “nonprofit institutions serve the larger public and all individuals without a preset agenda that causes them to favor special interests over the larger collective. That’s critical to our mission—to participate in the building of a good society for all communities.”

Dr. Porterfield, who has served as President of Franklin & Marshall College since 2011, takes office in June as the new President and CEO of the Aspen Institute. Founded in 1949, Aspen is a nonpartisan organization internationally known for its commitment to fostering public discourse and cultivating leadership.

“I think that all institutions of civil society, as well as the government and the private sector, have an enormous responsibility to facilitate collaboration and dialogue, honesty, and integrity. We need to renew public trust across most institutions,” Dr. Porterfield says.

From the beginning of his career, Dr. Porterfield has melded public service with a deep commitment to education and equity. Shortly after graduating from Georgetown University in 1983, he launched a program at his alma mater to engage college students in teaching English to non-native speakers in Washington, D.C. schools; a few years later he founded a second program there to offer tutoring to at-risk young people. Both programs are still active, 35 years later. In the same year he was named a Rhodes Scholar.

After earning a second B.A. and an M.A. at Oxford, Dr. Porterfield spent four years as a senior aide to U.S. Secretary of Health and Human Services Donna Shalala, then completed a Ph.D. in English as an Andrew W. Mellon Fellow in Humanistic Studies at the CUNY Graduate Center. In 1997 he returned to Georgetown as a faculty member in English, also teaching such courses as “The Needs of Newcomers” and “Public Education at the Crossroads” to support student outreach. Ultimately he was appointed Georgetown’s Senior Vice President for Strategic Development, a post he held until named to the Franklin & Marshall presidency.

Among his proudest achievements there: The American Talent Initiative (ATI), initiated by Franklin & Marshall, coordinated by Aspen and Ithaca S+R



Daniel R. Porterfield MN '89

and funded by Bloomberg Philanthropies. By 2025 ATI aims to increase by 50,000 the number of Pell Grant-eligible students enrolled in the 290 American colleges and universities that have six-year graduation rates of 70 percent or better. To date 98 institutions have signed on, inspired in part by the F&M model—a decision, under Dr. Porterfield’s leadership, to end merit aid and discounting, redirecting resources to triple need-based aid.

For F&M the result has been an increase of 20 percent in the proportion of first-year students with demonstrated financial need, from 37 percent in 2008 to 57 percent in recent years, and the proportion receiving Pell Grants has risen from one in 20 to one in 5. At the same time, test scores of entering classes have remained steady. “In making a deep investment in need-based aid combined with forming partnerships with very high-achieving educators working around the country in lower-income communities—urban and rural—we have significantly enhanced the academic quality of our institution,” Dr. Porterfield says. “We’ve deepened our student body, we’ve enhanced many of our outcome metrics, and we have seen increased numbers of our students earning placement in top graduate programs and national fellowships.”

In his new role at Aspen, Dan Porterfield plans to emphasize equity and access not only in the organization’s public dialogue initiatives, but also—and particularly—in its education programs. “I believe that the strength of America’s future is directly related to our society’s ability to invest in the young,

*Continued on page 14*

# The Liberal Arts for All

## Judith R. Shapiro WF '63 H on nonprofit leadership

The move from leading a higher education institution to leading a nonprofit was not so great a leap, says Judith R. Shapiro WF H '63. "It's so connected to what my whole life's work has been about"—liberal arts education.

As president of Barnard College from 1994 to 2008, Dr. Shapiro brought about innovations to the curriculum and increased the number of applicants, making Barnard the most selective women's college in the country. She worked to increase alumnae giving and more than doubled the school's endowment. She also oversaw major building and restoration projects on the historic campus.

On retiring from the Barnard presidency, Dr. Shapiro intended to refocus on teaching and philanthropy. When the Teagle Foundation, of which she was a trustee, approached her about leading the organization as president, she said no, but did agree to chair the search committee. Then—in spite of herself—she became Teagle's president in July 2013, drawn to its mission of supporting and strengthening liberal arts education through initiatives that drive innovation in curriculum, pedagogy, and assessment.

A magna cum laude graduate of Brandeis University, Dr. Shapiro went on to earn her Ph.D. from Columbia University. In 1970 she was the first woman to be appointed to the department of anthropology at the University of Chicago. She subsequently joined the faculty at Bryn Mawr, continuing her commitment to teaching and academics, and was ultimately named provost in 1986.

As a small and nimble grantmaker—it has only five staff members—Teagle has considerable flexibility in its operations and interactions with the organizations it funds. "We have very close relationships with our grantees," says Dr. Shapiro. "We see them as colleagues." Teagle sees itself as a learning foundation, and regularly holds gatherings where grantees and higher education leaders can exchange ideas and help shape initiatives.



Judith R. Shapiro WF H '63

Another benefit of the organization's size, says Dr. Shapiro, is its ability to stay committed to quality as organizations of all sizes try to tackle the challenges facing education. Teagle can work to support the success of a relatively small project and then partner with a larger foundation to scale the project up. "We do want large foundations to commit their generous resources," she notes. "But we also want to play a part in seeing that scale is accompanied by quality.

As a small organization concerned with many problems facing American education, the Teagle Foundation seeks to leverage its resources and expertise to address larger looming issues. One current initiative looks to bridge the gap between traditional liberal arts fields and the professional and vocational fields. "Trying to say, 'Well, liberal arts are for some and vocations or professions are for others' is very noxious, very harmful," says Dr. Shapiro. "How can we make links between the kinds of courses students would take in the liberal arts and, say, in an engineering school? It goes in both directions. There are things that are raised in professional schools—whether they're law, business, engineering, nursing, whatever—that might be of interest to incorporate into some liberal arts courses. So what we're trying to do is transcend too much of a divide."



Dr. Shapiro in Brasilia around the time of her selection as a Woodrow Wilson Fellow

Another pressing need Dr. Shapiro hopes to address through the Teagle Foundation's work is that of civic education. "There is a level of sheer ignorance about our system of government, about our institutions and why we value them," she says. "How can we contribute to addressing this civic education deficit in the most effective way? Teagle's focus will be on the curriculum itself."

In July, Dr. Shapiro will step down at Teagle, as Andrew Delbanco of Columbia University takes on the presidency. She remains committed, however, to improving education and will continue to serve as an advisor and board member to various educational organizations, including the Association of American Colleges and Universities, Scholars at Risk, and University of the People. Dr. Shapiro served on the Woodrow Wilson Foundation's National Advisory Council for more than a decade, from 1995 to 2007.

With a career dedicated to providing and supporting quality education, Dr. Shapiro is also pleased with the work of the organization that awarded her an honorary Fellowship in 1963: "I am very happy to see Woodrow Wilson now addressing something that is key, in our schools, in our colleges, and in our universities." 



## Mission to Diversify the Teaching Population:

### Blake Nathan's TF '12 Educate ME Foundation

It was 2015. Blake Nathan TF '12 was in just his second year of teaching at an Indianapolis middle school, fresh from Harvard's Urban Principal National Leadership Institute, and working towards a second master's degree in Education Leadership from Indiana University-Purdue University Indianapolis (IUPUI). As if that weren't enough, he decided he would also launch a non-profit, the Educate ME Foundation.

"I had a full plate," admits Mr. Nathan. "But it was also a benefit for me. Going through grad school and being a classroom teacher, there was no better evidence that backs up and supports my stance for diversifying the teaching population in schools nationwide because I was living and breathing it."

Educate ME's mission is to increase the number of men and women of color in the field of education. Educate ME provides mentorship opportunities, introductions to the field of teaching, and recruitment efforts, as well as support and resources for those pursuing and in the profession.

During his first two years teaching eighth grade, Mr. Nathan was the only male teacher of color in his building. Despite having grown up in a predominantly African-American community in East Atlanta and having attended Tennessee State University, an HBCU, as an undergraduate, he only encountered a handful of teachers or professors of color.

"I can't allow the next wave of eighth graders coming through not to see either a positive male role model or some teacher that understands some of the things they're going through," says Mr. Nathan. "Not just someone who understands in an empathetic way, but someone who can truly feel it and know what it is like because they've probably had similar experiences."

Educate ME's work has expanded significantly over the past three years. At the outset Mr. Nathan focused on mentoring high school students interested in teaching, coaching them during their pursuit of a bachelor's degree and licensure. Now the focus is on helping college-age students secure jobs after graduation. The organization has partner schools, hosts recruiting and job fairs, and facilitates conversations with current and prospective teachers.



Blake Nathan TF '12

Indeed, Educate ME is "constantly evolving," says Mr. Nathan. "After going through two recruiting seasons of recruiting teachers for our partner schools, now we have to enhance our services by adding a technology tool to help us manage our onboarding and the hiring process for schools and teacher talent."

The need for more teachers of color, especially in majority minority communities, is an issue that has captured national attention. But, in a crowded field of educational and other causes that need funding, how does Mr. Nathan make Educate ME stand out? "As a young founder of a non-profit, one of my biggest challenges is showcasing this need to the market and getting potential funders to understand that there is a value or cost associated with it," he says. "A lot of people understand, 'Yes, we need more teachers of color in the classroom,' but is that something I'm going to invest in? Is that something we're going to put dollars behind?"

As Mr. Nathan looks to grow Educate ME, he also keeps a foot planted in teaching as a practitioner. At IUPUI he teaches a course on integrating technology in the classroom and this summer, through Educate ME, will host a STEM Academy for middle schoolers. Across all this work, Mr. Nathan draws on his experience as a Woodrow Wilson Teaching Fellow. He called on other Fellows, his professors, and his clinical and mentor teachers for data and feedback while developing Educate ME. He still taps these contacts when coming up with new ideas and initiatives, and the Fellowship itself continues to inform his work. "The Woodrow Wilson program is a model program," he says. "I think it should be the national trend for how teachers are prepared."

*Continued on next page*

# Using Art to Critique, Change, and Understand:

## Salamishah Tillet's Multifaceted Work and Activism

The late Clem Price, Board of Governors Distinguished Service Professor of History at Rutgers-Newark and a scholar in residence at the Woodrow Wilson Foundation in 2001–2002, was an extraordinary force in Newark, New Jersey's cultural and artistic revitalization. It was a fitting tribute when, in 2014, Rutgers-Newark renamed the institute he founded there as a way of honoring his memory.

Soon, the Clement A. Price Institute on Ethnicity, Culture and the Modern Experience will have one of the Woodrow Wilson Foundation's Fellows as its new co-chair: Salamishah Tillet MN '99, CEF '10, the Robert S. Blank Presidential Associate Professor of English and Africana Studies and a faculty member of the Alice Paul Center for Gender, Sexuality, and Women's Studies at the University of Pennsylvania. Dr. Tillet will also become the founding director of the Public Arts and Social Justice Initiative at Express Newark, a collaboratory that houses a number of university-community arts initiatives.

Dr. Tillet is no stranger to the intersection of the arts, education, social justice, and community service. In the late 1990s, Dr. Tillet and her sister Scheherazade created and then toured their multimedia performance piece, *Story of a Rape Survivor (SOARS)*, an intimate portrait of Dr. Tillet's own personal journey. In 2003 the pair founded the nonprofit A Long Walk Home, which uses art to educate, engage, and empower young people to end violence against girls and women.

"The arts can give you a sense both of how the world is and how the world was," Dr. Tillet told Fellowship in 2011. "Even though it's not history, per se, a lot of the work that I do deals with the past, and the arts can give us a sense of the past. Through the arts, we can time-travel to places and people and worlds that we weren't a part of. As an academic and as a teacher, I think the arts give us a way of imagining beyond what our minds can



Salamishah Tillet, MN '99, CEF '10

do. They give us a sense of the future, but also an alternative world in the present."

Dr. Tillet's first book, *Sites of Slavery: Citizenship and Racial Democracy in the Post-Civil Rights Imagination* (2012), also uses the arts as an historical lens for memory and social justice. The book, according to the publisher, "examines how contemporary African American artists and intellectuals...turn to the subject of slavery in order to understand and challenge the ongoing exclusion of African Americans from the founding narratives of the United States."

As a cultural critic, Dr. Tillet is a frequent contributor to *The New York Times*, writing recent pieces on the impact the ABC show *Scandal* had on the portrayal of Black female characters on TV and a critical look at three new documentaries chronicling the work of Dr. Martin Luther King, Jr. She has also written blogs and editorials for publications like *The Atlantic*, *The Chicago Tribune*, *The Guardian*,

*The Nation*, *The Root*, and *Time*.

At UPenn, Tillet teaches a class on Beyoncé, using the artist and her work as a way to examine culture at large and how Black women fit into it. She is currently at work on two books: one called *In Search of the Color Purple*, a memoir about Alice Walker's novel, and another about iconic musician and civil rights icon Nina Simone.

Art, to Dr. Tillet, is a way to explore the past and the present, a tool for creating change, and a mode of expression and healing. She infuses it into all her work as a scholar, teacher, activist, social critic—and now into her new role at Rutgers-Newark.

"As a resident of the city of Newark, and as a student and a scholar of the Black Arts movement, I think that we're in a compelling and exciting time here in the city and at Rutgers-Newark in particular, to do really innovative, creative and progressive work," Dr. Tillet said of her new appointment. "I'm honored and humbled to be part of the process and the journey." [WWW](#)

## Mission to Diversify the Teaching Population

Continued from page 10

High-quality teachers of color can change the lives of their students. In a letter on Educate ME's website, Mr. Nathan writes: "I firmly believe in the importance [of] role models of color ... in shaping the

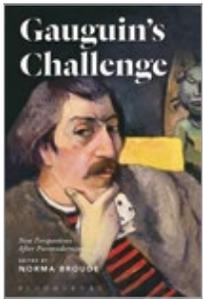
trajectory of a student's educational achievement as well as overall success in life. I believe we have the power to uplift communities of color across the nation and change the scope of education."

More information can be found online at [educateme.foundation.org](http://educateme.foundation.org) [WWW](#)

## FELLOW WINS PULITZER PRIZE IN POETRY

Frank Bidart WF '62 has won a 2018 Pulitzer Prize in poetry for his recent publication, *Half-light: Collected Poems 1965–2016*. The collection also won a National Book Award last year. Kimberly

Phillips-Fein MN '98 was a finalist in history for her work *Fear City: New York's Fiscal Crisis and the Rise of Austerity Politics*. 



### Gauguin's Challenge: New Perspectives After Postmodernism

By Norma Broude WF '62

Paul Gauguin's legacy is a complicated one. His vivid post-Impressionist work garnered him recognition as "the father of modernist primitivism," and he was hugely influential for Picasso, Matisse, and others. On the other hand, many see his depictions of the Tahitian people as exploitative.

In her new book, *Gauguin's Challenge: New Perspectives After Postmodernism*, Norma Broude WF '62 explores the fraught scholarship surrounding Gauguin. Dr. Broude presents both recent and established studies of the artist in a way that illustrates the ever-changing position of his work in the canon and culture. She brings the myth of Gauguin into the current era and raises questions of how to reconcile his life with his work, and his work with issues of gender, colonialism, power, and identity.

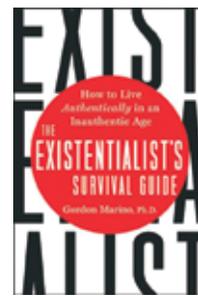
"The diversity of scholarly voices assembled by Norma Broude in *Gauguin's Challenge* provides a rich variety of perspectives on the artist's disputed colonialist imagery of the exotic French Polynesia of the 1890s," says Steven Z. Levine, the Leslie Clark Professor in the Humanities at Bryn Mawr College. "Just as Gauguin's postimpressionist art challenged the aesthetic, political, racial, and sexual standards of his day, so does his beautiful and disturbing art remain a challenge for us to face up to its complexities and contradictions. This passionate volume shows how productive the unfinished conversation on Gauguin can still be for artists, professors, students, and the general public."

Dr. Broude is a professor emerita in the department of art at American University.

create alternate worlds for these items. This "liking" of things and repetition of imagery, suggests Dr. Flatley, allows the artist to craft a queer utopia in which, even where there are differences, observers can draw parallels between forms.

"This is a brilliant, remarkably original study of Andy Warhol," says Sianne Ngai, a professor of English at the University of Chicago. "Flatley will change—even reverse—the way in which both specialists and laypersons understand Warhol, his oft-noted repetitions, his seeming affectlessness, and his importance to late twentieth and twenty-first-century culture."

Dr. Flatley is a professor of English at Wayne State University.



### The Existentialist's Survival Guide: How to Live Authentically in an Inauthentic Age

By Gordon Marino CN '85

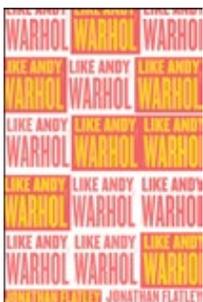
Life is hard, and we, as humans, complicate things with our whims, mood swings, and wide-ranging emotions. Gordon

Marino looks to existentialist philosophers—Kierkegaard, Nietzsche, Sartre—for cures to our modern ailments in his new book, *The Existentialist's Survival Guide*.

Rather than seeking a magic pill, Gordon suggests that, like the leading existentialist figures, we turn towards our dilemmas and crises for critical lessons on how to live well in today's world. He presents the key points of this philosophy with practical application to the many struggles associated with existing, while still maintaining a sense of genuine self.

"We can't think of another writer who so thoroughly understands Kierkegaard and his followers, presents their thought more accessibly than they themselves did, and—crucially—relates them concretely to—the dark places in—his own life, and ours," says Thomas Cathcart and Daniel Klein, best-selling philosophy authors.

Dr. Marino is a professor of philosophy and the Kierkegaard Library curator at St. Olaf College. 



### Like Andy Warhol

By Jonathan Flatley MN '90

Andy Warhol was a prolific creator and a multitude of scholarly works and biographies cover his work and life. But a new book by Jonathan Flatley MN '90 is the first dive into the whole of Warhol's oeuvre.

*Like Andy Warhol* examines the artist's "likeness-producing practices," from his soup cans and soda bottles, Elvies and Marilyns, to his work in film and various other media that Warhol used to

# NOTES ON FELLOWS

**Donald Z. Spicer WF '59** won a National Leadership Award from Educause.

**Kiki Jenkins CEF '14** was named to serve as a Member, Committee on Designing Citizen Science to Support Science Learning, The National Academies of Sciences, Engineering, and Medicine, National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, 2017-2018.

**Alyce Myers TF '09** was awarded the Outstanding Biology Teacher of the Year award from the National Association of Biology Teachers for 2017.



Alyce Myers TF '09

**Cyrus O'Brien CN '17** was the lead writer on an interactive, web-based research report focused on the Florida prison system, published by the Project on Accountable Justice. The research team was invited to present their findings to the Florida State Senate Criminal Justice Committee.

Two Woodrow Wilson New Jersey Teaching Fellows have been named Knowles Teaching Fellows. **Jessica Thomulka** and **Sam Greenidge** are both members of the 2016 class of WW TFs at Rowan University in New Jersey. The Knowles Teaching Fellows Program is a five-year program that supports early-career, high school mathematics and science teachers in their efforts to develop teaching expertise and lead from the classroom.

## ACLS FELLOWS 2017

ACLS fellowships and grants are awarded to individual scholars for excellence in research in the humanities and related social sciences.

**Michael David-Fox SP '92**; Foreign Service and History, Georgetown University

**Junaid Quadri CEF '17**; History, University of Illinois at Chicago

**Bharat Jayram Venkat CN '12**; Anthropology, University of Oregon

**Nancy J. Hirschmann WS '82**; Political Science, University of Pennsylvania

## RECENT PUBLICATIONS

**Nancy Bookidis WS '60**—*The Sanctuary of Demeter and Kore: The Greek Lamps and Offering Trays* (American School of Classical Studies at Athens)

**Joe English WF '65**—*A PLACE CALLED SCHUGARA* (Line By Lion Publications)

**Katja Garloff MCI '06**—*Mixed Feelings: Tropes of Love in German Jewish Culture* (Cornell University Press)

**James M. Hittle WF '60**—*An Accidental Jewel: Wisconsin's Turtle-Flambeau Flowage* (Little Creek Press and Book Design)

**Mark C. Jerng MN '99**—*Racial Worldmaking: The Power of Popular Fiction* (Fordham University Press)

**Seth R. Katz MN '84**, edited—*Ain'thology: The History and Life of a Taboo Word* (Cambridge Scholars Publishing)

**Julia J. Marvin CN '95**—*The Construction of Vernacular History in the Anglo-Norman Prose "Brut" Chronicle: The Manuscript Culture of Late-Medieval England* (York Medieval Press)

**Deborah E. Nord WS '76**—*At Home in the World: Women Writers and Public Life, from Austen to the Present* (Princeton University Press)

**Imani Perry MN '94**—*May We Forever Stand: A History of the Black National Anthem* (University of North Carolina Press)

**Michael J. Ryan WF '67**—*A Taste for the Beautiful: The Evolution of Attraction* (Princeton University Press)

**Charles A. Wilson CN '72**—*Inventing Christic Jesuses, Vol. 1: Rules and Warrants for Theology: Method* (Cascade Books)

**Harold Wolman WF '64**, edited—*Coping With Adversity: Regional Economic Resilience and Public Policy* (Cornell University Press)

**Eric Ziolkowski CN '85**, edited—*Kierkegaard, Literature, and the Arts* (Northwestern University Press)

## Ten Fellows Named to the American Academy of Arts & Sciences

As one of the nation's oldest learned societies, The American Academy serves the nation as a champion of scholarship, civil dialogue, and useful knowledge.

**Robert Audi** • University of Notre Dame WF '63

**Sylvain Cappell** • New York University WF '66

**Deborah A. Cohen** • Northwestern University MN '91

**Ezekiel J. Emanuel** • University of Pennsylvania CN '86

**Matthew T. Kapstein** • University of Chicago Divinity School/Sorbonne CN '84

**Robert L. Kendrick** • University of Chicago CN '92

**Sara Kiesler** • Carnegie Mellon University WF '61

**Nathaniel Mackey** • Duke University WF '69

**Laurie L. Patton** • Middlebury College CN '90

**Jacqueline Stone** • Princeton University CN '88

## Guggenheim Fellowship Awarded to 11 Fellows

The John Simon Guggenheim Memorial Foundation aims to further the development of artists, writers, scientists, and scholars through its annual fellowship awards.

**Teju Cole MN '00**

**Nancy Rose Hunt WS '95**

**Alison Griffiths CN '96**

**Scott F. Johnson MN '99**

**Martin Häggglund CN '08**

**Jane Kamensky MN '87**

**Saidiya Hartman CN '90**

**David M. Levine MN '92**

**Brooke Holmes MN '99**

**Srikanth A. Reddy MN '96**

**Shari Huhndorf CN '95**

## “An Entire Life of Idealism”:

### Michael O'Donnell WF '66 on Fifty Years at UVA-Wise

“I look upon this next stage of my education as the culmination of the plan I have been following broadly since I first entered secondary school, a plan that has as its goal my becoming a university instructor,” wrote 23-year-old Michael O'Donnell WF '66 in his application for a Woodrow Wilson Fellowship. Professor O'Donnell, fondly known on campus as “O'D,” has overshot his goal: Last fall, he celebrated his fiftieth year at the University of Virginia's College at Wise.

“I love the classroom give-and-take,” he says, in a rapid lilt familiar to generations of students. “I've loved it all my life. The classroom is the most exciting place in the world to me.”

Raised in Mauch Chunk (Jim Thorpe), Pennsylvania, Professor O'Donnell decided to join the Peace Corps, serving for two years in francophone Morocco before returning to finish college. The experience set him on course for graduate work in French at Indiana University-Bloomington. He had just won a teaching award as a graduate assistant there—the first first-year teacher ever to do so—when, one Friday afternoon, he got a call from the academic dean of Clinch Valley College in the Appalachian Mountains of southwest Virginia.

“We've got an opening in foreign languages and I want you to come down and look at the place,” he said, and of course I'd never heard of it,” Professor O'Donnell recalls. “I figured I'd give it a try for a year or two, and here I wind up 50 years later. One



Friday night—we used to play some penny poker—I asked him, ‘Hey, how did you ever get my name?’ and he said, ‘I saw your name on a list of Woodrow Wilson Fellows and I was impressed and thought I'd give you a call.’ How do you like that?”

Having seen Clinch Valley College transform from a two- to a four-year institution, then become UVA-Wise, Professor O'Donnell says the transformation has been “an evolution in every way,” he says, “yet almost imperceptible. The kids don't get old because they change every year and you don't realize you're getting old. You have to stay young and you have to stay sharp; that's what you do.”

## Building a Good Society

*Continued from page 8*

empower the young, motivate the young, to protect American democracy and American institutions,” he says, laying out an ambitious agenda: quality curricula, better preparation and compensation for teachers, more equitable college admissions, more thoughtful philanthropic investment, greater understanding between higher education and K-12.

“The role of higher education and nonprofit institutions like the Aspen Institute cannot be understated,” Dr. Porterfield says. “Our institutions are the ones that invest in talent regardless of background, identity, income level, or political persuasion. This is crucial for our country, that leading institutions invest in talent from every zip code, from every community.” 

## 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:

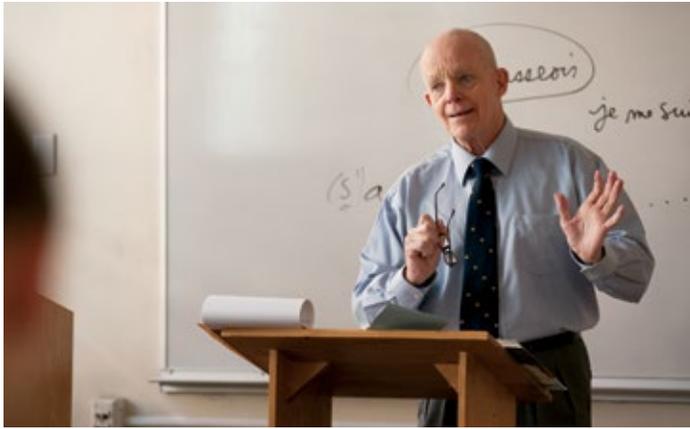
 **Facebook:**  
Foundation: <http://on.fb.me/WWFoundation>  
Teaching Fellowships: <http://on.fb.me/WoodrowWilsonTF>

 **YouTube:**  
Foundation: [www.youtube.com/WoodrowWilsonFndn](http://www.youtube.com/WoodrowWilsonFndn)

 **Twitter:**  
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[@WoodrowWilsonTF](https://twitter.com/WoodrowWilsonTF)

 **Google+**  
Teaching Fellowships: [gplus.to/WoodrowWilsonTF](https://plus.google.com/WoodrowWilsonTF)

## The Woodrow Wilson National Fellowship Foundation Needs Your Support



Even so, there have been noticeable shifts among the rural campus' mostly first-generation students, he says. "The major change, of course, is that with the Internet they have access to more information than they would have had 50 years ago. I say to them, 'Look, are you satisfied with Google, or do you actually think it's important to have stuff in your head?' They know you've gotta have stuff in your head as well. They're really, really smart."

On the other hand, Professor O'Donnell notes, the new global economy has also changed his students' lives. "You get emails—from Japan, a kid picking grapes in New Zealand, somebody geocaching in Eastern Europe. In the old days they could have stayed here and made more money mining coal. Now more than half of them are going to have to leave, and they realize they're competing with the whole world. But they're inspired. They're okay with that."

His own world travels since his time in the Peace Corps have taken Professor O'Donnell to every continent, to more than 60 countries, sometimes in conjunction with service projects. The experience has generated three teaching and travel memoirs, and continues to influence his approach. "The average American sees something about poverty in other countries on TV, but when you see it and you live with it, the suffering and the destitution, it changes you," he says. "And I bring it to the classroom. Seven days a week I turn on *BBC World* at 2, 3, 4 in the morning, and I share that with my classroom."

O'D says he can't imagine what else he would have done with his life. "Someone close to me once asked me, 'Why are you wasting your life in that place?' I look back 50 years later, and I can name 10,000 students I've taught—it's maybe 20,000 or 25,000 if you include the time that I was dean of students," he says. "Maybe we were just a bunch of hippies in the Peace Corps, but I was serious about it. That idealism led me to the Woodrow Wilson Fellowship which led me to college teaching, and that's an entire life of idealism, because that's all I do—try to help young people get ready for life, for 50 years running, one student at a time, every day, every year." 

*The Woodrow Wilson Foundation congratulates Professor Michael O'Donnell on his five decades of service, and thanks him for giving back to the Foundation over the past 30 years.*

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## Mellon Graduate School Bootcamps

As a part of the new Mellon Mays Gap Assistance Program (page 5), WW is hosting Graduate School Bootcamps for Mellon Mays Undergraduate Fellows (MMUF). The two-day events provide Fellows with in-depth, individualized feedback

on their graduate school applications and offer resources as they narrow down their program choices. Fellows gathered at the University of Southern California in September and at Princeton University in October. 



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