

fellowship

The Newsletter of the Woodrow Wilson National Fellowship Foundation

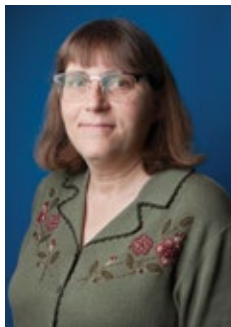

THE WOODROW WILSON
National Fellowship Foundation

FALL/WINTER 2019

Accolades This Autumn: WW Fellows Win Nobel, MacArthur, Milken Honors



James Peebles WF '58



Elizabeth Anderson CN '86



Lisa Dugaard CN '88



Saidiya Hartman CN '90



Daniel Willever HQ '16



Nathan Yaussy TF '12

This fall, six Fellows from the Woodrow Wilson National Fellowship Foundation network garnered some impressive and well-deserved national and international recognition.

James Peebles WF '58 has won the 2019 Nobel Prize in Physics “for contributions to our understanding of the evolution of the universe and Earth’s place in the cosmos.” Dr. Peebles, the Albert Einstein Professor of Science Emeritus at Princeton University, has been working in cosmology since the 1960s, and his theoretical frameworks underlie current understandings of the universe. (*profile on page 3*)

In addition, three Newcombe Fellows were among the 2019 class of MacArthur “Genius” Fellows. Elizabeth Anderson '86, Lisa Dugaard '88, and Saidiya Hartman '90 each “demonstrate the power of individual creativity to reframe old problems, spur reflection, create new knowledge, and better the world for everyone.”

Dr. Anderson is the John Dewey Distinguished University Professor, John Rawls Collegiate Professor, and Arthur F. Thurnau Professor at the University of Michigan. Her work explores the impact different institutions, policies, and social norms have on democratic equality and human flourishing. “She has made pivotal contributions to a number of philosophical debates on such subjects as the ethical limitations of markets, the effects of gendered distributions of power on the production and reception of knowledge, and the concept of equality.”

As Executive Director of the Public Defender Association and lead architect of the Law Enforcement Assisted Diversion (LEAD) program in Seattle, Washington, Ms. Dugaard is working to establish alternative practices of policing and law enforcement that will better support community health and individuals struggling with substance use disorder and mental illness. She is a former public defender and “skilled at seeing beyond individuals to the systemic problems that inhibit change.”

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MISSION

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

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Accolades This Autumn

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Dr. Hartman is a professor of English and Comparative Literature at Columbia University. Her areas of focus include African American literature and cultural history and their telling of life in America after slavery. "She weaves findings from her meticulous historical research into narratives that retrieve from oblivion stories of nameless and sparsely documented historical actors, such as female captives on slave ships and the inhabitants of slums at the turn of the twentieth century."

Daniel Willever HQ '16 and Nathan Yaussy TF '12 were each awarded the prestigious Milken Educator Award. The "Oscars of Teaching," the Milken Awards are unrestricted awards meant to highlight early- to mid-career teachers with "already impressive achievements and, more significantly, for the promise of what they will accomplish in the future." There are 40 educators named each year.

Mr. Willever is a social studies teacher and history club advisor at Ramsey High School in Ramsey, New Jersey. "There is no magic bullet for making history relevant to kids today," Mr. Willever told the *North Jersey Record*. "I'm not into the dates and places approach. The most important thing is to get students to ask questions about what is going on around them and why."

Mr. Yaussy is a biology teacher at Fairport Harding Early College School in Fairport Harbor, Ohio. "Nathan makes learning tangible and exciting, both in and out of the classroom," said National Institute for Excellence in Teaching CEO Candice McQueen. "With every lesson, students develop critical skills to think deeply and make the world a better place."

"It's good to know that what I'm doing means something," Mr. Yaussy told the *News Herald*.

The Woodrow Wilson Foundation has been identifying leaders, teachers, and scholars for 75 years. Each of these Fellows and their work represent a fraction of the intellectual advances and spreading of knowledge, contributions to our understanding of the world, and advances in their fields that WW Fellows are a part of. 

Photos of Dr. Anderson, Ms. Daugaard, and Dr. Hartman courtesy the John D. and Catherine T. MacArthur Foundation. Photos of Mr. Willever and Mr. Yaussy courtesy the Milken Family Foundation.

Abbreviations used in this issue:

CEF= Career Enhancement
Fellow

MBA= WW MBA in Education
Leadership Fellow

CH= Course Hero-Woodrow
Wilson Excellence in
Teaching Fellow

MN= Mellon Fellow

NWM= Nancy Weiss Malkiel
Fellow

CN= Charlotte W. Newcombe
Doctoral Dissertation Fellow

TF= WW Teaching Fellow

HQ= HistoryQuest Fellow

WF= Woodrow Wilson Fellow

JJCH= J&J Children's Health
Fellow

WS= WW Dissertation
Fellowship in Women's Studies

Jim Peebles on Understanding Where We Are

“He is eminently qualified for advanced study and research, and there is a real chance that he might become a physicist of definite distinction.”

— from a letter of recommendation for Jim Peebles’ 1958 Woodrow Wilson Fellowship

To hear Jim Peebles WF '58 talk about his extraordinary career as one of the founders of modern cosmology, you'd think it was more poetry than physics. And maybe it is.

Dr. Peebles’ half-share of the 2019 Nobel Prize in Physics, announced in early October, comes in recognition of his “contributions to our understanding of the evolution of the universe and Earth’s place in the cosmos.” The award citation adds, “His theoretical framework, developed since the mid-1960s, is the basis of our contemporary ideas about the universe.”

When he first took an interest in physical cosmology in the early 1960s, Dr. Peebles explains, the field was so small that there was virtually no literature. “I could find out what was going on by talking to a few people,” he says. “There were data. There were theories. There was work in progress to try to improve both—but it was happening at such a slow rate, such a contrast to the situation now. Of course, the notion of big science didn’t exist then, but if we had had the term, we would have said, ‘Cosmology was a very small science.’”

So Dr. Peebles, who had since childhood been fascinated with figuring out how things worked, turned to figuring out how the universe formed. He and his colleagues at Princeton—he arrived there from Manitoba as a Woodrow Wilson Fellow in 1958 and has remained ever since—predicted the cosmic microwave background radiation that would be left over from the Big Bang. Once it was detected, he also framed understandings of how galaxies and other cosmic structures would have formed, based on these energetic “leftovers” of early processes. From this work also evolved contemporary theories about dark matter and dark energy, all speculative before Dr. Peebles’ pioneering approaches to precision modeling.




Dr. Jim Peebles WF '58 (photo courtesy Princeton University Office of Communications)

He would later characterize his interests in cosmology as “the underappreciated issues”—seeming discrepancies that might be clues: an unexpectedly low average density of matter in the universe, bulges (or their absence) in galactic structures, and so on. He clearly enjoys being a gentle provocateur. “I’m still acting in that way,” he says. “I remember a young colleague saying to me, ‘You’re just saying this to annoy. Do you remember Alice in Wonderland?’”

This kind of curiosity, occasional contrariety, and a concomitant willingness to explore what may be quirks or dead ends, Dr. Peebles believes, are the essence of basic research—and are perhaps at risk of being lost in

a world that primarily values applied results. “How do you justify the funding of research that cannot be monetized?” he asks. “It satisfies the human drive to understand where we are. I hope I’m not being presumptuous in putting poetry into the same class.”

Not surprisingly, however, Dr. Peebles doubts that this drive ever truly can be satisfied. “There are those who talk about a final theory of everything,” he says. “I have never liked that notion. Maybe because in part I hate the thought that there’s an end to it all. But in part I think, more logically, we’ll never know if we have the final theory. How do you know there isn’t something deeper behind it?” 

WW Teaching Fellowship Welcomes Inaugural Pennsylvania Fellows, New Class Marks Fifth Year of WWTF in Georgia

This summer, new classes of WW Teaching Fellows in both Georgia and Pennsylvania began their teacher preparation programs at WW partner universities. They are continuing their coursework this fall, while gaining hands-on experience in high-need classrooms.

In July, the Foundation announced the inaugural class of WW Pennsylvania Teaching Fellows. The 24 outstanding STEM graduates and professionals are enrolled at the University of Pennsylvania Graduate School of Education and Duquesne University.

“Pennsylvania is a national leader for investing in science and technology education, and we need more great STEM teachers,” said Gov. Tom Wolf. “These fellows will help expand quality STEM learning and prepare generations of students for high-growth fields that Pennsylvania needs.”

Of the 2019 PA class, nine Fellows have completed advanced degree work, while most have majored in a science, technology, engineering, or math (STEM) discipline. These individuals bring a wide range of life experiences to their work—Fellows include a medical doctor in the U.S. National Guard, a research specialist, a computer analyst, a geologist and hydrologist, and an attorney.

West Chester University will join Duquesne University and University of Pennsylvania in offering the program for the 2020–21 academic year. The work at West Chester is part of a statewide collaboration with the Pennsylvania State System of Higher Education (PASSHE).

“Through the Pennsylvania Teaching Fellowship program, the state is able to strengthen its teacher preparation programs while recruiting and developing educators committed to school improvement and closing the achievement gaps,” said WW President Rajiv Vinnakota.

Earlier this summer in Atlanta, the Woodrow Wilson National Fellowship Foundation and Georgia Gov. Brian Kemp saluted nine aspiring educators as part of the fifth and final class of Woodrow Wilson Georgia Teaching Fellows. In a program originally slated to have only three rounds of Fellows, the WW Georgia Teaching Fellowship will have prepared nearly 200 outstanding educators over the last six years to lead STEM classes across the state’s high-need middle and high schools.

The 2019 cohort of WW Georgia Teaching Fellows will be earning their master’s degrees from Mercer University and will be joining teachers who have, since the Georgia program’s inception in 2014, earned their degrees from Columbus State University, Georgia State University, Kennesaw State University, Mercer University, and Piedmont College.

“As Governor, I am committed to providing a world-class education to Georgia students, regardless of their zip code, and we need the best and brightest educators to reach this objective,” said Governor Kemp. “I am deeply grateful for the Woodrow Wilson National Fellowship Foundation’s efforts to improve our teacher pipeline, and I applaud the incoming class of fellows for accepting the call to public service.”



The 2019 WW Georgia Teaching Fellows pose with GA Gov. Brian Kemp at the Capitol.




The 2019 WW Pennsylvania Teaching Fellows at Duquesne University.



The 2019 WW PA Teaching Fellows at the University of Pennsylvania.

This year’s WW Georgia Teaching Fellows are Dean’s List and honors graduates, with a deep commitment to community service. Most have participated in volunteer work, some with organizations such as local soup kitchens, missionaries, Big Brothers/Big Sisters, and a local combat support hospital.

“We are proud of the nearly 200 educators who have been part of this program to date and applaud Governor Kemp, our university and K–12 partners, and the Woodruff Foundation for their collective commitment to improve the quality and size of Georgia’s teacher pipeline,” said Mr. Vinnakota.

The Woodrow Wilson Teaching Fellowship has prepared more than 1,300 STEM teachers since its start in 2008. Pennsylvania joins Georgia, Indiana, Michigan, New Jersey, and Ohio as Woodrow Wilson Teaching Fellowship states. 

2019 Newcombe Fellows Named

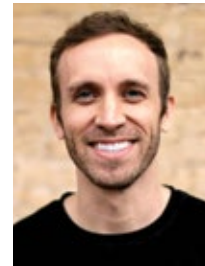
This fall, 23 outstanding Ph.D. candidates are Charlotte W. Newcombe Doctoral Dissertation Fellows at 18 universities nationwide. These Fellows continue the program's 38-year legacy of interesting, original, and significant scholarship in the fields of ethical and religious values. The Newcombe Fellowship is the nation's largest and most prestigious award for Ph.D. candidates in the humanities and social sciences addressing questions in these fields.

The 2019 Newcombe Fellows will each receive a 12-month award of \$25,000 to support the final year of dissertation writing. Fellows are conducting research in a range of fields at some of the nation's top institutions. (See the full list of Fellows, in the sidebar.)

Craig Johnson is completing his dissertation, titled "Theology Against Subversion: Conservative Catholics and Right-Wing Paramilitaries after the Second Vatican Council," at the University of California, Berkeley.

"Balancing between a study of intellectual discourses and the real human actors inspired by them provides a holistic perspective on both the growth of the radical right and the influence the processes of the Council had on it," says Mr. Johnson. "My project is balanced between the worlds of political theology and theological politics, bridging the gap between the intellectual discourse of priests and professors and the rallies and terrorism of the political right."

Nadia Sariahmed-Belhadj is a doctoral candidate in Middle Eastern, South Asian, and African studies at Columbia University. Her dissertation examines the political goals, practices, and norms of the popular struggle for national liberation in Algiers.



From top left: Malay Firoz, Craig Johnson, Leslie Sabiston, Nadia Sariahmed-Belhadj, Dwight Tanner

"In interviewing women and men who participated in the Algerian revolution, I have not only sought to shed a different light on this particular period of history," says Ms. Sariahmed-Belhadj. "I have also taken the political visions, values, and practices of the people with whom I spoke as a legitimate vantage point from which to reflect on questions that are pertinent to ongoing struggles for freedom."

Funded by the Charlotte W. Newcombe Foundation, the Fellowship was created in 1981 and has supported nearly 1,300 doctoral candidates, most of them now noted faculty at domestic and foreign institutions. In September 2019, three Newcombe Fellows were among the year's 26 MacArthur Fellows (cover story). [WWW](#)

CHARLOTTE W. NEWCOMBE DOCTORAL DISSERTATION FELLOWS, 2019

Justine Bakker • Rice University, religion

Nimrod Ben Zeev • University of Pennsylvania, history

Courtney Buchkoski • University of Oklahoma, history

Sarah Buchmeier • University of Illinois at Chicago, English

Luciana Chamorro Elizondo • Columbia University, anthropology

Lucas de Lima • University of Pennsylvania, comparative literature and literary theory

Jeffrey Dyer • Boston University, musicology and ethnomusicology

Malay Firoz • Brown University, anthropology

Thalia Gigerenzer • Princeton University, anthropology

Tom Gilbert • University of California, Berkeley, interdisciplinary field studies and rhetoric

Craig Johnson • University of California, Berkeley, history

Brittany Leach • University of Virginia, politics

Louis Lu • Harvard University, history

Hannah McElgunn • University of Chicago, anthropology and linguistics

María José Méndez • University of Minnesota, political science

Natalie Nesvaderani • Cornell University, anthropology

Larkin Philpot • University of Pittsburgh, philosophy

Sarah Riccardi-Swartz • New York University, anthropology

Leslie Sabiston • Columbia University, anthropology

Nadia Sariahmed-Belhadj • Columbia University, Middle Eastern, South Asian, and African studies

Keshav Singh • UNC Chapel Hill, philosophy

Dwight Tanner • University of North Carolina at Chapel Hill, English and comparative literature

Amy Zanoni • Rutgers University, history

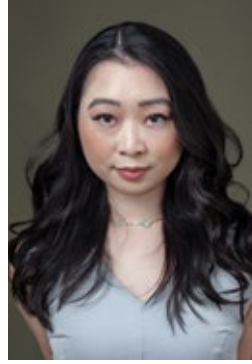
Malkiel Scholars Named for 2019



Andia Augustin-Billy



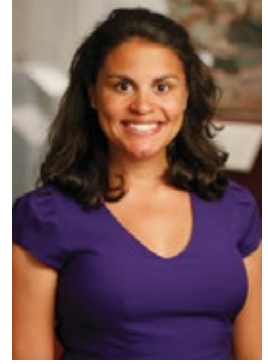
AB Brown



Olivia Loksing Moy



Lissa Ramirez-Stapleton



Rebecca VanDiver

In late spring 2019 the Woodrow Wilson National Fellowship Foundation named ten Nancy Weiss Malkiel Scholars—junior faculty members who have not only demonstrated excellence in research and teaching, but are also, early in their careers, deeply committed to campus service and to the creation of an inclusive campus community.

The 2019 Malkiel Scholars come from a range of institutions, from large private research universities to regional institutions and public liberal arts colleges. The Fellows include **Andia Augustin-Billy**, **AB Brown**, **Kelly Clancy**, **Caitlyn Collins**, **Natanya Duncan**, **Kelli Moore**, **Olivia Loksing Moy**, **Lissa Ramirez-Stapleton**, **Danielle Spurlock**, and **Rebecca VanDiver**. (See the list below for more details.) Their research focuses on American history, politics, culture, and society. Each member of the class receives a 12-month award of \$17,500 while working toward tenure.

Funded by the Andrew W. Mellon Foundation, the award aims to free the time of junior faculty who have passed their midpoint review so that they can both engage in and build support systems, networks, and affinity groups that make their fields and campuses more inclusive.

“The Woodrow Wilson Foundation is proud to be able to support the scholarly excellence, dedicated service, and energetic mentorship that these Scholars represent,” said Beverly A. Sanford, vice president and secretary of the Woodrow Wilson Foundation. “They are already highly accomplished, with extraordinary potential to become lifelong leaders on their campuses and in their professions.”

The program was established in 2015 in honor of Dr. Nancy Weiss Malkiel, a leading scholar of civil rights and race relations in early- and mid-20th-century America. The first woman to join the faculty of the Princeton University Department of History in 1969, Dr. Malkiel also served for a record 24 years as Princeton’s Dean of the College. Dr. Malkiel, a 1965 Woodrow Wilson Fellow, recently stepped down from the Woodrow Wilson Foundation’s Board of Trustees after 44 years of service.

The 2019 Scholars bring to 35 the number of emerging faculty leaders supported to date through this program. They represent the next generation of leaders and scholars in the humanities and social sciences who are poised—like the program’s namesake—to play a significant role in shaping American higher education.

Editor’s note: As of the 2019–2020 cycle, this program will be renamed the Mellon Emerging Faculty Leaders Award. 

THE 2019 NANCY WEISS MALKIEL SCHOLARS

Andia Augustin-Billy • Centenary College of Louisiana, French/Francophone literature

AB Brown • Western Washington University, women and gender studies

Kelly Clancy • Nebraska Wesleyan University, political science

Caitlyn Collins • Washington University in St. Louis, sociology

Natanya Duncan • Lehigh University, history

Kelli Moore • New York University, African American studies

Olivia Loksing Moy • City University of New York (Lehman College), literature

Lissa Ramirez-Stapleton • California State University Northridge, history

Danielle Spurlock • University of North Carolina – Chapel Hill, city and regional planning

Rebecca VanDiver • Vanderbilt University, African American studies

ALTERNATES:

Joseph Ewoodzie • Davidson College, sociology

Vanessa Freije • University of Washington, history

2019 Career Enhancement Fellows Announced, Gather for Retreat



WW Career Enhancement Fellows and their mentors at the 2019 retreat in Savannah, GA.

The Career Enhancement Fellowship for Junior Faculty creates career development opportunities for junior and adjunct faculty with promising research projects. The Woodrow Wilson National Fellowship Foundation has named 32 new Career Enhancement Fellows for 2019—10 junior faculty members who will receive 12-month Fellowships, 20 who will receive six-month Fellowships, and two who will receive six-month Adjunct Faculty Fellowships.

The Career Enhancement program, funded by the Andrew W. Mellon Foundation, provides Fellows with a sabbatical stipend; a research, travel, or publication stipend; mentoring; and participation in a late summer professional development retreat.

The retreat, held this year in Savannah, Georgia, allows Fellows to connect in person with their mentors—senior academics who help advise these early-career faculty members on next steps in professional development—as well as build community with their peers, former Career Enhancement Fellows, and guest scholars.

“I came away from the retreat with a wonderful amount of inspiration and mentorship,” said one Fellow. “Not only did I feel intellectually stimulated, but I felt a sense of community that I have been missing in my first three years on the tenure track.”

“The meeting time with the mentor was valuable,” reflected another Fellow. “The retreat enabled me to make connections with other scholars (mentors and fellows) which I know will be valuable moving forward.”

The two recipients of Career Enhancement Adjunct Faculty Fellowships this year will each receive a six-month stipend of up to \$10,000. They are also matched with a mentor and a professional network of tenured former Career Enhancement Fellows. This program seeks to increase the presence of Mellon Mays Undergraduate Fellows—promising scholars previously supported by Mellon Foundation grants—among tenure-track faculty in core fields of the humanities and social sciences.

The scholars making up both of this year’s classes represent a wide range of institutions and are working in such disciplines as women’s and gender studies, Chicano and Latino Studies, foreign language and literature, history, African American and Africana studies, English, sociology, and media studies.

“Being around brilliant, social-justice driven, and overall amazing scholars of color was immensely inspirational and empowering,” one Fellow said of the retreat experience. “I am forever grateful to be part of the Woodrow Wilson Foundation family and to witness the various ways that Fellows along with their mentors will transform institutions and society as a whole.”

The Career Enhancement Fellowship has supported more than 370 junior faculty members over the past 18 years. The program seeks particularly to increase the presence of junior faculty members who are underrepresented in their fields, as well as other faculty members committed to eradicating racial disparities in core fields in the arts and humanities.

See the full list of 2019 Career Enhancement Fellows online at <http://bit.ly/WWCEF19> 

Propelling Society Forward

Q&A with Rajiv Vinnakota, seventh President of the Woodrow Wilson National Fellowship Foundation

Since joining the Woodrow Wilson Foundation team on July 1, 2019, Rajiv Vinnakota been getting to know WW's people and programs. Here, Raj answers a few questions about his perspective on the Foundation thus far.

Why WW? What brought you here?

I first heard about the Foundation the same way many people have in the past decade—through Arthur Levine's work. But then I learned more about the amazing arc of its work: the initial Woodrow Wilson Fellowships and their impact on the academy, on knowledge, on the world—and then the Foundation changing with the times, supporting women and people of color in higher education, then expanding to include STEM and K-12 teaching. Time after time, WW has really looked at key issues in education and how to tackle them. It's a tremendous legacy that WW has built over the last 75 years.

What do you think is the power of that legacy, 75 years on?

I think it just gets more inspiring. With another Fellow winning a Nobel Prize this year, with three Fellows getting MacArthur Fellowships this year, with the impact that the Foundation has had on whole fields, like women's and gender studies—that's a legacy that doesn't feel past, it feels very present. WW really is the past and future all brought together. I want to add to that.

What has your interaction been with Fellows so far, and how is that influencing your outlook?

I've spoken with just a handful of Fellows so far—some of the more recent Teaching Fellows and a few from years past. What always surprises me is the Fellowship's place in their hearts. They remember exactly when and where they heard about it, their emotional reaction to getting it—it made a real difference for them. I'm really looking forward to meeting as many Fellows as possible.



Is there anything you can say at this point about next directions for the Foundation?

Two things. One is that the work we currently do is very strong. We attract strong candidates for Fellowships and we have strong people working on the programs. I think we can have an even greater footprint. For instance, I think very few people are aware of the significant impact that our Women's Studies Fellowship has had over the last four-plus decades. That's actually true for every single program that the staff and I strategically analyzed over my first three months here.

The other is how to expand our strategic aperture. Our public institutions need to play a key role in developing great citizens. We've lost sight of that responsibility over the last few decades. K-12 has focused closely on reading and math scores, and then on workforce issues and STEM. As fundamental as those issues are, there's another, equally fundamental role for education and the social institutions that surround it: preparing knowledgeable, productively engaged, hopeful people in our democracy.

You've said your family is very important to you—not just personally, but professionally. Can you say more about that?


My father is a civil engineering professor from India who got his Ph.D. in



Switzerland, then taught at Cornell and Marquette Universities. I learned a lot about the academy from him. And my wife is a historian of eastern Europe who has taught at Georgetown. On the other hand, I have a daughter in eighth grade, and I'm experiencing K-12 as a consumer and learning what we do well and what we need to improve. So I am involved in education as a father, a son, and a husband, as well as in my own professional life.

And what else do we need to know about you?

I'm an optimist. I believe that our educational system can do and has done amazing things to propel our society forward. WW has a significant role in making sure that happens as effectively as possible for as many people as possible. I like being part of an organization that wants to take on these really major challenges. That's part of what I value about the Foundation—the people who work there believe in it, Fellows believe in it, donors believe in it. It's wonderful to be part of this group of people who are all focused on that purpose.

I'm also an entrepreneur—from the SEED Schools, the network of boarding schools I co-founded, to a youth engagement division of the Aspen Institute, to here. I want us to be willing to take risks and try new things to impact society. And I'm comfortable that I'm surrounded by people of a similar ilk. 

“I Still Pinch Myself:” Tamara Markey, Indiana Teacher of the Year

Tamara Markey TF '14 had always wanted to be a teacher. But as a young Black woman who was good at math and science, she was encouraged to pursue engineering. She went to Purdue University, got a degree in industrial engineering, and spent nearly a decade working in the oil industry. Once she started a family, the desire to teach only grew stronger as she volunteered in her children's classrooms and chaired school fundraisers.

“When the opportunity came about for me to be able to pursue being a full-time teacher, I had to jump at it,” Ms. Markey remembers. “It was what I was supposed to do.”

On the day of her interview for the WW Teaching Fellowship, Ms. Markey pulled her hair back and put on a suit and fuchsia sweater. She had transformed her dining room into a mock classroom, using the mirror as a stand-in white board to practice the lesson she would deliver.

After driving an hour to get there, she sat across from the interviewer, stumped.

“If you don't get this, what are you going to do? What are your next steps?” the interviewer pressed.

“I'm only thinking positive thoughts that I will get this,” she responded. “I guess I'll go back to the drawing board and figure out another way to get into the classroom.”

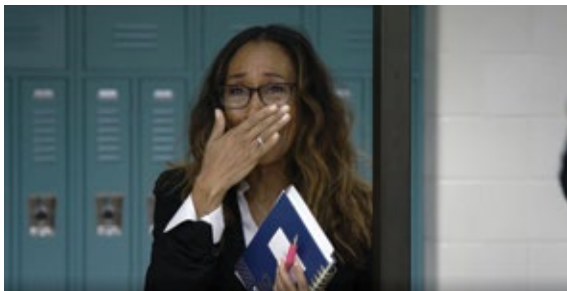
Life as a WW Teaching Fellow and then as a teacher of record was a sea change for both Ms. Markey and her family. After 12 years at home raising her children, and with elderly family members in the household, Ms. Markey approached this new chapter with the same determined optimism she deployed during the application process.

New laundry schedules were assigned, meal prep was divvied up, and Ms. Markey dove into life as a teacher. Now, four years in, she reflects on what she has learned that has helped to shape her craft.

“I appreciate my personal story in how it helps me develop relationships in the classroom, how it helps me to deliver a lesson in the classroom,” she says. “It is the connection that really facilitates the learning that happens throughout the year.”

Ms. Markey is warm in a way that instantly puts people at ease—and that carries over to her classroom. As a teacher, she works to build meaningful and holistic relationships with each of her students.

“The relationships are the most rewarding,” Ms. Markey reflects. “They bring me so much joy. Sometimes they bring pain too, because every story



Photos courtesy Indiana Department of Education

is not always a Cinderella story. Sometimes you witness a kid's going through things that you really wish you could save them from, but it's bigger than anything that you can do in the classroom.”


Ms. Markey was a pre-engineering teacher at the McKenzie Center for Innovation and Technology in Indianapolis when she was named the 2019 Indiana Teacher of the Year.

“Tamara's story of bringing real-world engineering experience to the classroom only helps to better position the students that walk through her door,” said Indiana Superintendent of Public Instruction Jennifer McCormick in the announcement.

At the surprise announcement, as Ms. Markey held back tears, McKenzie Center Principal/Director Mari Sawyne used these words to describe her: “Amazing, risk-taking, innovative, remarkable, humble, and above all giving.”

“I wouldn't be a teacher if I hadn't received that Fellowship,” Ms. Markey says simply. “I wanted the teacher training...I think that the job is far too important to not have that background.”

Ms. Markey is currently away from the classroom as her family relocates. She remains committed to teaching and is also considering a move into administration.

“I still pinch myself. I don't understand how the recognition happened,” says Ms. Markey. “From those to whom much is given, much is expected, and sometimes it can be a heavy weight. But at the end of the day, I just do my best and I think my kids know that, my biological kids as well as my educational kids.” 

Beyond the Lecture Hall: Fellows Bring Excellence and Innovation to Postsecondary Teaching

Applications for the earliest Woodrow Wilson Fellowships stated, “The Foundation exists to recruit for the teaching profession at the college or university level.” Since 1945, generations of great undergraduate and graduate teachers have started their careers as Fellows. A handful of current WW fellowship programs continue to emphasize outstanding teaching—an art that demands as much attention as disciplinary mastery and, today, extends well beyond the traditional lecture hall.

Several recent Fellows emphasize that excellence in contemporary teaching requires building an inclusive venue for learning. “I do so by creating opportunities for the students to be part of the conversation, providing them with a supportive environment to learn from and to be in dialogue with each other, empowering them to find their own voices and draw from their own experiences, and challenging them to listen deeply to others who might hold views different from their own,” says Van Tran NWM ’18, an associate professor of sociology at The Graduate Center, CUNY.

“As instructor, I do not act as an all-knowing keeper of knowledge,” says Eddie R. Cole NWM ’17, an associate professor of higher education at William & Mary. “Instead, I facilitate discussions that bring all voices to the conversation. This lays the foundation for creating an inclusive learning environment—one that welcomes diverse experiences—and empowers students to share their unique perspectives.”

For Dwight Williams CH ’19, an assistant professor of chemistry at Kalamazoo College, student success depends on an environment that takes into account the needs of all types of learners.

“I have designed my course around mastery not only of the content but in the cultivation of an intellectual toolbox that encompasses the skills of working collaboratively, communicating effectively, learning autonomously, and applying knowledge to solve complex problems,” says Dr. Williams. “I believe that through these efforts, students are learning how to learn, which is a skill that all lifelong learners must possess.”

Others emphasize the value of thoughtful discussion as itself a learning experience. “Preparing diverse student populations to become ethical leaders and socially responsible citizens is a core tenet of my [teaching] philosophy,” says Ekaterina (Kate) Elgayeva CH ’19, assistant professor of organizational behavior at the University of Minnesota, Duluth. “Using student-centered approaches to learning, I create a supportive environment for constructive dialogue.”



From top left:
Van Tran,
Eddie R. Cole,
Dwight
Williams,
Kate Elgayeva,
Susie Woo

Susie Woo NWM ’17 relies on a variety of sources—from court cases to comedy sketches—to engage her American studies students. “I aim to instill in students the confidence that their ideas matter,” she says. “This begins in the classroom by listening to each student and fostering discussion between them, continues through engagement with their written work, and hopefully carries over when they apply classroom skills to their everyday lives outside of school.”

Drs. Tran, Cole, and Woo are recipients of the Nancy Weiss Malkiel (NWM) Scholars Award (recently renamed the Mellon Emerging Faculty Leaders Award), which supports excellence across the portfolio of research, service, and teaching/mentoring. Drs. Williams and Elgayeva are Course Hero-Woodrow Wilson Fellows for Excellence in Teaching (CH).

These Fellows also emphasize a variety of methods to engage undergraduates, in particular. “Students might do public service, research fieldwork, community-based research or work internships in conjunction with in-class work,” says Dr. Tran, who seeks to help his students connect their coursework to their lived experience in New York City.

Dr. Elgayeva turns to technology, combining a variety of online platforms to create “face-to-face, hybrid, and online modalities to deliver high quality instruction... with experiential exercises in active listening, perception, and change management, among others.”

Even more fundamental to good teaching, perhaps, is connecting with and understanding students and their particular challenges. “I think it’s critical that we serve as resources for our students for whom the path to graduation is too often riddled with obstacles,” says Dr. Woo. “Students need and deserve mentors who will help them reach graduation and beyond.”

Continued on page 13

A Long History of Teaching

Great teaching has long been a central focus of the Foundation's work, and generations of students have learned from Fellows of various WW programs. A couple of issues ago, *Fellowship* profiled a Woodrow Wilson Fellow who had completed 50 years in the classroom—and since then a number of others celebrating similar milestones have been in touch. Here are messages from a few of them.

50 years of teaching, 50 insights

By Gary Gaffney WF '66

The endpoint of knowledge is wisdom.

Always remind the student of the big picture.

Creativity sees no walls.

Every discipline bleeds into every other discipline.

Edutainment is not always a bad thing.

Each student is a human being first.

Love what you are teaching.

Never stop learning.

Be prepared to learn from your students.

Just when you have a course nailed, it's the time to start fresh.

Knowledge in the real world is fluid in the way it's used, so it should be fluid in the way it's taught.

Students need discipline and limits.

Much of learning is doing.

Tests are also learning situations.

Mathematics and visual art are languages, and need to be taught that way.

Every worthwhile idea is part of a web of ideas.

Connections are more important than the things they connect.

Assignments should allow students some freedom to make them their own.

Complex ideas require sophisticated language. Vocabulary and expression count.

If you expect to challenge students, you must challenge yourself.

No dollar amount can be put on the value of a good teacher.

A syllabus is built by you but chiseled into form by the students.

Each student has to know that you respect him/her.

If students respect you, they will learn.

Enthusiasm and passion are contagious.

Teach so that students will still be digesting the material years down the line.

Foster positive energy among your colleagues and your students.

Teach ideas as if they were for the world and not just the classroom.

In this visual world, the visual language is under-taught and under-appreciated.

Beauty is a part of all knowledge.

The blackboard is still an important teaching tool.

The goal of teaching is to help the student see and to want to continue to see.

Be as curious as you want your students to be.

Among your colleagues, build bridges not walls.

Treat the curriculum as a living thing.

The reward of discipline is a set of instincts you can rely on.

Innovate with your heart in it.

Teach in a circle of desks. There is no hierarchy and everyone faces everyone else. The teacher relinquishes some authority, too.

Make humor a part of your teaching strategy.

Be humble.

How you teach is the model for how students will learn.

Dispense discipline and praise fairly.

Patterns are more important than facts.

Listen to the student.

What a student wants is not necessarily what a student needs. You are teaching the future student as well as the present one.

Administration may know what's best for everyone, but only you know what's best for your students. Integrity means something.

When a teacher leaves the classroom, he/she doesn't stop being a teacher.

Teaching demands a sustained and upbeat energy.

Your students are always your students.

If you do it right, teaching is a calling.


At the end of this year Dr. Gaffney will have completed 50 years of teaching in mathematics, science, visual art and humanities, 40 of them at the Art Academy of Cincinnati.

"Thank you for supporting my preparation to teach the best thought and said, from high school honors students and community college students, to university graduate and undergraduate students, subject matter and skills from literary theory and English and American literature to primary intellectual prose from Plato to the 20th century, to interdisciplinary composition and world literature in translation."

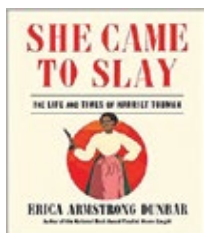
– Sharon Bittenson Meltzer WF '61

Kenneth T. Jackson, WF '61; WWDF '64, has received Columbia's highest honor, the Alexander Hamilton Medal. "It is awarded to members of the community for both distinguished service to the College and exceptional accomplishment in any field of endeavor." Dr. Jackson will retire this year as Jacques Barzun Professor of History after 52 years at the university.

John Ralston Trimble WF '62 has retired from the University of Texas at Austin with the title of Distinguished Teaching Professor of English Emeritus. "My Woodrow Wilson Fellowship in 1962 was enough to lure me away from Harvard Law School and into the Ph.D. program at UC-Berkeley, where I felt instantly at home and now pointed toward a very different life. That life has proved infinitely rewarding. I will always be grateful to the Foundation for its critical role in helping me find the right career."

Anne Arsenault WF '54, who holds a master's in American literature from Columbia University and a doctorate in adult education from Boston University, recently retired from her post at the Ringling College Lifelong Learning Academy. She has been a longtime instructor, leading a book club for 15 years, and was the first director of the Senior Academy that became the Ringling College Academy. "I will miss my students desperately, the students who came year after year and became my friends." 

BOOK SPOTLIGHT



She Came to Slay: The Life and Times of Harriet Tubman

By Erica Armstrong Dunbar CEF '03

Harriet Tubman's work as a conductor on the Underground Railroad is well-known—but not everyone knows of her many other achievements.

Tubman's life is getting a fresh look in a new book by Erica Armstrong Dunbar. *She Came to Slay*, a modern take, includes stories from Tubman's work as a spy for the Union Army, as a suffragist, and as the first woman to lead an armed expedition during the Civil War. Using traditional biography, illustration, and previously unseen photographs, Dr. Dunbar offers a deeper, more accessible dive into Harriet Tubman's distinctive contributions to the United States.

"Dunbar paints Tubman as a ferocious, determined adventurer," says *The Columbus Dispatch*. At only 160 pages, "Dunbar's economical version of Tubman's story is thrilling, and it encapsulates a tale that should be known by every American."



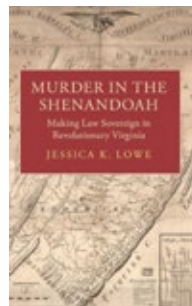
The Testaments

By Margaret Atwood WF '61

It has been 34 years since readers were introduced to the dystopian world of *The Handmaid's Tale*, but the stories, characters, and themes of the novel feel more relevant than ever.

Margaret Atwood's sequel, *The Testaments*, picks up 15 years after *The Handmaid's Tale* and introduces two new narrators. Both stories are set in Gilead, an extremist theocracy that has overthrown the United States and forces fertile women to carry the children of the ruling class. *The Testaments* weaves together the experiences of three women: a young woman raised in Gilead, another who escaped the regime as a child, and a powerful leader of the government.

The novel has already been shortlisted for the Booker Prize and the Scotiabank Giller Prize. "A rare treat," said *Slate*, "a corker of a plot, culminating in a breathless flight to freedom."



Murder in the Shenandoah: Making Law Sovereign in Revolutionary Virginia

By Jessica K. Lowe MN '06

Americans love their true crime. In her new book, Jessica K. Lowe looks back to a 1791 murder in Virginia to explore questions of

equality in postrevolutionary America.

Using the voices of witnesses, victims, judges, and jurors, *Murder in the Shenandoah* retells the *Commonwealth v. Crane* case. The book examines issues of race, class, and the rule of law as a new nation grapples with their definition of justice.

Dr. Lowe has "produced a volume that is both murder mystery and a mini-treatise on the history of criminal law in colonial Virginia," says Stanley Katz of Princeton University. "Readers will be surprised and intrigued by this admirable volume."



Framed by War: Korean Children and Women at the Crossroads of U.S. Empire

By Susie Woo NWM '18

Often we think of the consequences of war in terms of casualties, or the struggles of

those who make it home. In her new book, Susie Woo reminds readers of the consequences for a forgotten population in the years following the Korean War.

In *Framed by War*, Dr. Woo elevates the stories of female orphans, wives, GI babies, and prostitutes and how they shaped the global perception of U.S. power in the late 20th and 21st century. As these women made their way in the post-war world, they became family in America and charted new lives in Korea.

Dr. Woo "examines how the U.S. used Korean women and children to put a benign and benevolent face on its military involvement in Korea and to bolster its image at home and abroad," says Ji-Yeon Yuh of Northwestern University. "Woo deftly details the ways in which race, gender, and sexuality were defined and challenged in the interactions between Korean civilians and U.S. officials. This is a must-read addition to the growing literature on the cultural and social consequences of U.S. militarism abroad." **WW**



Garikai Campbell CEF '02

Julia Bowes WS '16, The University of Hong Kong, was awarded the prestigious 2019 Lerner-Scott Prize for her dissertation, *Invading the Home: Children, State Power, and the Gendered Origins of Modern Conservatism, 1865–1933*. The award is given annually for the best doctoral dissertation in U.S. women's history.

María Lis Baiocchi WS '18 is this year's recipient of the Association for Feminist Anthropology's Sylvia Forman Graduate Prize for her paper "The Bargaining Power of Love: Access to Rights, Affective Capital, and the Political Economy of Feelings in Paid Domestic Work in Buenos Aires, Argentina."

Garikai Campbell CEF '02 was named provost and vice chancellor for academic affairs at UNC Asheville.

Reyhan Durmaz CN '18 is a recipient of a 2019 Joukowsky Family Foundation Outstanding Dissertation Award for recognition of "superior achievements in research by students completing the doctoral degree."

Mary Mackey WF '66 has won the 2019 Eric Hoffer Small Press Award for her collection of poetry *The Jaguars That Prowl Our Dreams: New and Selected Poems 1974 to 2018*.

Elizabeth Son CEF '15 was recently named one of the inaugural recipients of the Mellon/ACLS Scholars & Society Fellowship.

Ruth B. Yeazell WF '67 was appointed Sterling Professor of English by Yale University. [WW](#)

RECENT PUBLICATIONS

Chandra D. Bhimull MN '99, *Empire in the Air: Airline Travel and the African Diaspora* (NYU Press)

Caitlyn Collins NWM '19, *Making Motherhood Work: How Women Manage Careers and Caregiving* (Princeton University Press)

Alan Dowty WF '60, *Arabs and Jews in Ottoman Palestine* (Indiana University Press)

Maribel Garcia CEF '02, *Profound and Perfect Things: A Novel* (She Writes Press)

Jean Halley JJCH '00, *Horse Crazy: Girls and the Lives of Horses* (University of Georgia Press)

Aneeka Ayanna Henderson CEF '17, *Veil and Vow: Marriage Matters in Contemporary African American Culture* (University of North Carolina Press)

Jennifer A. Herdt MN '89, *Forming Humanity: Redeeming the German Bildung Tradition* (University of Chicago Press)

Charles A. Kimball CN '85, *Truth Over Fear: Combating the Lies About Islam* (Westminster/John Knox Press)

Richard Allen Lebrun WF '56 edited, *Lamennais: A Believer's Revolutionary Politics* (Brill)

Diego Millan MMT '14, "'Bell Laughter in Larsen's Passing,' Nella Larsen's Passing at Ninety" (article in the *South Atlantic Review*)

Elena Victoria Ortiz WF '66, *Dissenter on the Bench: Ruth Bader Ginsburg's Life & Work* (Clarion Books)

Chad Ostrowski TF '11, *Teach Better* (Dave Burgess Consulting, LLC)

Traci Parker NWM '18, *Department Stores and the Black Freedom Movement: Workers, Consumers, and Civil Rights* (University of North Carolina Press)

Ralph Rodriguez CEF '02, *Latinx Literature Unbound: Undoing Ethnic Expectation* (Fordham University Press)

Beyond the Lecture Hall

Continued from page 10

"Many faculty from minority backgrounds often take on a disproportionate share of teaching, advising and service responsibilities," notes Dr. Tran. "As a result, we perform a tremendous amount of emotional labor...The [Mellon Emerging Faculty Leaders Award] not only recognizes the many tasks we perform as valuable, but also validates the importance of mentoring the next generation of scholars which many of us deeply believe in."

As a historian, Dr. Cole looks to the past to understand what the demands of the future might be on higher education. "The future of good teaching will depend on the ability of faculty to deliver content in a manner that speaks to learners' lives in a way that pushes us all closer to the world we want to see," he says. "That future—one where teaching invigorates change through learning—is exciting, and I want my work to be part of the shift that will usher this change into reality." [WW](#)

WW Board of Trustees Elects New Chair

Jane Phillips Donaldson, a Trustee of the Woodrow Wilson National Fellowship Foundation since 2003, has been elected Chair of the Board for a four-year term beginning in fall 2019.

Co-founder of Phillips Oppenheim, a New York City firm specializing in executive searches for nonprofit organizations, Ms. Donaldson has more than 30 years of experience with nonprofits. Before starting the firm in 1991, she spent more than 10 years in college administration as Dean of Admissions at Wesleyan University, Associate Director of Undergraduate Admissions at Yale College, and founding Director of Admissions and Placement at the Yale School of Management. Ms. Donaldson holds undergraduate and graduate degrees from the University of Illinois and is past chair of the University of Illinois Foundation Board. She is also a past trustee of Bennington College.


During her 16 years on the Woodrow Wilson Board, Ms. Donaldson says, the Foundation has “significantly expanded its reach within the education opportunity and reform field.” She cites not only



the widely respected fellowships in higher education which are WW’s 75-year legacy, but also, during Arthur Levine’s presidency, an “immeasurable increase” in “the impact of the Foundation on the lives of K–12 students and teachers—and education in general.”

Now, as President Rajiv Vinnakota assumes leadership of the Foundation, Ms. Donaldson predicts important new developments in the Foundation’s work. “Woodrow Wilson is in the company of a small number of organizations that really are poised to shape the future of education in this country. It will be exciting to

be a part of the next few years as the Foundation continues to refine its strategy and direction.”

Her advice to friends and Fellows? “Jump on—it’s going to be an interesting and impactful ride,” Ms. Donaldson says. “The Foundation is poised for continuing advances in areas of education and society that are critically important at the moment, and all members of the WW family—past Fellows, current Fellows, Board members, staff—will have a role to play in the Foundation’s continuing success.” 

Two New Trustees Join WW Board

In fall 2019, **Brooke B. Coburn** and **Stefanie Sanford** were elected to three-year terms on the Woodrow Wilson Foundation Board of Trustees.

Brooke Coburn is Deputy Chief Investment Officer and Chief Operating Officer of the Carlyle Group’s Real Assets segment, which includes Carlyle’s energy, power, infrastructure and real estate investment activities. He serves on the firm’s Management Committee, as well as the investment committees of its five principal Energy funds. Mr. Coburn started his career at Carlyle in 1996 with the U.S. Buyout team and is a founding member of Carlyle’s U.S. middle market buyout and growth capital business, which he co-headed for 10 years. He lives in Washington, DC with his wife, Gina, and their three children. He serves on a number of boards, including those of Washington National Cathedral, TDF Ventures, and WMVY Radio. Mr. Coburn received his B.A. from Princeton University with honors.



Brooke Coburn



Stefanie Sanford

Stefanie Sanford, Chief of Global Policy & External Relations for the College Board, works to expand access to higher education, building support for the College Board’s mission with policymakers, partner organizations, and the public. She leads the Washington Office and directs Policy, Government Relations,

and Communications & Marketing. Since joining the College Board in 2012, she has helped grow Advanced Placement across the country, and she and her team have advocated for more effective financial aid, wider access to the SAT for students of all backgrounds, and greater diversity, equity and opportunity in higher education. Dr. Sanford came to the College Board after a decade with the Bill & Melinda Gates Foundation. She is a member of the board of America’s Promise Alliance, a trustee of the Thomas B. Fordham Institute, and the author of *Civic Life in the Information Age: Politics, Technology, and Generation X*. She graduated from Texas Christian University before earning an MPA from the John F. Kennedy School of Government at Harvard University and a Ph.D. from the University of Texas at Austin. 

PROFILES: GIVING BACK

Making Opportunities Like Hers a Reality for Others



Lauren Woodworth MBA '15

Lauren Woodworth MBA '15 prepared to become a school leader, and her eyes are still on the prize—but she also “enjoys the journey of teaching,” and when she saw a chance to step back into the classroom to start a new program, she took it.

“Our school is located in a small, rural community, and we were looking at ways to expand the opportunities that we offer our students,” says Ms. Woodworth, now spearheading a computer science program at Indian


Creek High School in Trafalgar, Indiana, about 20 miles south of Indianapolis. “Many of our students did not have any prior experience with computer science, so we are striving to increase participation numbers in our program and are looking to expand the number of courses offered each year.”

Ms. Woodworth also serves as an instructional coach at her school. “Instructional Support is my passion, which was largely developed through the WW MBA Fellowship in Education Leadership, and I love recruiting and supporting teachers,” she says. “I predominantly focus on how to support teachers so they feel that our work is sustainable, while also making sure that students are learning and growing.”

As a WW MBA Fellow, Ms. Woodworth took part in an education leadership MBA program at the University of Indianapolis that focuses specifically on preparing future school leaders to transform schools and districts.

“Receiving the Fellowship was a tremendous opportunity for me to expand my training, network, and education,” says Ms. Woodworth. “The MBA program broadened my [education] philosophy to include strategies and metrics to describe the impact that a school or program has on student achievement.”

The change leadership aspect of the program, she says, has proven vital in the rapidly changing field of K–12 education. The program also gave Ms. Woodworth access to a cohort of talented, like-minded leaders. She hopes others will continue to reap the benefits of the WW MBA and the Foundation’s other programs.

“I gave soon after receiving the Fellowship because I am so grateful for the opportunities that were afforded to me and want to help make this a reality for others,” she says. “I believe in the mission of the Woodrow Wilson Foundation and have met so many wonderful leaders, both in the MBA in Education Leadership program and in the Woodrow Wilson Teaching Fellowship. I know the Woodrow Wilson Foundation chooses the best candidates for our kids and schools.” 

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Rajiv Vinnakota



James Peebles WF '58



Saidiya Hartman CN '90

New Leadership and Awards at WW

This summer, Rajiv Vinnakota began his tenure as president of the Woodrow Wilson Foundation (p. 8). The Foundation also welcomes a new Chair of the WW Board of Trustees, Jane Donaldson (p. 14). Six WW Fellows won

major awards this fall (cover and p. 13), including a Nobel Prize (p. 3), three MacArthur Fellowships, and two Milken Educator Awards. Also inside: new Fellows and stories of educators from across WW programs. WW



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