On November 16, the Woodrow Wilson National Fellowship Foundation formally became the Institute for Citizens & Scholars.

After extensive consultation, the organization’s Board of Trustees chose to adopt the new name and an expanded mission statement:

*The Institute for Citizens & Scholars* prepares leaders and engages networks of people and organizations to meet urgent education challenges. The overarching goal is to shape an informed, productively engaged, and hopeful citizenry.

This new identity reflects the organization’s twin commitments: to strengthen American education and to rebuild a flourishing civil society.

Since the first Woodrow Wilson Fellowships were awarded at Princeton University in 1945, more than 27,000 Fellows from the organization’s various programs—including 18 Nobel Laureates, 42 MacArthur Fellows, many other award winners, and thousands of everyday heroes—have contributed to creating a better educated, more thoughtful, and more inclusive America.

Excellence and leadership in higher education remain a cornerstone of what Citizens & Scholars does.

*Continued on page 3*
FROM THE PRESIDENT

First, let me just say: I truly hope you are well. Many of us have written those words often in 2020 with a renewed sense of their meaning and urgency. This has been a difficult, disorienting, and sometimes extraordinarily painful year.

It has also been a year of change, certainly for the United States, and on a more local and personal scale, for us here at the Institute for Citizens & Scholars, formerly known as the Woodrow Wilson National Fellowship Foundation.

We heard from about a hundred of you in the wake of our Board of Trustees’ June 2020 decision to rename the organization and to remove Woodrow Wilson from its name. A number of others participated in the renaming process during summer and early fall, and another handful have contacted us since the announcement of our new name and expanded mission.

The majority of responses, by far, have been positive. Some of you noted that the expansion of our mission to include civic learning—which the new name reflects—not only aligns with the organization’s 75-year commitment to the liberal arts and sciences, leadership, and inclusion, but also comes at a crucial time. More than ever, both K–12 and higher education need new ways to engage young people in critical thinking, to bring them breadth and depth of perspective, and to prepare them to lead and work productively with others across some deep divisions.

While our longtime focus on scholars is obvious, the “citizens” work is still taking shape, and there have been questions about what this civic learning work will look like. The two first tangible examples are From Civic Education to a Civic Learning Ecosystem, a white paper published in December 2019 to outline the need for field-building in this area, and the Civic Spring Project (p. 6), an initial demonstration project to test some ideas about building local youth-led partnerships to support larger civic awareness and engagement.

Some of you have also urged that we use this change in our name and mission as an opportunity to educate observers about Woodrow Wilson, the history of the organization, and the reasons for the name changes. At our new microsite, citizensandscholars.org, some of that information appears on both the history/mission and the FAQ page (along with suggestions for those who have questions about how to refer to past fellowships). You’ll see some of those questions reproduced on p. 11 of this newsletter. We want to do and will do more as we rebuild the larger website over the course of the months ahead.

All of us take tremendous pride in the 75-year legacy that C&S is now building upon. That legacy rests on your work. You who are among our 27,000 Fellows, as well as those of you who are friends of the organization, represent a spectacular commitment to excellence and leadership. We have been grateful for the opportunity to reconnect with so many of you this year, and we hope you join us in looking ahead to a happier, healthier new year for all.

Fellow abbreviations used in this issue:

AF = Administrative
CEF = Career Enhancement
CN = Charlotte W. Newcombe
MBA = WW MBA in Education Leadership
MLK = Martin Luther King
MN = Mellon
NWM = Nancy Weiss Malkiel
PP = Public Policy
TF = WW Teaching
WF = Woodrow Wilson
WS = Women’s Studies
NEW NAME, EXPANDED MISSION ANNOUNCED IN NOVEMBER 2020

At the same time, Citizens & Scholars has been expanding the scope of its work as it seeks to rebuild the way citizens are developed in our country. This will include supporting young people to be better citizens and networking civic leaders to ensure a resilient democracy. The new name speaks to this broader mission, the organization’s values, and its ongoing work.

Citizens & Scholars is supporting young people to be better citizens through programs such as the recent Civic Spring Project, which catalyzed a broad array of organizations to increase civic learning opportunities for young people. This project is the first effort in a larger Citizens & Scholars initiative to build a thriving field of civic learning in the United States.

With efforts like the Brewer Fellowship to Unite America and the Higher Education Policy Fellowship, Citizens & Scholars is bringing together civic leaders to ensure a resilient democracy. Such programs seek, in different fields, to connect leaders who have diverse perspectives and shared interests.

Citizens & Scholars has engaged generations of college professors, thousands of K–12 teachers, policymakers, and education leaders, and will continue to prepare a diverse and responsive next generation of college faculty and educators. From the original Woodrow Wilson Fellowships to the MLK and Women’s Studies Fellowships to the WW Teaching Fellowships, Citizens & Scholars Fellowships provide support at critical junctures of people’s academic careers.

“The 2020 election turnout, the highest in over a century, is a hopeful sign for an engaged citizenry,” says Rajiv Vinnakota, President of Citizens & Scholars. “At the same time, this election also made it crystal clear that we need to bridge a real divide — to find new ways to bind our nation together. It’s essential that we grow from this point. All of our work at Citizens & Scholars, in education and in civic life, is geared to bring more people and perspectives to the table, enrich our understanding, prepare us for complex yet crucial conversations, and build bridges.”

The Board voted in June 2020 to change the name of the Foundation, originally named for Princeton’s most famous president, who emphasized excellence in college teaching. While Woodrow Wilson’s accomplishments as a university leader and as President of the United States were historic, his racist policies and beliefs are fundamentally incompatible with our organization’s values and work.

The new name honors the organization’s legacy, as well as its new directions. It signals our aim to engage leaders and groups from various sectors as a collective force for progress on the nation’s biggest education challenges. It reflects our commitment to inclusion, bridge-building, and collaboration.

“The Trustees unanimously support our expanded mission and our new name — the Institute for Citizens & Scholars. My Board colleagues and I are excited to be a part of what comes next,” said Jane Phillips Donaldson, Chair of the Board of Trustees. “We believe the change builds very effectively on a long history of leadership and excellence in education, and it broadens that base to engage the organization’s best strengths with some of the most critical national issues of our time.”

For more information about the expanded mission of the Institute for Citizens & Scholars and for frequently asked questions, please visit citizensandscholars.org.
The newest class of WW Teaching Fellows was named in July of this year. Fellows began their master’s programs at Duquesne University, the University of Pennsylvania Graduate School of Education, and West Chester University over the summer.

Twenty-eight individuals make up the second cohort of the WW Teaching Fellowship program in the state. The highly competitive program recruits both recent graduates and career changers with strong backgrounds in science, technology, engineering, and math—the STEM fields—and prepares them specifically to teach in high-need secondary schools.

“Pennsylvania is committed to investing in science and technology education and ensuring every student has access to great STEM teachers,” said Pennsylvania Gov. Tom Wolf in the announcement of the new class. “Our schools need well-prepared teachers more than ever, as they and their students grapple not only with remote learning and new formats, but also with the need to continue preparing Pennsylvanians for high-growth fields that will help to strengthen our economy. The work these Fellows will do is critical.”

Fellows from the most recent class began their programs amidst the COVID-19 pandemic, while Fellows from the first class in Pennsylvania had to navigate their first year of teaching with the added layer of stress resulting from the virus. The upside for the first class of Fellows is they got a preview of teaching during a pandemic while still in their clinical placements at the end of the 2019-2020 school year.

For Kwesi Vincent, a Weiss WW Fellow at the University of Pennsylvania, having a mentor teacher to work through challenges with was crucial for his success when taking over the classroom: “[My mentor teacher] was very helpful at keeping me abreast of the best practices in distance learning as it pertained to math.”

But even with the extra practice of remote and distance learning, Mr. Vincent had to adjust his plans when school was back in session in the fall. “There’s nothing that can prepare you other than kind of being a first-year teacher and going through it there,” he said. “I had really grandiose visions of what I was going to do this school year. But the first time you realize that it’s just you and nobody else there, you realize very quickly that for your own wellbeing, you have to manage your expectations in terms of what you are signing yourself up for when you try to implement certain things that are great ideas.”

Even with constraints, Rachel Miller, a Fellow at Duquesne University, is using remote and hybrid teaching during the pandemic as a way to try different pedagogical approaches, such as community-based video and graphic tools. Some of her inspiration was drawn from her master’s degree coursework. “Throughout our time at Duquesne, we had a lot of online classes that we had to do at night or over the weekend,” said Ms. Miller. “Through those—maybe not intentionally—they gave us these ideas to use things like Flipgrid or Padlet or different apps that we could incorporate into our new virtual classrooms.”

Ms. Miller also thinks that the shift to virtual schooling during her clinical placement gave her a leg up for her first-year teaching. “I feel like I might be more prepared for this than some of our veteran teachers,” she said. “I’ve had experiences with making a lot of the resources, whether it was files or activities, and then uploading them, grading them, giving feedback online, creating the videos and creating audio for students as additional support. I’ve done that and I’m getting better at it. And I get to practice it more now.”

Each WW Pennsylvania Teaching Fellow receives $32,000 to complete a specially designed, cutting-edge master’s degree program based on a yearlong clinical experience—including schools’ current remote and virtual learning arrangements. In return, Fellows commit to teach for three years in high-need Pennsylvania schools. Throughout the three-year commitment as a teacher of record at a public school, Fellows receive ongoing support and mentoring.

“The WW Teaching Fellowship connects passionate STEM experts with the students who need them the most,” WW Foundation President Rajiv Vinnakota said. “Not only will the program prepare each Fellow to be an excellent educator, it will also give them the practice, support, and network of peers needed to succeed throughout their careers in the classroom. And for our university partners, the Fellowship supports their continued efforts to recruit, prepare, and mentor high-quality STEM teachers.”

To date, more than 1,200 teachers have been prepared through the WW Teaching Fellowship program. Pennsylvania joins Georgia, Indiana, Michigan, New Jersey, and Ohio as WW Teaching Fellowship states.
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**Duquesne University**
- James Andry
- Amy Barvilchak
- Alexander Bowman
- Joseph Hayes
- Devin McPeek
- Cheyenne Perez
- Alaina Turocy

**University of Pennsylvania**
- Sydney Barnes
- Jessica Duong
- Andrea Gade
- Justin Hopgood
- Tarzan MacMood
- Michael Mahoney
- Kaylyn Miller
- Martin Rios
- Luke Sanders
- Jessica Stuart
- Madison Wardlaw

**West Chester University**
- Stephan Brandstadter
- Ryan Clark
- Elijah Hayes-Olivera
- Charles Hudgins
- Baxter Krug
- Jessica Link
- Ryan McGuire
- Nicholas Pinto
- Emily Wagner
- Holly Wentworth

For more detail about these Fellows and the 17 others in the 2020 class, visit our website.
CIVIC LEARNING IN ACTION

Throughout the summer and fall, grantees in the Institute for Citizens & Scholars’ Civic Spring Project—launched in June 2020—got to work on their local civic engagement projects.

The inaugural class of Civic Spring grantees includes Groundwork Elizabeth (Elizabeth, NJ); the Institute for Engagement (Houston, TX); Kinston Teens (Kinston, NC); Newark Youth One Stop and Career Center (Newark, NJ); the Prichard Committee for Academic Excellence (Lexington, KY); and Youthprise (Minneapolis, MN).

Each organization received a grant in the range of $50,000 to $100,000 to support youth civic engagement initiatives aimed at meeting acute local needs in responding to COVID-19 and/or building civic capacities for the 2020 election cycle. While each grantee program is unique and specific to its local community, all six were designed to be civic-minded, youth-oriented, nonpartisan, nimble, measurement-minded, and generative.

The Prichard Committee group designed a survey to better understand the toll that COVID-19 took on their high school peers. The study reached people in every Kentucky county and helped the team make policy recommendations to the state board of education. In Elizabeth, the Groundwork group drafted policy proposals for use in the city’s ten-year master plan. The grantees in North Carolina and Minnesota organized their communities around issues like rural voter registration and unemployment benefits for high school students. Creating and disseminating media capturing the impact of coronavirus on their communities was the key theme for the Institute of Engagement in Houston and the multiple organizations that partnered in Newark.

“When I think about ‘how do I learn to be a citizen?’ the one thing that I think this project really speaks to is the power of blending information and action,” says Sadie Bograd, a student member of the Prichard Committee Student Voice Team. “It’s making sure that we are really well informed and seeking out the knowledge that we need and then also translating that into action—not just being content with learning about the issues but actually taking a stand on them and doing our best to make a real difference in the world.”

Each grant project brought together young people and adult partners to make their projects a reality. Representatives from every grantee group met every other week throughout the summer as a community of practice. During these meetings, grantees shared takeaways and learned from one another.

“The capacity building, the training, the support, and the work of the projects that we worked on throughout this summer and going into this fall have helped prepare us especially as young people for this this moment,” says Christopher Suggs, a college senior and founder/CEO of Kinston Teens. “We’re a lot better equipped to really have those important conversations and kind of organize our communities and organize our peers around how we want to respond to the situations that continue to arise.”

The Civic Spring Project was led by Citizens & Scholars and collaboratively developed with nearly 40 cross-partisan, subject-matter experts with input from youth. Programs funded through the Civic Spring Project are being independently evaluated by the Center for Information & Research on Civic Learning and Engagement (CIRCLE), part of Tufts University’s Tisch College of Civic Life.

Through this partnership, Citizens & Scholars and CIRCLE hope to learn more about the ways in which young people create and improve on civic work and civic learning in their communities—particularly when they are valued as experts based on their lived experiences and their deep understanding of the places in which they live. The lessons gleaned from this partnership will have significant implications for the civic learning and civic education communities, as well as others working to support youth learning and strengthen communities.

“What I’m really proud of with this project is that a large part of it has been building up communities and building up community resources and community information outside of some sort of political structure,” says Gabbi Staykova from the Prichard Committee Team. “We can strengthen our communities—which I think are the heart of citizenship.”
Like many organizations, the Institute for Citizens & Scholars found itself forced to think differently about how to manage planned events for Fellows in the face of the pandemic. What started as a pivot in March, however, has become a new way of hosting and enriching fellowship gatherings, at least for the near future.

Many Citizens & Scholars programs aim to provide a deep fellowship opportunity—one that builds the personal and professional capacities of individual Fellows, while also supporting the network of Fellows and the larger fields in which they work. From retreats for junior faculty members to convenings for mid-career professionals, these efforts have moved online.

For example, the signature retreat of the Career Enhancement Fellowship program, a Mellon-supported initiative for pre-tenure faculty, took place virtually in August. To help Fellows get to know each other and feel connected, the program team punctuated research presentations and panel discussions of faculty life with video montages that conveyed personal notes about those attending—their favorite books, current binge-watching, even comfort food. The intent: to combat Zoom fatigue and encourage the moments of levity that usually happen in hallway conversations.

“I cannot overstate how enriching this Retreat experience has been,” said one of the 2020 Fellows in attendance. “I felt so affirmed and welcomed by everyone and I also feel like I have a community of scholars with whom I can be honest about my experiences and feelings.”

The Brewer Fellowship, for crosspartisan leaders working in democracy reform, kicked off in June with a virtual intro session where Fellows got to know each other’s work. Subsequent sessions focused on managing one’s energy, mapping the implications of changes in federal and state policy due to the presidential election, and understanding and managing polarities. The session on managing energy and how it leads to work life was particularly useful to Fellows, according to the post-event survey.

“I liked the direction this was going,” said one Brewer Fellow. “It felt like it would lead to a good conversation about how to evaluate our strengths and challenges and find ways to understand our role in the ecosystem—leading to a needed conversation about how to build a strong ecosystem.” Three events have been hosted since the start of the program with a fourth scheduled for early January.

The Higher Education Media Fellowship named its second class of journalists this summer. These Fellows met virtually over two days in October to learn about topics related to postsecondary career and technical education. The keynote speakers included Dr. Astrid Tuminez, the president of Utah Valley University, a public university offering two- and four-year degrees, and David Brancaccio, the host of public-radio’s Marketplace Morning Report and lead reporter on the Robot Proof Jobs special report.

Other sessions dug into specific aspects of career and technical education, like federal and state funding, workforce development policy, and on-the-ground actions by practitioners to ensure equity in their programs. With dedicated Zoom breakout rooms, Fellow also had time to get to know one another and work with their mentors, who were Fellows from the first class.

“I appreciate the idea of pairing journalists together from different cohorts to help people expand their networks—especially seeing throughout the event how some of the people who work in public radio who are Fellows or guest speakers already know each other,” wrote one Media Fellow.

Other programs like the WW HistoryQuest Fellowship, the Civic Spring Project, the Higher Ed Policy Fellowship, and the Mellon Emerging Faculty Leader Award all moved their events online as well. These events help strengthen the network of Fellows and expand the reach of their work—a key aspect of the current focus of Citizens & Scholars.

“The Retreat was engaging, thought-provoking, and inspiring,” said another 2020 CEF who attended the virtual retreat. “It affirmed how lucky fellows are to have joined such a supportive and generative community and offered very useful guiding ideas as well as concrete strategies for pursuing a successful and healthy career.”

**FALL 2020 HIGHER EDUCATION MEDIA FELLOWS NAMED**

The fall 2020 class comprises eight outstanding journalists representing a variety of outlets, media, and interests. Fellows are Kirk Carapezza (GBH), Kavitha Cardoza (Freelance), Danielle Dreilinger (Freelance), Ron French (Bridge Magazine), Rebecca Koenig (EdSurge), Molly Osborne (EdNC), Bianca Quilantan (Politico), and Eileen Truax (Freelance).
“A SUBTRACTION OF BENEFITS”: PANEL TAKES ON JUNIOR FACULTY IDENTITY TAXATION

The tripartite tenure formula of research, teaching, and service is a commonplace in American colleges and universities. At many institutions, research is weighted most heavily, with teaching second (though whether a close or a distant second depends on the institution).

Most campuses value service far less. In an informal 2019 survey by the Institute of Citizens & Scholars, academic leaders said service counted for 10 to 20 percent of a junior faculty member’s tenure case at their institution. At the same time, 35 to 40 percent of respondents said faculty of color and women faculty were doing too much service, more so than white male peers. The time investment can hamper tenure progress, and it often seems tacitly expected of underrepresented minority (URM) faculty.

In 1994, psychologist Amado Padilla called this phenomenon “cultural taxation.” In 2020 Tiffany Joseph NWM ’15 and her colleague Laura Hirschfield proposed the alternative term “identity taxation,” recognizing that women and LGBTQ people also encounter such demands.

Dr. Joseph, a sociologist at Northeastern University, and two colleagues discussed the issue at a panel, “Alleviating Identity Taxation: Can the Humanities Lead,” during the November 2020 National Humanities Conference. Citizens & Scholars hosted the panel, which stems from the work of the Mellon Emerging Faculty Leaders Award program, with Vice President Beverly Sanford as moderator.

“Despite their smaller numbers,” Dr. Joseph said, Black, Latinx, and Native American faculty “mentor students of color [and] do diversity-related service in their departments and institutions, and oftentimes these types of activities are valued very little, or not at all, when it comes to tenure and promotion decisions.” The co-author of “‘Why Don’t You Get Somebody New to Do It’: Race and Cultural Taxation in the Academy” (Ethnic and Racial Studies, 2013), Dr. Joseph is also currently editing a special journal issue on racism and sexism in the academy.

Ruth Enid Zambrana—Distinguished University Professor in the Harriet Tubman Department of Women, Gender, and Sexuality Studies and Director of the Consortium on Race, Gender and Ethnicity at the University of Maryland—also took part in the panel. Dr. Zambrana, the author of Toxic Ivory Towers: The Consequences of Work Stress on the Health of Underrepresented Minority Faculty, observed that, in the half-century since the civil rights movement, URM faculty have experienced not an accrual of benefits but a “subtraction of benefits.”

This year, facing COVID-19 and the nation’s racial reckoning, many pre-tenure faculty confront even greater stresses than usual: remote teaching while caregiving, uncertainly about tenure timelines and research access, increased student needs for support, and, for faculty of color, institutional requests for engagement in efforts to address racism and assure inclusion. These conditions, Dr. Zambrana noted, heighten inequities, particularly for Black and brown faculty: “Universities are approaching the COVID era as if everyone needs the same [kind of support], and they are not taking into account that URM faculty are at a disadvantage,” with greater risks and fewer resources.

For campuses, said Michele Minter, Vice Provost for Institutional Equity and Diversity at Princeton University, identity taxation is “both a widely seen problem and at the same time a weirdly invisible one,” with an unquestionable impact on faculty retention and climate. Institutions have not typically collected or used data well in this area, she added: “There are systems that should work,” Vice Provost Minter said. “They’re just not calibrated right. They don’t value all kinds of service equally, and they don’t measure all kinds of service equally. That academic department measuring service isn’t necessarily taking into account that institution-wide task force on racial equity.”

Panel attendees exchanged ideas about addressing identity taxation, such as release time, reevaluation of different types of service, or changes in faculty incentive and reward systems that recognize stoppages in tenure clocks due to the pandemic. Beyond specific solutions, the panelists emphasized the need to understand systemic racism in the institutional setting—with identity taxation as a key example—and to change that culture.

“That’s often one of the most difficult things to tackle,” Dr. Joseph pointed out. “How do you transform the culture of a place that was created without many of us in mind? …That’s where the really hard work comes in. It’s not going to be easy and it’s going to require long-term commitment and investment.”

The impetus, Dr. Zambrana added, must come from majority-culture institutions and funders themselves: “This is a difficult conversation. This is a provocative conversation. … How do you engage your own group?” Vice Provost Minter noted, “Every conversation like this is a spur to go back and push harder on questions.”
NEW NAME, PROUD LEGACY:
HISTORY OF EXCELLENCE IN EDUCATION EXPANDS

Citizens & Scholars has its roots in the Woodrow Wilson Fellowships founded at Princeton University in 1945. The Fellowships, initially designed to recruit returning World War II veterans into college teaching, were named for Princeton’s best-known president, who had introduced college teaching reforms during his time at Princeton.

Spun off from the university in the early 1950s as the Woodrow Wilson National Fellowship Foundation, the organization continued to administer the nationwide Fellowship competition. The annual selection process, including rigorous interviews by leading academics, provided a yardstick for academic excellence and a model for other fellowship programs.

Woodrow Wilson Fellowships continued to be awarded, with some modification during the program’s closing years, until the early 1970s. When the suspension of Woodrow Wilson Fellowships was announced, a New York Times editorial proclaimed the loss of funding a “moratorium on excellence.” These Fellowships provided support for doctoral study in the arts and sciences to more than 20,000 Fellows, cultivating new generations of college and university faculty.

In the 1970s, 1980s, and 1990s, Woodrow Wilson programs sought to develop opportunities in higher education by supporting both new fields and new populations. The Foundation also began to build bridges between K–12 education and higher education, providing enrichment for thousands of middle and high school teachers in a range of subjects as Woodrow Wilson Teachers in the Leadership Program for Teachers.

WW programs during the 1970s, in particular, also focused on expanding access for Black graduate students and strengthening historically black college and universities (HBCUs). The MLK Fellowship offered two years of support for Black veterans pursuing graduate and professional degrees in preparation for careers in the service of society. The WW Administrative Internships recruited young leaders and scholars with expertise in development and financial management to help HBCUs meet demands for well-trained administrators.

Continued on page 10
At the same time, the Foundation continued to support doctoral education through several high-profile Ph.D.-level fellowships and by advocating for greater connection between the humanities and the public sphere. The WW Dissertation Fellowship in Women’s Studies produced scholars and leaders beginning in 1974, helping to build the new field of gender studies. Other subsequent Ph.D. support programs, like the Charlotte W. Newcombe Doctoral Dissertation Fellowship and the Mellon Fellowships in the Humanities, ensured that generations of Fellows were able to continue study in the liberal arts. These Fellows and their work underpin our understanding of ourselves as a nation.

In the early 2000s, the Foundation also began to support scholars at other points during their academic careers. The Humanities at Work Academic Postdocs, for example, offered institutional appointments to help establish humanists in early-career campus leadership positions—part of a larger WW initiative to foreground and strengthen the humanities within and beyond the academy. The Millicent C. McIntosh Fellowships for Recently Tenured Faculty supported the work of more than a dozen scholars at some of the nation’s most respected liberal arts colleges, while the Career Enhancement Fellowships were established to help increase the presence of minority junior faculty members and other faculty members committed to eradicating racial disparities in core fields in the arts and humanities. The last of these programs would also provide eventual inspiration for the Nancy Weiss Malkiel Junior Faculty Fellowships, which became the Mellon Emerging Faculty Leaders Award.

Increasingly, the Foundation also supported professional preparation in key fields outside the academy, such as public policy and environmental conservation. The Public Policy and International Affairs Fellowships sought to diversify these fields and engage the interest of first-generation college students, including minority students, who might otherwise not have considered public service careers. This program was the precursor to the Thomas R. Pickering Foreign Affairs Fellowship Program, administered by the Foundation from 1992 to 2019. The Pickering program sought to make a significant contribution to the diversity of American diplomacy by providing financial support, mentoring, and professional development to participants as
they prepared academically and professionally for a career in the Foreign Service.

In the early 2000s, WW intensified its commitment to the intersection of K–12 and higher education. First, it helped to develop a series of early colleges—partnerships between universities and schools—as well as a set of professional development programs, Teachers As Scholars, that returned secondary teachers to college classrooms. Then, in 2007, the Foundation launched the master’s-level Leonore Annenberg Teaching Fellowship as a national model for transforming teacher preparation; this became the template for the WW Teaching Fellowships. This program and the later WW MBA Fellowships in Education Leadership have collaborated with 33 colleges and universities in eight states to prepare math and science teachers for high-need schools, as well as to change the way that teachers and school leaders are prepared. During the same period, the Woodrow Wilson Rockefeller Brothers Fund Fellowships for Aspiring Teachers of Color sought to recruit, support, and retain individuals of color as K–12 public school teachers in the United States.

Fellowships like the Women’s Studies Dissertation Fellowship, the Newcombe Fellowship, the Career Enhancement Fellowship, and the Mellon Emerging Faculty Leaders Awards continue today to support Ph.D. candidates and faculty at critical junctures in their careers. Fellows from the past 75 years of work at Citizens & Scholars have achieved extraordinary things in a multitude of fields as recipients of international prizes, leaders across sectors, and everyday heroes who continue to work with the next generation of citizens and scholars. We honor their capabilities and accomplishments, as well as the decades of excellence that their Fellowships represent.

In 2020, the Foundation expanded its mission to include broadening civic engagement, supporting civil discourse, and reemphasizing excellence, opportunity, and diversity in higher education. With this shift, and in light of the nation’s racial reckoning, it became clear that the organization must reconsider its name. While Woodrow Wilson’s accomplishments as a university leader and as President of the United States were historic, his racist policies and beliefs were fundamentally incompatible with the work that had evolved at the fellowship organization named for him. Citizens & Scholars announced its new name in November 2020. Today, Citizens & Scholars is building on its legacy of excellence in education to create a better educated, more thoughtful, and more inclusive America. By working with young people, with students and faculty in higher education, and with civic leaders, we aim to rebuild the way our country develops citizens.

FAQs ON THE NEW NAME
Can you say more about what you mean by citizens and scholars?
When we say citizen, we’re referring to someone who demonstrates the ancient concepts of civic virtue and civic spirit, and who works toward the common good. This kind of citizenship has nothing to do with legal status or formal national identity. Rather, informed, productively engaged, hopeful citizenship, as it’s called in our mission statement, rests in a commitment to the well-being of society as a whole; knowledge of and respect for the full range of histories, perspectives, and priorities that the whole encompasses; and active engagement in sustaining and furthering one’s various communities.

Scholars help to create and develop the base for this kind of commitment by learning, enriching, and transmitting knowledge of our communities, nations, and world. To be a scholar in community is to be a citizen of the academy, and to be a citizen, in this sense, is to be a scholar of the nation and world.

Are you erasing Woodrow Wilson from the institution’s history?
No. When the Woodrow Wilson Fellowships were established 75 years ago at Princeton University, their mission was to recruit new generations of professors to teach a rapidly expanding body of university students. Thus, our founders named the organization after Princeton’s most famous president, who was himself a proponent of excellence in college teaching. We retained the name even as our work grew to include building academic fields and promoting gender and racial diversity in American higher education. We believe that telling the story of how an institution like ours came to have Woodrow Wilson’s name and then to change its name is an important historical and educational opportunity. Our full history is published on our website.

Will the name of my Fellowship change?
No. Anyone who received a Fellowship prior to or during 2020 that contained the name Woodrow Wilson (for example, a Woodrow Wilson Fellow, a Woodrow Wilson Teacher, a Woodrow Wilson Dissertation Fellow in Women’s Studies) should continue to use that name, as the correct name of the award that was given at that time. We do not anticipate any retroactive change in the names of any of these programs. Several current programs that have used the WW name may, on a case-by-case basis, continue to use “WW” temporarily.

For more FAQ, visit citizensandscholars.org/faq1/
The Campus Color Line: College Presidents and the Struggle for Black Freedom
Eddie R. Cole NWM '17

Higher education has played an important role in some of the country’s most important civil rights issues. Colleges in the mid 20th century served as a hotbed for activism and resistance, particularly when it came to students. But what was the role in these battles for those leading the institutions?

In his first book, Eddie Cole examines how college and university presidents instituted and shaped racial policies that extended well beyond their campuses. While Black college presidents courageously sought to dismantle racist policies affecting their students protesting in the streets, their white counterparts at major universities pushed for urban plans that drove Black communities away from their campuses. Other presidents altered campus free speech zones and rules to allow speakers with racist views, while still others developed and implemented affirmative action programs.

“The Campus Color Line is a stunning and ambitious origins story,” wrote Ibram X. Kendi of Boston University. “Embedded with breathtaking narratives recovered from meticulous research, this book vividly connects the actions of past college presidents to the racial issues that we, as a society, struggle with today.”

The Kingdom and the Republic: Sovereign Hawai’i and the Early United States
By Noelani Arista CEF ’13

The early 1800s saw immense change for the islands of Hawai’i. The first American missionaries landed in 1823. Laws were being translated from oral tradition to written. With the sandalwood trade came new legal restrictions on access to Hawaiian women for foreigners in 1825. This law—implemented by the chiefs, called ali’i, but misinterpreted as coming from the missionaries—resulted in an attack on two mission stations and a breakdown in relations between the merchants, missionaries, and sailors.

By digging into previously unknown Hawaiian language archives, Noelani Arista creates a more robust picture of colonial Hawai’i. She explores the formations of native politics and law and how that rule extended to the changing population of both indigenous and foreign people.

Dr. Arista “upends a simplistic colonial historiography that makes American missionaries the dominant forces in the period,” wrote David Chang of the University of Minnesota. The book “reveals instead a more complex and surprising story that speaks powerfully to questions of law, culture, language, and power in history.”

*The Kingdom and the Republic* was the winner of the Native American and Indigenous Studies Association First Book Award for 2020.

The Upswing: How America Came Together a Century Ago and How We Can Do It Again
By Robert D. Putnam WF ’63 and Shaylyn Romney Garrett

A time when the United States was deeply polarized, highly individualistic, noticeably unequal: that might sound like a description of the present.

But, according to Robert D. Putnam’s new book, we’ve been here before. What began in the Gilded Age of the late 1800s as an “I” mentality began to expand during the 20th century into a “we” mentality. This mentality, which focused on the good of the collective and our responsibilities to our neighbors, was egalitarian, cooperative, and generous. It peaked during the 1960s, Dr. Putnam and his co-author argue, then began a steady decline down the curve—leading us, as a country, back to where we started.

Dr. Putnam gives a “sweeping overview more than a century of history,” blending analysis of statistics and trends with observations and storytelling. “America’s deep-seated divisions were healed in the past and can be again, argues this sweeping and persuasive study,” wrote Publishers Weekly. “This fresh, ambitious take on America’s fraying social fabric will provoke much discussion.”

Ballad of the Bullet: Gangs, Drill Music, and the Power of Online Infamy
By Forrest Stuart CEF ’15

The Internet has provided a powerful tool for those looking for a way to build influence and profit. But what happens when digital natives born into poverty turn to social media as a way to try and make money?

In his second book, Forest Stuart, follows a group of young men from Chicago’s South Side using platforms like YouTube and Instagram to share their original “drill music.” The Corner Boys “disseminate this competitive genre of hyperviolent, hyperlocal, DIY-style gangsta rap digitally.” The music generates downloads and likes that can translate to real-life money and benefits. But at what cost? While drillers can capitalize on urban images, many of them often wind up behind bars or in serious trouble after the public display of “superior criminality” over other gangs.

Dr. Stuart “blends classic ethnographic reporting on gangs and urban violence with cutting-edge observations of how actions in social media reverberate in real life,” said Eric Klinenberg of NYU in his review. “Ballad of the Bullet is the single best study we have on the interplay between the street and the screen, and an unforgettable account of culture and conflict in the 21st century city.”
**NOTES ON FELLOWS**

**Forrest Stuart CEF ’15** was named a 2020 MacArthur Fellow for his work “challenging long-held assumptions about the forces that shape urban poverty and violence and bringing to light the lived reality of those who experience it.” Dr. Stuart is an associate professor in the Department of Sociology and director of the Stanford Ethnography Lab at Stanford University. His first book, *Down, Out, and Under Arrest: Policing and Everyday Life in Skid Row* (2016), examined the results of the first five years of the Safer Cities Initiative’s impact on Los Angeles’ Skid Row. Through the perspectives of both residents and the police, the book presents the pitfalls of modern policing in high-poverty communities. Dr. Stuart’s most recent book, *Ballad of the Bullet: Gangs, Drill Music, and the Power of Online Infamy* (2020), is featured on the opposite page.

**Scott E. Casper MN ’86** has been elected as president of the American Antiquarian Society, a national research library of American history and culture to 1876.

**Carina Curto CEF ’12**, professor of mathematics, has been selected as one of five recipients of the 2020 Faculty Scholar Medals for Outstanding Achievement at Penn State University. Established in 1980, the award recognizes scholarly or creative excellence represented by a single contribution or a series of contributions around a coherent theme.

**Steven Denson PP ’90** was named Assistant Dean of Diversity at the Cox School of Business at Southern Methodist University.

**Saidiya Hartman CN ’90** was appointed to the rank of University Professor, Columbia’s highest academic honor. The President of Columbia wrote: “Professor Hartman is a scholar of African American and American literature and cultural history whose immersive and unflinching portraits of Black life have forever altered the ways in which we think and speak about enslavement and its invidious legacy in this country.”

**Elena Victoria Ortiz WF ’64** was awarded the 2020 Sydney Taylor Honor for her young adult biography, *Dissenter on the Bench: Ruth Bader Ginsburg’s Life and Work.*

**Kwesi Vincent TF ’19** was named a 2020 Knowles Teaching Fellow. The Knowles Teaching Fellows Program is an intensive and cohesive, 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.

**Mary Katherine “Katie” Jenner MBA ’16** has been appointed as the Indiana Secretary of Education. “Dr. Katie Jenner has focused her entire career on investing in students, teachers and staff, and she will continue to build the relationships needed to move our state forward in constructive ways,” said Gov. Eric Holcomb.

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**RECENT PUBLICATIONS**


**Daniel C. Cochran CN ’17**, *Building the Body of Christ: Christian Art, Identity, and Community in Late Antique Italy* (Fortress Academic)


**Arlene Nancy Heyman WF ’64**, *Artifact: A novel* (Bloomsbury Publishing)


**Ambassador Michael D. Metelits WF ’64**, *The Arthur Crawford Scandal: Corruption, Governance, and Indian Victims* (Oxford University Press)

**Nancy Maire Mithlo CEF ’09**, *Knowing Native Arts* (University of Nebraska Press)

**Nancy Maire Mithlo CEF ’09**, *Making History: IAIA Museum of Contemporary Native Arts* (University of New Mexico Press)

**Martha Moffitt Peacock WS ’85**, *Heroines, Harpies, and Housewives: Imaging Women of Consequence in the Dutch Golden Age* (Brill)

**David P. Redlawsk AF ’83**, (co-author), *A Citizen’s Guide to the Political Psychology of Voting* (Routledge)

**Lynne Sharon Schwartz WF ’61**, *Crossing Borders: Stories and Essays About Translation* (Seven Stories Press)


**Robert Weisbuch**, former Trustee/President, WW Foundation, (co-author), *The New PhD: How to Build a Better Graduate Education* (Johns Hopkins University Press)

**Winter Jade Werner CN ’13**, *Missionary Cosmopolitanism in Nineteenth-Century British Literature* (Ohio State University Press)
STAFF SPOTLIGHT:
BEVERLY SANFORD, VICE PRESIDENT AND SECRETARY

This new feature will introduce you, in each issue of Fellowship, to some members of the 25-person Citizens & Scholars team who work behind the scenes to support programs and Fellows.

Since 2002, Beverly Sanford has served in a variety of roles at Citizens & Scholars. She joined the staff as director of communications, led several programs and even served as acting COO in 2019. Today, she is Secretary to the Board of Trustees, and as Vice President, she oversees higher education initiatives. Her enormous portfolio has recently expanded to include internal talent development and the centering of citizen development in higher education.

“Beverly’s a great historian for the organization, she loves telling its stories, she loves connecting with Fellows, and she genuinely cares about her colleagues,” said President Raj Vinnakota. “She has done it all, with aplomb, quality and no drama. She also hates being in the spotlight,” he added, “which is why I’m glad that she’s our first Staff Spotlight.”

BOARD NEWS:
NEW WW TRUSTEE ELECTED

At its fall 2020 meeting, the Citizens & Scholars Board elected Jeffrey Goldstein as a Trustee. Dr. Goldstein is a Senior Advisor and a member of the Investment Committee of Canapi Ventures, a venture capital fund specializing in financial technology companies. He was the Chief Executive Officer of SpringHarbor Financial Group LLC, and a Senior Advisor at Hellman & Friedman LLC, a private equity fund. He served as Managing Director at Hellman & Friedman from 2004 to 2009 and from 2011 to 2016. From 2009 to 2011, Goldstein served as Under Secretary of the Treasury for Domestic Finance and Counselor to the Secretary of the Treasury. Before Hellman & Friedman, Dr. Goldstein served as Managing Director and Chief Financial Officer of the World Bank and was Co-Chairman of BT Wolfensohn and previously was Vice Chairman and a Partner at James D. Wolfensohn Incorporated. Dr. Goldstein serves on the board of directors of Bank of New York Mellon Corporation, Fidelity National Information Services, Inc. (FIS) and Exeter Finance and on the board of trustees of Vassar College and of Equality Now. He earned his Ph.D., M.Phil., and M.A. in Economics from Yale University and his B.A. in Economics from Vassar College, and he attended the London School of Economics.

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DAN CRAWFORD

Dan Crawford’s 1963 Woodrow Wilson Fellowship helped launch him into a prestigious Ph.D. program and subsequently into a 46-year-long career as a philosophy and religion professor. Throughout the years he felt compelled to “give back,” specifically in support of higher education: “I found that my training in the liberal arts had liberated me from my provincial background and overly-constricting values.”

Dr. Crawford has been a loyal and consistent donor to the Institute for Citizens & Scholars since his first gift in 1987. His support is rooted in the organization’s programming. “[Citizens & Scholars] has continuously produced innovative programs that meet real needs both in the educational realm and in the greater society,” he said. A few specific programs have been particularly important to him over the years:

I saw that programs opened doors for the underserved populations in society, enabling them to find their way out of poverty and discrimination. These programs were bringing minority groups—especially women and African Americans—into higher education (PhD programs) in fields where they had largely been excluded.

Further, these programs promoted studies in areas of academia that I had a special interest in, and that needed outside support, such as religion and women’s studies.

I appreciated the initiative in improving the quality of teacher education programs to better train K-12 teachers, equipping them to get children interested in learning.

Beyond these programs, Dr. Crawford is also enthusiastic about the expanded mission of Citizens & Scholars. “I strongly support the latest emphasis on ‘civic learning for young people’ as a way of preserving the democratic values that are currently under threat,” he said. “I look forward to seeing how this new emphasis will be implemented.”

“Your new name with its focus on Citizens and Scholars is an apt description of what you have been doing creatively and consistently over the 57 years that I have been associated with the Institute,” said Dr. Crawford. It “is the main reason I have been, and will continue to be, a faithful supporter and advocate.”

Citizens & Scholars is grateful for Dr. Crawford’s generosity over time. While most of his gifts have been moderate in size, cumulatively their total is well into the five-figure range. Many thanks to all of our consistent donors—your gifts of every size combine to make an outsized difference in our work!
THE INSTITUTE FOR CITIZENS & SCHOLARS IS THE NEW NAME OF THE WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION. READ ABOUT THE NEW NAME AND EXPANDED MISSION INSIDE.