

THE WOODROW WILSON
National Fellowship Foundation

Foundation Report
2014–2015

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*Board service concluded at end of FY 2014

**Board service concluded at end of FY 2015

On the cover: 2014 Woodrow Wilson New Jersey Teaching Fellow Jarred Phillips works with students in rural Pemberton, NJ.

Foundation Report, 2014–2015

Dear Friends:

On behalf of the Board of Trustees of the Woodrow Wilson National Fellowship Foundation, I am delighted to bring you this report on some significant Foundation accomplishments.

The past two years have seen both the creation of new WW programs and the growth of current programs, as well as outstanding management of resources. The Foundation is building on the base of excellence that it has established over the past 70 years to create new models in both K–12 and higher education. This is no small achievement for a smallish non-profit, yet the Foundation has an outsized impact on the national conversation about education.

In the pages of this report you will find glimpses of traditional WW strengths—support for graduate work in key fields, recruitment of future leaders from diverse backgrounds, achievements by stellar Fellows from years past—alongside snapshots of the new initiatives that the Foundation is taking in the preparation of teachers and school leaders. Very few organizations can match our history of high-quality programs and the bold, transformative ventures that we have put into action.

The WW Board of Trustees takes great pride in the work of the Foundation, past and current. It is the generosity of friends and funders like you that has made this work possible. We hope you will continue to follow these varied and promising WW initiatives as we move forward, and we remain profoundly grateful for your interest and support.

Sincerely,



Thomas C. Hudnut
*Chair, The Board of Trustees
The Woodrow Wilson
National Fellowship Foundation*



Woodrow Wilson Perspectives:

For a century, the Carnegie Unit—or credit hour—served American education very well. Created by the Carnegie Foundation for the Advancement of Teaching in 1906, it is now the nearly universal accounting unit for colleges and schools. It brought coherence and common standards to the chaotic 19th-century high school and college curriculum, established a measure for judging student academic progress, and set the requirements for high school graduation and college admission. But today it has grown outdated and less useful, and new models of learning—like that of the Woodrow Wilson Academy of Teaching and Learning—are challenging it.

A time-based standard, one Carnegie Unit (or credit) is awarded for every 120 hours of class time. The foundation translated this into one hour of instruction five days a week for 24 weeks. Students have been expected to take four such courses a year for four years in high school, with a minimum of 14 Carnegie Units required for college admission. The Carnegie Unit perfectly mirrored its times and the design of the nation's schools.

An industrialized America created schools modeled on the technology of the times: the assembly line. With the Carnegie Unit as a basis, schools nationwide adopted a common process for schooling groups of children, sorted by age for 13 years, 180 days a year in Carnegie unit-length courses. Students progressed according to seat time—how long they were exposed to teaching.

At colleges and universities across the nation, the Carnegie Unit became more commonly referred to as the credit hour. The common semester-long class became three credit hours. The average four-

year degree was earned after completing 120 credit hours. Time and process were fixed, and outcomes of schooling were variable. All students were expected to learn the same things in the same period of time. The Carnegie Unit provided the architecture to make this system work.

But in the United States' transition from an industrial to an information economy, the Carnegie Unit is becoming obsolete.

The information economy focuses on common, fixed outcomes, yet the process and the time necessary to achieve them are variable. The concern in colleges and schools is shifting from teaching to learning—what students know and can do, not how long they are taught. Education at all levels is becoming more individualized, as students learn different subjects at different rates and learn best using different methods of instruction.

As a result, educational institutions need a new accounting to replace the Carnegie Unit. A 2015 report by the Carnegie Foundation made this clear, stating the Carnegie Unit “sought to standardize students' exposure to subject material by ensuring they received consistent amounts of instructional time. It was never intended to function as a measure of what students learned.” States have responded by adopting outcome- or learning-based standards for schools. They are now detailing the skills and knowledge students must attain to graduate and implementing testing regimens, such as fourth- and eighth-grade reading and math exams, to

assess whether students have met those standards.

This evolution is causing two problems. First, both the industrial and information economy models of education are being imposed on our educational institutions at the same time. At the mo-



Arthur Levine, former president of Teachers College, Columbia University and a nationally noted leader in education reform, has been president of the Woodrow Wilson National Fellowship Foundation since 2006.

The End of the Carnegie Unit



ment, the effect is more apparent in our schools than colleges, but higher education can expect to face the same challenges. Today, schools and colleges are being required to use the fixed-process, fixed-calendar and Carnegie Unit accounting system of the industrial era. They are also being required to achieve the information economy's fixed outcomes and follow its testing procedures. The former is true of higher education, and government is increasingly asking colleges and universities for the latter.

Doing both is not possible, by definition. Instead, states need to move consciously and systematically to the information economy's emerging and increasingly dominant model of education, which will prevail in the future. The Carnegie Unit will pass into history.

The second problem is that the steps states have taken to implement standards, outcomes and associated testing are often incomplete and unfinished. They are at best betas quickly planned and hurriedly implemented, which like all new initiatives demand significant rethinking, redesign and refinement. In the decades to come, today's tests will appear primitive by comparison to the assessment tools that replace them. Think of the earliest cell phones—they needed development and refinement.

Unfortunately, however, states' mandates go beyond the capacity and capabilities of their standards, tests, data systems and existing curricula. For example, despite growing state and federal pressure to evaluate faculty and institutions based on student performance, most states do not have the data or data systems to make this possible.

If Information Age accounting systems for education are to work as well as the Carnegie Unit did, the tasks ahead are these:

- Define the outcomes or standards students need to achieve to graduate from school and college. While the specific outcomes or standards adopted are likely to vary from state to state, the meaning of each standard or outcome should be common to all states. A current example is coding. Today states, cities, and institutions differ profoundly in their requirements in this area; however, it is essential that the meaning of competence in this area be common.
- Create curricula that mirror each standard and that permit students to advance according to mastery.
- Develop assessments that measure student progress and attainment of standards or outcomes. Over time, build upon current initiatives in analytics and adaptive learning, to embed assessment into curricula to function like a GPS, discovering students' misunderstandings in real time and providing guidance to get them back on track.





These three key steps will lay the groundwork for the education demanded by the Information Age. They will provide the clarity, specificity, standardization, reliability and adoptability that made the Carnegie Unit successful. It will create an educational accounting system for the information economy that is as strong as the Carnegie Unit was for industrial America.

I do not pretend doing this will be easy or quick. It is nothing less than the reinvention of the American education system. It will require bold institutions to lead, as universities like Carnegie Mellon University, the Massachusetts Institute of Technology, Southern New Hampshire University and Western Governors University are doing, to create and test the new models of education for the Information Age. It will take institutions like the WW Academy of Teaching and Learning, now creating a competency-based model for teacher preparation, to change not only classroom requirements but also teachers' approaches. It will take a coalition of state government, educational institutions and professional associations like accreditors to turn the innovations into policy.

We don't have the luxury of turning away from this challenge. Our education system is not working. In contrast to the industrial era, in which national success rested on physical labor and natural resources, information economies require brains and knowledge. The future demands excellent schools and colleges.

A handwritten signature in black ink that reads "Arthur Levine". The signature is fluid and cursive, with a prominent initial 'A'.

A version of this essay originally appeared on InsideHigherEd.com in October 2015.

Letter of Transmittal



Dear Friends of the Woodrow Wilson National Fellowship Foundation:

With this report, the Woodrow Wilson National Fellowship Foundation reaches back two years (an adjustment to our reporting schedule) to provide an operating overview of some significant developments. New programs have been introduced, recently created programs have expanded, and long-time programs have yielded strong results.

FY 2014 and FY 2015 have seen, for example, the growth of the Woodrow Wilson MBA Fellowship in Education Leadership. Enthusiasm about this Fellowship, which offers a new kind of terminal degree for school and district leaders, led both to the addition of a new state program, in New Mexico, and to an expansion of the existing Indiana program, where Lilly Endowment has supported an expansion from one campus to three. We are in conversation now with several additional states about joining the program.

Two new one-time Fellowship programs have also been added to the Woodrow Wilson portfolio: The Nancy Weiss Malkiel Junior Faculty Fellowship, honoring the 1965 Woodrow Wilson Fellow and Board Chair Emerita now in her 40th year on the Foundation's Board, and the WW HistoryQuest Fellowship, providing New Jersey secondary American history teachers with professional development based on game design principles. Both of these programs have been made possible by individual donors—anonously, for the Malkiel Fellowship, and by Trustees Walter Buckley and Bill Lilley WF '58, in the case of HistoryQuest. Alongside Woodrow Wilson's ongoing Newcombe, Women's Studies, and Mellon dissertation fellowships, these two humanities-based programs offer new versions of the Foundation's historic mission in developing leadership and supporting career development in the liberal arts.



Perhaps most exciting, however, has been the launch of the Woodrow Wilson Academy of Teaching and Learning in collaboration with the Massachusetts Institute of Technology. The WW Academy will work to reinvent the American school of education for the 21st century, creating a new individualized, competency-based model for preparing teachers and school leaders; it draws on both cutting-edge research and the new practice models that the Foundation has developed through its STEM-focused Woodrow Wilson Teaching Fellowships and the WW MBA Fellowship in Education Leadership. Formally launched in June 2015, the Academy is now building its program, with its first class to begin in fall 2017. There will be much more to say about its work in years to come.

Support and funding for the Foundation's work in all these areas, thanks to both philanthropic partners and generous individual donors, remains strong. The statements of financial activity on the following two pages provide summaries of the Foundation's audit report for the respective 2014 and 2015 fiscal years (full copies of the audit are on the Woodrow Wilson website at www.woodrow.org).

For each of the two fiscal years—FY 2014 and FY 2015—the Mercadien Group of Princeton, New Jersey audited the Foundation's financial records and activities, and issued a clean opinion regarding the Foundation's finances. The Foundation's Board of Trustees approved and adopted each year's audit in October 2014 and October 2015, respectively.

We hope you share our pride in these excellent audit results and in the important work that so many partners and funders make possible at the Woodrow Wilson Foundation.

A handwritten signature in black ink that reads "Stephanie J. Hnel".

Executive Vice President
and Chief Operating Officer



The Woodrow Wilson National Fellowship Foundation

Statement of Activities · Year Ended June 30, 2014

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Public Support and Other Revenue				
Public Support				
Government	\$ 4,724,770	\$ -	\$ -	\$ 4,724,770
Foundations	-	7,539,089	-	7,539,089
Individuals	2,475,998	609,453	-	3,085,451
Net assets released from restrictions	<u>14,086,681</u>	<u>(14,086,681)</u>	-	-
Total Public Support	21,287,449	(5,938,139)	-	15,349,310
Other Revenue				
Investment income	<u>171,921</u>	<u>151,530</u>	-	<u>323,451</u>
Total Public Support and Other Revenue	21,459,370	(5,786,609)	-	15,672,761
Expenses				
Program Services				
Higher Education Fellowships	\$ 6,465,599	\$ -	\$ -	\$ 6,465,599
Teaching Fellowships	12,290,611	-	-	12,290,611
School Partnerships	<u>59,596</u>	-	-	<u>59,596</u>
Total Program Services	<u>18,815,806</u>	-	-	<u>18,815,806</u>
Supporting Services				
Management and General	1,056,059	-	-	1,056,059
Fundraising	<u>669,061</u>	-	-	<u>669,061</u>
Total Supporting Services	<u>1,725,120</u>	-	-	<u>1,725,120</u>
Total Expenses	20,540,926	-	-	20,540,926
Change in net assets	918,444	(5,786,609)	-	(4,868,165)
Net assets, beginning of year	<u>652,113</u>	<u>33,809,800</u>	<u>1,629,695</u>	<u>36,091,608</u>
Net assets, end of year	<u>\$ 1,570,557</u>	<u>\$ 28,023,191</u>	<u>\$ 1,629,695</u>	<u>\$ 31,223,443</u>

The Woodrow Wilson National Fellowship Foundation

Statement of Activities · Year Ended June 30, 2015



	Unrestricted	Temporarily restricted	Permanently restricted	Total
Public Support and Other Revenue				
Public Support				
Government	\$ 6,159,366	\$ 1,224,792	\$ -	\$ 7,384,158
Foundations	-	24,567,553	-	24,567,553
Individuals	2,077,106	2,327,762	-	4,404,868
Net assets released from restrictions	<u>17,782,537</u>	<u>(17,782,537)</u>	-	-
Total Public Support	26,019,009	10,337,570	-	36,356,579
Other Revenue				
Investment income	239,338	60,441	-	299,779
Miscellaneous income	<u>1,535</u>	<u>-</u>	<u>-</u>	<u>1,535</u>
Total Public Support and Other Revenue	26,259,882	10,398,011	-	36,657,893
Expenses				
Program Services				
Higher Education Fellowships	\$ 6,560,446	\$ -	\$ -	\$ 6,560,446
Teaching and Leadership	<u>17,219,684</u>	<u>-</u>	<u>-</u>	<u>17,219,684</u>
Total Program Services	<u>23,780,130</u>	<u>-</u>	<u>-</u>	<u>23,780,130</u>
Supporting Services				
Management and General	1,120,037	-	-	1,120,037
Fundraising	<u>624,931</u>	<u>-</u>	<u>-</u>	<u>624,931</u>
Total Supporting Services	<u>1,744,968</u>	<u>-</u>	<u>-</u>	<u>1,744,968</u>
Total Expenses	25,525,098	-	-	25,525,098
Change in net assets	734,784	10,398,011	-	11,132,795
Net assets, beginning of year	<u>1,570,557</u>	<u>28,023,191</u>	<u>1,629,695</u>	<u>31,223,443</u>
Net assets, end of year	<u>\$ 2,305,341</u>	<u>\$ 38,421,202</u>	<u>\$ 1,629,695</u>	<u>\$ 42,356,238</u>



Supporting Woodrow Wilson

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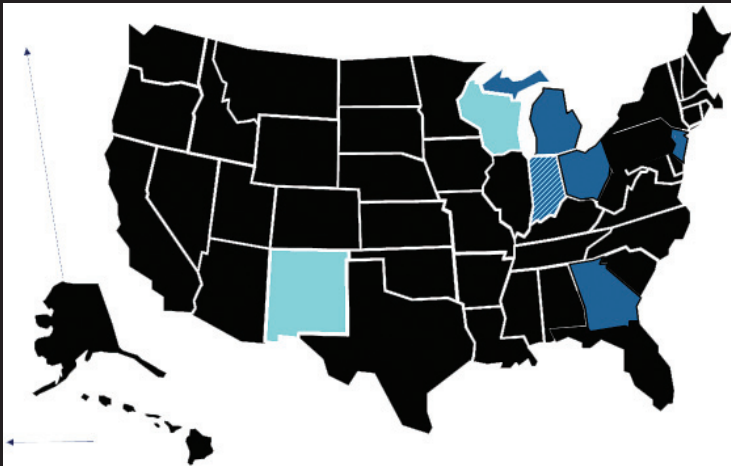
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WW MBA Fellowship, WW Teaching Fellowship Expand

The WW MBA Fellowship in Education Leadership, begun at one university each in Indiana and Wisconsin in 2013, grew to include two New Mexico institutions in summer 2014, and expanded to two more Indiana campuses in fall 2014. Participating universities now include Indiana University, Indiana State University, the University of Indianapolis, New Mexico State University, the University of New Mexico, and the Milwaukee School of Engineering. Indiana is the first state to host both WW MBA Fellows and WW Teaching Fellows. Meanwhile, the state of Georgia joined the WW Teaching Fellowship in spring 2014 and welcomed its first Fellows in 2015, bringing to five the number of states where WW Fellows are teaching the STEM disciplines—science, technology, engineering, and math—in high-need urban and rural schools. Both the WW MBA Fellowship and the WW Teaching Fellowship are in conversation with new states, with several additions under consideration in 2016.

In blue: Current WW Teaching Fellowship states. In teal: Current WW MBA Fellowship states.



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Roe W. Goodman WF '58
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Jacques J. Gorlin WF '69, DS
William J. Gould CN '89
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Paul C. Groves WT '82
Jennifer Gruenberg TR
and Bud Gruenberg,
in memory of Linda Grauer,
wife of Fred Grauer
Scott A. Harris WF '70, deceased
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F. James Hodges, Jr. WF '61
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in memory of Elizabeth & George C. Chast
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WW Fellows Take National Science Prizes

In 2014–15, two distinguished Woodrow Wilson Fellows received national and international honors for their work. In May 2014 MIT physicist Alan H. Guth WF '68 received the Kavli Prize in Astrophysics, along with Andrei D. Linde and Alexei A. Starobinsky, for “pioneering the theory of cosmic inflation.” Given biennially, the Kavli Prize offers a cash award of \$1,000,000 in each award category. In October 2014 Robert Axelrod WF '64 of the University of Michigan was named a recipient of the National Medal of Science for his work on cooperation theory. Dr. Axelrod, a political scientist and one of a handful of social scientists to receive the national award since its inception, was awarded the medal in a White House ceremony in November 2014.

At left: Alan H. Guth, WF '68. At bottom: Robert Axelrod WF '64.





MacArthur “Genius Grants” Awarded to Fellows in 2014, 2015

Over the past two years, Fellows from two WW programs—Tara Zahra MN '99 and Ellen Bryant Voigt WF '64—received MacArthur Foundation Fellowships. Dr. Zahra, one of the 2014 MacArthur Fellows, is an historian of Modern Europe and professor of history at the University of Chicago; she studies redefinitions of nation, family, and ethnicity in 20th-century Europe. Ms. Voigt, former Poet Laureate of Vermont, is a Chancellor of the Academy of American Poets and author of nine volumes of poetry.

At top: Tara Zahra, MN '99.

At bottom: Ellen Bryant Voigt WF '64.



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 Jon G. Rush WF '69
 Jeffrey L. Sammons WF '58
 David H. Sanders WF '59 H
 Harold H. Saunders
 Mark D. Savin WF '67
 Thomas J. Schaefer WF '67
 Richard Scheuch WF '46
 W. Richard Scott WF '54
 Peggy Moorhead Seas ST
 Peter C. Sederberg WF '68
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First-Ever Promotions to Senior Foreign Service Place Fellows in Line for Top Diplomatic Positions

In October 2014, for the first time, Thomas R. Pickering Foreign Affairs Fellows were among those promoted into the Senior Foreign Service of the U.S. Department of State's diplomatic corps. Members of the Senior Foreign Service occupy senior leadership positions in the Department and in US embassies and consulates around the world.

The three Pickering Fellows promoted were Julie Chung FAF '92, Deputy Chief of Mission at the U.S. Embassy in Phnom Penh, Cambodia; Dereck Hogan FAF '93, Deputy Chief of Mission at the U.S. Embassy in Baku, Azerbaijan; and Joey Hood GFAF '98, Deputy Chief of Mission at the U.S. Embassy in Kuwait City, Kuwait.

These Fellows join the ranks of policy and decision makers who help chart the State Department's course.

Top to bottom: Julie Chung FAF '92, Dereck Hogan FAF '93, Joey Hood GFAF '98.





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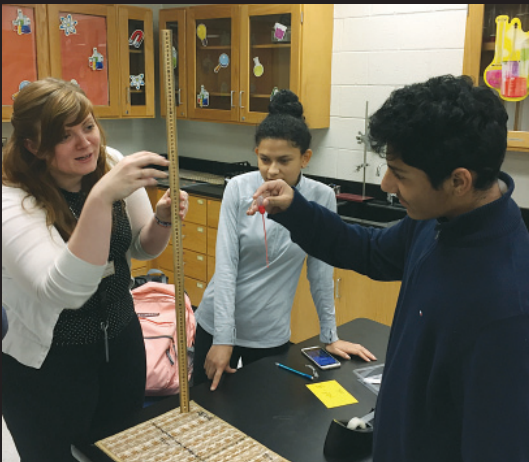
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Goizueta Foundation Supports Microgrants for WW Georgia Teaching Fellows

In 2015 the Goizueta Foundation of Atlanta made a three-year, \$910,000 grant to provide professional enrichment for WW Georgia Teaching Fellows working in the metro Atlanta area. The funding makes possible a series of competitive microgrants for projects that benefit Fellows' students, other teachers, and the schools where they do their clinical placement. Recipients can choose to attend and present at conferences, buy materials they need for teaching, or do a service learning project in their community—opportunities unusual in high-need schools, even for veteran teachers. At a series of workshops, the 15 Fellows who received microgrants will report back to other Fellows on what they learn or accomplish.

Left: Leslie Dunham, Ph.D., TF '15, with students at Meadowcreek High School in Gwinnett County. Dr. Dunham is one of 15 WW Georgia Teaching Fellows receiving microgrants funded by the Goizueta Foundation.



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Special One-Time Fellowship for Junior Faculty Honors WW Board Chair Emerita

Nancy Weiss Malkiel, a 1965 Woodrow Wilson Fellow and professor of history at Princeton University, was first elected to the Woodrow Wilson Board of Trustees in 1975. The longtime Dean of the College at Princeton, Dr. Malkiel would also eventually chair the Board for a decade (1999–2009).

To mark Dr. Malkiel's 40th year of service, in 2015 the Foundation created the Nancy Weiss Malkiel Junior Faculty Fellowship. The Fellowship comprises five 12-month awards of \$10,000 for emerging faculty leaders in fields similar to Dr. Malkiel's— 20th- and 21st-century American history, politics, culture, and society—who, like her, are positioned to play significant roles in shaping American higher education.

Below: Nancy Malkiel WF '65 with Arthur Levine at a Woodrow Wilson Board meeting.





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Two Fellows Receive 2015 Pulitzer Prizes

The 2015 Pulitzer Prizes included two for Fellows from different Woodrow Wilson Foundation programs. David I. Kertzer, a 1973 Woodrow Wilson Fellow, was named the recipient of the 2015 Pulitzer Prize in Biography, and Elizabeth A. Fenn, a 1998 Newcombe Fellow, received the 2015 Pulitzer Prize in History.



Dr. Kertzer is Dupee University Professor of Social Science and Professor of Anthropology at Brown University, as well as the university's former Provost. The Pulitzer jury cited his 2014 *The Pope and Mussolini* as "an engrossing dual biography." The book explores the previously unknown role played by Pope Pius XI in the Fascist Party's evolution.

Encounters at the Heart of the World, Dr. Fenn's groundbreaking history of the Mandan people of the northern Plains, offers an "original narrative," according to the jury, about a thriving civilization previously little documented by scholars. Dr. Fenn is Associate Professor and Chair of the Department of History at the University of Colorado.



The two 2015 Prize announcements come on the heels of two Pulitzer finalist nods for Fellows in the previous year. Jacqueline Jones WS '74 was named a 2014 Pulitzer Prize finalist for *A Dreadful Deceit: The Myth of Race from the Colonial Era to Obama's*, while Leo Damrosch WF '64 H was a 2014 finalist in biography or autobiography for *Jonathan Swift: His Life and His World*.

Drs. Fenn and Kertzer bring to 19 the total number of Pulitzer Prize winners among the Foundation's more than 22,000 Fellows.

At left: David Kertzer WF '73. At right: Elizabeth "Lil" Fenn CN '98.

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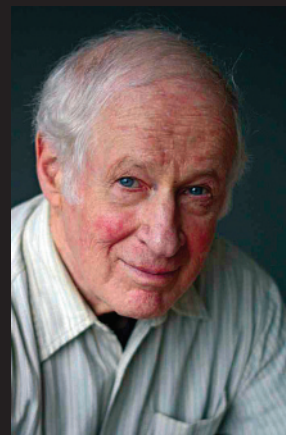
National Book Award Nods for 2014 Include Two Fellows

Two Woodrow Wilson Fellows were National Book Award candidates in 2014. Maureen McLane MN '89 was a shortlisted finalist for the award in poetry, while John Demos WF '50 made the longlist for nonfiction.

Dr. McLane was nominated for her collection, *This Blue*, which *The New York Times* called “poems that keep you on your toes” with their “elegant unease.” A professor of English at New York University, Dr. McLane previously received the 2012 National Book Critics Circle Award in Autobiography for her experimental hybrid of memoir and criticism, *My Poets*.

The longlist in nonfiction featured Dr. Demos' book *The Heathen School: A Story of Hope and Betrayal in the Age of the Early Republic*. It was the third National Book Award nomination for Dr. Demos, who is the Samuel Knight Professor Emeritus of History at Yale University.

At left: John Demos WF '50. At right: Maureen McLane MN '89.





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WW Academy Launched in 2015

Launching a major national effort to dramatically improve teacher preparation and to help teaching and learning practices evolve for the 21st century, in June 2015 the Woodrow Wilson National Fellowship Foundation announced the creation of a new graduate school, the Woodrow Wilson Academy of Teaching and Learning (WW Academy).

The WW Academy is designed to transform teacher education as well as school leadership policy and practice nationally by providing competency-based master's degree programs in teaching and school leadership. In collaboration with the Massachusetts Institute of Technology (MIT), the WW Academy will also serve as an incubator and innovation lab, studying what works and why in preparing teachers and education leaders, and offering new ideas and models to meet the needs of 21st century schools.

Initial support for the WW Academy came from a wide range of philanthropic organizations, including the Bill & Melinda Gates Foundation, Amgen Foundation, Simons Foundation, Nellie Mae Foundation, and Carnegie Corporation of New York. The Academy had also received \$2 million in support from the Woodrow Wilson Foundation Board of Trustees at the time of the 2015 announcement.



Above: Rafael Reif, President of the Massachusetts Institute of Technology, and WW President Arthur Levine at the launch announcement for the WW Academy.

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Trustees Create Fellowship in History, Game-Based Learning for NJ Secondary School Teachers

Woodrow Wilson Foundation Trustees Walter W. Buckley, Jr., Board Chair Emeritus, and William Lilley III WF '59 made a gift of \$500,000 to the Foundation in 2014 to support the creation of the WW HistoryQuest Fellowship. Developed in conjunction with the Institute of Play in New York City, this program offers professional development for teachers of American history in New Jersey middle and high schools. The program aims to use the power of games, play, and digital tools to transform both teacher practice and student engagement. In the long term, it may also provide a new disciplinary tool for university-based teacher preparation. WW HistoryQuest participants will take part in a weeklong summer institute in Princeton, as well as workshops during the subsequent school year.



At right: Teachers “playtest” a game during a WW HistoryQuest pilot session.

Foundation Names 34th and 35th Classes of Newcombe Fellows

Since 1981, the Woodrow Wilson Foundation has administered the Charlotte W. Newcombe Doctoral Dissertation Fellowships, which are awarded to scholars in the humanities and social sciences who are completing dissertations related to questions of religious and ethical values. Supported by the Charlotte W. Newcombe Foundation in Princeton, the Newcombe Fellowships offer 12-month awards of \$25,000 to at least 22 Fellows each year.

The Newcombe Fellowship remains the nation's largest and most prestigious dissertation award in the field of ethical and religious values. To date, it has supported just over 1,100 doctoral candidates.

Clockwise from top: Divya Cherian (history, Columbia University), CN '14; Yazan Doughan (anthropology, the University of Chicago), CN '14; Christopher Florio (history, Princeton University), CN '15; Dasa Pejchar Mortensen (history, the University of North Carolina at Chapel Hill), CN '15.



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Phillip M. Katz MN '87
Victor J. Katz WF '63 H
Herbert C. Kay WF '59
John T. Kearns WF '58
Emmett B. Keeler WF '62
Vida C. Kenk WF '61
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Charles F. Kennel WF '59
Tiu Kera WF '67
William C. Kerr WF '62
Kate Killebrew WF '61
Peter R. Killeen WF '64
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Woodrow Wilson Teaching Fellowship Attains Unprecedented Diversity

The 2015 class of Woodrow Wilson Teaching Fellows was the program's most diverse ever. A total of 63 of the 2015 Fellows were teacher candidates of color—42 percent of the year's class. Nationally, an estimated 18 percent of teachers are teachers of color.

Below: Jarred Phillips TF '14 works with his class in rural Pemberton, NJ.





Mike Kitay WF '52
 Sally L. Kitch WS '82
 Judith P. Klink WF '59
 Ronald A. Knief WF '67
 Gary G. Koch WF '63 H
 Susan J. Koch WF '64
 Tia M. Kolbaba MN '86
 Neil K. Komesar WF '63
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 and Joan Korenman WF '63
 Conrad P. Kottak WF '63
 Charles M. Kovich WF '70
 Nancy Kramer Bickel WF '62
 Allan J. Kuethe WF '62
 Mark A. Kulstad WF '69
 Paul A. Lacey WF '57
 Jean E. LaCrosse WF '60
 Norris J. Lacy WF '62
 Anne Ladd WF '66
 George R. Lamplugh WT '93
 Rudy Landesman WF '59
 Martin T. Lang WF '59 H
 Marc B. Lange MN '85
 Richard S. Lanier WF '65
 David S. Lansing AF '77
 Alan D. Latta WF '62

Kathryn Y. Laurent WT '94
 Judith R. Lave WF '61
 Charles S. Layman CN '82
 J. William Leasure WF '58
 J. Perry Leavell, Jr. WF '60
 David A. Lee WF '59
 Maurice d. Lee, Jr. WF '46
 Gordon E. Legge WF '71
 Karl C. Lemp WF '61
 Lawrence B. Lesser WF '61
 James A. Levine WF '67
 Fen Y. Lewis WT '87
 Benjamin G. Liles, Jr. WF '61
 Patricia H. Lin WF '64
 Wayne A. Linder WF '65
 Arthur E. Liolin WF '67
 Frank W. Lloyd, III WF '63
 Douglas C. Long WF '54
 Mary K. Long MN '88
 William A. Longacre WF '59
 Frank K. Lorenz WF '59
 Joseph L. R. Love WF '64
 David J. Lutzer WF '64
 Anthony Luzzi AF '80
 A. Robert Lynch WF '61
 Robert W. Lynn WF '48

Peter B. Machinist WF '66
 George Macinko WF '53
 Paul P. Maffei WF '63
 Charles S. Maier WF '60 H
 Donald C. Main WF '68
 William W. Malandra WF '64
 Helen A. Manfull WF '55
 Rita M. Mantel WF '70
 Sylvia R. Margolies WF '63
 Arthur F. Marotti WF '61
 Sanford E. Marovitz WF '60
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 Dominic F. Martia WF '62
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 Gerald W. McFarland WF '60
 and Dorothy McFarland WF '60
 William F. McHugh WF '62
 Sharon McLaughlin WF '61
 Francis C. McMichael WF '58
 Cynthia A. McMillan WF '65
 William M. McNabb WT '96
 Sarah C. McPhee MN '86
 John P. McWilliams, Jr. WF '63
 David G. Meissner WF '60
 Chauncey J. Mellor, III WF '65 H
 Maria Menor PP '93, *in honor of her parents*
 Kathleen T. Merkin WF '66
 Mary H. Metz WF '60
 Doris L. Meyer WF '63
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 Dolores A. Miller WT '90
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 Vicki E. Mistacco WF '64 H
 Bridger M. Mitchell WF '62
 Daniel J. B. Mitchell WF '64
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 Donald Moon WF '64
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 Paul E. Nelson WF '57
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WW Teaching Fellows Convene for Professional Development

The WW Teaching Fellowship program includes a biennial summer convening at which Fellows hear from veteran teachers and experts, network with each other, and exchange pointers on the Fellowship experience. In summer 2014 more than 500 Fellows from five states gathered in Chicago.



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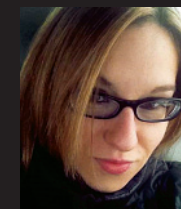


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 Raymond P. Rhinehart WF '62
 William M. Richman WF '71
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 Barbara G. Ryder WF '69
 Dorothea B. Sager WF '59
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 and Martha Simonsen WF '61
 Karlton D. Skindrud WF '59
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WW Women's Studies Fellowship: 40 Years and Beyond

The first WW Dissertation Fellowships in Women's Studies were awarded in 1974. Since then, the program has supported more than 500 Ph.D. candidates across the humanities and social sciences whose dissertations address issues of women and gender in original and interdisciplinary ways. In 2014 and 2015, classes of ten Fellows each were named, with each Fellow receiving a stipend of \$5,000. More than four decades in, the WW Women's Studies Fellowship remains the only national program supporting doctoral work on women and gender.



From left: Elizabeth Rodriguez (English, Northwestern University), WS '14; Ghassan Moussawi (sociology, Rutgers University), WS '14; Joan Morgan (American studies, New York University), WS '15; Jayne Swift (gender, women & sexuality studies, University of Minnesota), WS '15.

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 William M. Vaughn, III WF '63
 Robert A. Venefra WT '83
 David L. Verdeyen WT '85
 Edmond D. Villani WF '68
 Arlen E. Viste WF '58
 Judith G. Voet WF '63
 Virginia L. Wade WF '63
 Edward C. T. Walker WF '65
 Marilyn E. Walsh Terwilliger WF '69
 Victor Waluch WF '66
 Jennifer P. Wang MN '95
 Allen M. Ward, Jr. WF '64
 Robert H. Warde WF '65
 Emily A. Watts WF '59
 Eugene Webb, III WF '60
 Margaret R. Weeks CN '84
 Howard D. Weinbrot WF '58
 Donna E. Weistrop WF '65
 Raymond O. Wells, Jr. WF '62
 Thomas A. Werge WF '63
 Robert M. White WF '61
 Mark R. Wicclair WF '66
 Barbara B. Williams WF '66

Randolph Williams MLK '69
 Robert C. Williams WF '60
 Gladys J. Willis WF '66
 Hugh R. Wilson WF '65
 Augustus Winkes DDCF '11
 Bruce H. C. Winquist WF '64
 Claude E. Wintner WF '59
 Jessica R. Wirth WF '65
 Janet A. Wise WT '87
 Claus Wittich WF '58
 Beulah M. Woodfin WF '58
 Douglas W. Woods WF '62
 Janet W. Woolfitt WF '64
 Richard S. Wortman WF '58
 Kathleen J. Wu WF '63
 Elizabeth J. Wyant MN '88 and Barbara Wyant
 Kenneth S. Yalowitz WF '62
 Nolan J. Yamashiro ST
 Madelyn G. Yeo WF '70
 Elizabeth M. Yermack WF '58
 Timothy S. Young MN '86
 Michael J. Zavelle AF '71
 Joseph Zikmund



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 William Lilley, III TR, WF '59
 M. Brian and Sandra Maher
 LeRoy J. Mottla WF '65
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As proud as the Woodrow Wilson Foundation is of some of its world-class statistics—14 Nobel Laureates, 37 MacArthur Fellows, 19 Pulitzer Prize winners, 27 recipients of Presidential and national medals, Poets Laureate and Fields Medalists and Shaw Prize holders and even an Academy Award winner—it is equally proud of the tremendous work that all its Fellows do. In 2014 and 2015, Fellows from various programs published, created, and taught in many ways. Every Fellow has changed lives, and this is what makes the Foundation's work worth doing.

Left, top to bottom: Blake Nathan TF '12, founder of nonprofit Educate ME and recipient of a Kind [Snacks] Cause grant; Robert Foote TF '11, 2015 Teacher of the Year, Ben Davis University HS; David Johnson III TF '09, 2015 Teacher of the Year, Lynhurst 7th and 8th Grade Center. Right, top to bottom: Edmund Keeley WF '50, Charles Barnwell Straut Professor Emeritus of English, Princeton University, 2015 PEN Poetry in Translation Award; Nancy Sherman CN '81, University Professor of Philosophy at Georgetown University and author (Afterwar); Naomi J. Williams MN '87, author (Landfalls).



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 Helen M. Hunt WF '65 H
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 Marie D. Moore WF '63, *deceased*
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WW Board of Trustees Acknowledges Leadership and Service of Walter Buckley as Board Chair

In June 2015, Walter W. Buckley, Jr. completed a three-year term as Chair of the Board of Trustees of the Woodrow Wilson National Fellowship Foundation. A Trustee of the Foundation since 2009, Mr. Buckley is a major supporter and advisor on Foundation initiatives, including particularly the Woodrow Wilson Academy of Teaching and Learning, whose research and development arm, the Buckley Teaching and Learning Lab, has been named in his honor. Trustee colleagues fêted Mr. Buckley and his family at a dinner in New York City.



Top, left to right: Chair-Elect Tom Hudnut, Chair Walter Buckley, Chair Emerita Nancy Weiss Malkiel WF '65. Bottom, left to right: William Lilley III WF '54, Charter Trustee and a lifelong friend of Mr. Buckley, offers a tribute; the Buckley family, including Walter's wife Marjorie and the next generation.



Programs and Legend

Woodrow Wilson Programs for FY 2014 and FY 2015

- | | |
|---|---|
| The Career Enhancement Fellowships | The Woodrow Wilson Dissertation Fellowships in Women’s Studies |
| The Nancy Weiss Malkiel Junior Faculty Fellowship | The Woodrow Wilson HistoryQuest Fellowship |
| The Mellon Mays (MMUF) Dissertation Support Fellowships | The Woodrow Wilson MBA Fellowship in Education Leadership |
| The Mellon Mays Fellows Professional Network | The Woodrow Wilson Teaching Fellowship
(five states: Indiana, Michigan, Ohio, New Jersey, Georgia) |
| The Charlotte W. Newcombe Doctoral Dissertation Fellowships | The Woodrow Wilson Academy of Teaching and Learning |
| The Thomas R. Pickering Foreign Affairs Fellowships | |

Abbreviations Used in This Report

- | | | |
|---|---|---|
| AF = WW Administrative Fellow/Intern | GFAF = Pickering Foreign Affairs Fellow
(graduate) | TE = Woodrow Wilson Trustee Emerita/Emeritus |
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| CN = Charlotte W. Newcombe Fellow | MLK = Martin Luther King, Jr. Fellow | WF = Woodrow Wilson Fellow |
| DDCF = Doris Duke Conservation Fellow | MN = Mellon Fellow in Humanistic Studies | WH = Woodrow Wilson Women’s Health
Dissertation Fellow |
| DS = WW Dissertation Grant Supplement | PP = Public Policy/International Affairs Fellow | WS = WW Women’s Studies Fellow |
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Woodrow Wilson Dissertation Fellowship in Women's Studies

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