3. GOVERNANCE AND ORGANIZATION OF THE COLLEGE

Governance

Introduction

The College has traditionally sought governance modes that provide for the effective participation of various sectors of the College community, both in the determination of policies guiding the life of the community and also in the critical appraisal of the implementation of those policies. This section discusses the Trustees of the College, the President and Officers of the College, the participation of the Faculty in governance, the evolving roles of Department Chairs in governance and decision making and the mechanisms whereby other members of the community participate in College governance.

Teachers College, the Graduate School of Education of Columbia University, is dedicated to the systematic advancement of the arts and sciences associated with the educational, psychological, and health services professions. The College prepares individuals for careers of professional service in schools, colleges, universities, clinics, hospitals, day-care centers, business organizations, community agencies, government bureaus, and research facilities.

Trustees

The Trustees of Teachers College currently consist of 35 members, with 40 being the maximum allowed by the Charter of the College. The President of the College and the President of Columbia University serve as ex officio members. The remaining Board members represent a spectrum of American public and professional life. All members of the governing board have a demonstrated interest in one or more of the areas for which the College prepares professionals. The Trustees bring the perspectives of several professional communities to their service to the College. Several Trustees are prominent in the business community, particularly financial-related firms, international business firms, and foundations, as chairpersons, chief executive officers, presidents, or heads of privately-owned business.

The Trustees serve without compensation. They exercise all of the authority vested in or conferred upon them by the Education and Not-for-Profit Corporations Laws of New York, the Charter (as amended) granted by the Regents of the University of the State of New York, and the Bylaws of the College.

The President and Officers of the College

The President is the chief executive officer of the College and, within the provisions of the Statutes, has full charge of the administration of the College. The powers and duties of the President are described in the Statutes and include responsibility for the
development of plans for all aspects of the College's educational programs, services, and other activities; its physical facilities and equipment; and its financial management. With appropriate prior consultation, the President presents to the Trustees recommendations for the appointment and promotion of faculty in professorial rank and, subject to confirmation of the Trustees, appoints and assigns the duties of all employees, other than those of professorial grade.

Included among the Officers of the College are: the Provost and Dean of the College, who serves as the Dean and chief executive officer of the Faculty, exercises general supervision over the educational program of the College, and in the absence of the President, performs the duties and exercises the authority of the President; the Vice President for Finance and Administration, who serves as the chief financial officer of the College and exercises general supervision over the administrative activities of the College and direct supervision over all activities related to business and finance, including budgeting; and, the Vice President for Development and External Affairs, who exercises general supervision over all activities of the College related to institutional development and external affairs and represents the College in its relationships with external institutions, agencies, individuals, and the public at large. Other Officers provided for in the Statutes include the Chair of each instructional department, the Controller, and the Secretary of the College.

**Faculty Participation in Governance**

Instructional programs of Teachers College are organized into ten departments: Arts and Humanities; Biobehavioral Sciences; Counseling and Clinical Psychology; Curriculum and Teaching; Education Policy and Social Analysis; Health and Behavior Studies; Human Development; International and Transcultural Studies; Mathematics, Science, and Technology; and Organization and Leadership. Detailed information about departments and academic programs is provided in the Teachers College catalog.

In addition, the research programs of the College are organized into a number of specialized institutes and centers, with some affiliated with departments or programs.

The Faculty of the College consists of approximately 150 persons of professorial rank. There are numerous adjunct professors, visiting professors, lecturers and, instructors serving at the College as well.

The Faculty of Teachers College play a central role in determining the standards, the values, and the character of the institution. Members of the Faculty provide the instruction, conduct the research, and perform the professional services necessary to accomplish the purposes of the College. The Faculty, subject only to the control reserved by the Trustees, have ultimate authority to establish requirements for student admission, programs of instruction, and student academic progress, and to recommend the conferring of degrees and diplomas. The Faculty also make recommendations to the President and the Trustees concerning its own welfare.
Faculty participate in other governance and decision-making processes (e.g., changes to current programs, proposals for new programs, staffing and resource allocation decisions, etc.) through structures that actively involve the Department Chairs. Typically, that participation process involves several sequential stages of discussion and review, with each stage characterized by a broadening faculty perspective from that of the academic program to the department, and from the department to a cross-college perspective.

Much of the business of the Faculty is conducted through standing or ad hoc committees, including the Faculty Advisory Committee, the Faculty Salary Committee, and the Faculty Executive Committee which consists of four standing subcommittees: the Subcommittee on the Academic Program, the Subcommittee on Race, Culture, and Diversity, the Subcommittee on Personnel, and the Subcommittee on Finance, Facilities and Support Services. A description of these committees are provided at the end of this section. Please note that the current membership of committees may be found at http://www.tc.edu/provost

**Department Chairs**

The Department Chairs act as an advisory body to the President and the Provost and Dean of the College, with their meetings chaired by the Dean. The Chair of the Faculty Executive Committee is invited to attend Department Chair meetings, providing an important liaison with the Faculty Executive Committee and its standing Subcommittees. The Department Chairs’ meeting provides an essential College-wide perspective, especially with respect to matters pertaining to planning, personnel, budgeting, and the organization and functioning of the College. It affords an important opportunity for each department to bring forward issues for discussion within a College-wide framework. During each academic year, the Department Chairs review the requests from each department for new faculty positions and make recommendations to the Dean and President with respect to new faculty recruitments. Department Chairs are also involved in the discussion and development of priorities for budget planning and in the review of the annual budget. Department Chairs are members of the Faculty and key participants in representing the views of faculty within their departments.

**Student Governance**

The present forms of student participation in College governance and decision-making occur at a number of interrelated levels. The primary vehicle for student participation in governance is the Student Senate. The Student Senate is the College-wide body, with Student Senators elected from each department. The Student Senators provide a link between the Senate, which focuses on broader College-wide issues, and the more focused concerns of students within individual departments. The Student Senate also coordinates student representation on College-wide standing and ad-hoc committees. The Office of Student Activities and Programs will work with students individually, in departments, and in student organizations to craft more effective student participation in significant aspects of College governance and student life.
Students also have effective input with respect to the evaluation of teaching, both College-wide and departmentally. Students effectively advocated for the College to adopt, as policy, mandatory evaluations of all courses. Currently, the majority of courses are evaluated using a standardized course evaluation form. The course evaluation forms are tabulated centrally through the Office of Institutional Studies with statistical summary reports for each course made available to students through the Library. Following the tabulation of the responses, the forms are returned to the individual faculty, providing a rich source of information to assist faculty in course review and redesign. The course evaluation forms have also become an integral part of the dossier individual faculty submit for reappointment, tenure, and promotion reviews. Similarly, many departments and programs query students systematically and regularly about the strengths and weakness of courses and programs. Additionally, the personnel policies governing reappointment, tenure, and promotion specifically require solicitation of confidential student evaluation.

Finally, there are several other deliberate, institutional efforts to ask students about their experience. For example, the Office of Institutional Studies annually conducts surveys of new and continuing students regarding their perceptions and satisfaction with all facets of their experience as graduate students, including their academic programs and the whole range of student and instructional support services. The reports of these surveys provide an important basis for directing service improvement efforts and for gauging the success of those efforts over time.

**Professional Staff**

Members of the Professional Staff of the College form the Professional Staff Assembly. The purpose of the Assembly is to provide a forum for discussion of all issues affecting the professional and economic welfare of the professional staff of Teachers College, to formulate and communicate the consensus achieved by the membership on these issues, to encourage a sense of empowerment and cohesion among professional staff, and to ensure accommodation of the diversity of the professional staff in appropriate areas of College governance. The guiding body of the Professional Staff Assembly is a nine-member Executive Committee, which is elected by the members of the Assembly through secret ballot for staggered, two-year terms.

The Professional Staff Assembly also completes much of its work through two Subcommittees: the Subcommittee on Compensation, which serves as the intermediary in discussions with the administration on matters relating to salary and benefits; and, the Subcommittee on Appointments, which promotes opportunities for representation, solicits nominations, interviews candidates, and recommends appointments to the Executive Committee for professional staff representation on College committees or for additional representation on the Executive subcommittees.

Another vehicle for the participation of professional staff in policy formulation and implementation is the Management Network. The Network is composed of directors and
managers from the ranks of the professional staff, representing all major operational areas of the College. The group was created to provide a vehicle for sharing ideas on policy and as a conduit to improve information flow – upward, downward, and laterally – within the organization. The Network acts as a catalyst for the recommendation of new policies and procedures and for proposing changes or modifications to existing policy. It also serves as a forum, providing opportunities both for the presentation of new initiatives as well as demonstrations from individual units or offices regarding existing procedures or functions.
Senior Administration Organization Chart

**BOARD OF TRUSTEES**

- **Susan Fuhrman**
  - President of the College

- **Scott Fahey**
  - Chief of Staff
  - Secretary to the College

- **Thomas James**
  - Provost & Dean of the College
  - Dean’s College
  - Bill Baldwin, Vice Provost
  - Academic Departments and Institutes

- **Harvey Spector**
  - VP for Finance and Administration
  - Budget and Planning
  - Construction Management
  - Controller’s Office
  - Human Resources
  - Information Technology
  - Residential Services
  - TC Press

- **Suzanne Murphy**
  - VP for Development and External Affairs
  - Alumni Relations
  - Development Programs and Services
  - External Affairs
  - Institutional Advancement
  - Planned Giving
  - Principal Gifts
  - TC Annual Fund

- **Nancy Streim**
  - Associate Vice President and Special Advisor to CU President’s Investment Program
  - Ed Zone Partnership

- **Janice Robinson**
  - Vice President for Diversity and Community Affairs

**Teachers College Administration - Spring 2012**

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Department Chair – Roles and Responsibilities

The Department Chair guides and manages the academic unit. In this role, the Chair leads faculty to achieve the intellectual, moral, and academic mission of the department. The position requires not only excellence in terms of scholarship and administration, but also sensitivity to the diverse needs and interests of faculty, staff, and students. In this capacity, general expectations are that the Chair manages all aspects of department business, has a central role in shaping and leading the academic program, participates as part of an advisory group of Chairs to the Provost and Dean of the College and the President on issues affecting the academic life of the institution, helps create an academic unit that meets the needs of students, facilitates relationships with external groups and alumni, and acts as a liaison to facilitate communication amongst the department faculty, other departments, and the administration. All academic issues (programmatic, personnel, budget, and space, etc.) concerning department faculty must be brought to the Department Chair for action. The general expectation is that the Department Chair actively pursues the common good of the department within the context of the overall mission and common good of the College.

Collectively, the Chairs, as part of their role as faculty administrators and supervisors of the instructional departments of the College, meet regularly with the Provost and Dean of the College and the President to support the interests of the faculty and the College in realizing the statutory powers and duties assigned to faculty related to the academic program of the College. The Chairs serve as advisors to the Dean and the President on matters related to the academic policies and procedures of the College. The Chairs advise on any other matters related to the interests of the College referred to them by the President or the Dean. Individually, the Chairs have scheduled meetings with the Dean.

The role of Department Chair is a major commitment on the part of the faculty member who serves in that capacity. Chairs are expected to work for 11 months per year, defined as a four-day week during the academic year and during the summer months through July. Chairs are accessible in August, and on days that they are not at the College, contact information is provided to the Dean. Supplemental remuneration is paid per semester. A Department Chair’s term is for 3 years and may be renewed by the Dean. Two course releases are granted to Department Chairs per year.

Following is a description of the general areas of responsibilities of the Chair to be carried out in collaboration with department faculty. A commitment to open shared decision-making is expected.

The Department Chair has the authority and responsibility for the following tasks:

A. The Academic Program

1. Encourage high standards for faculty and staff.
2. Build and foster a sense of community and shared responsibility in the department.
3. Meet regularly with all Chairs and the Provost and Dean of the College, most likely every two weeks. This group, with representation from the FEC and appropriate administrative staff who attend at the discretion of the Chairs, provides advice and recommendations on a range of academic and College issues.

4. Facilitate regularly scheduled department meetings. Communicate department and College plans, activities, and expectations. Encourage faculty participation in the development of long-range department programs, plans and goals.

5. In conjunction with department faculty, establish committees that broadly represent the faculty and can be used as a means of encouraging collaboration and implementing department programs, plans and goals.

6. Involve faculty in scheduling and monitoring the instructional program of the department, including courses, program of study requirements, departmental examination, the department curriculum, and dissertation work. The Chair ensures that teaching schedules (courses and times) are adequate to meet the instructional obligations of the department. The Chair approves the course scheduling, hiring of adjuncts, and faculty teaching loads for the department. Within the policies of the College, the Chair resolves departmental faculty workloads and has authority to adjust individual assignments consistent with the needs and best interests of the department.

7. Ensure that department offices are open and staffed during business hours from 9:00 - 5:00 Monday through Friday at a minimum, and possibly from 9:00 - 6:00 Monday through Thursday. Chairs will have general responsibility for supervising support staff.

8. Involve department faculty in developing a realistic enrollment management plan for the department.

9. Take responsibility for seeing that department faculty work together to prepare for department accreditation and evaluation.

10. Develop, maintain, and allocate department budgets and other department resources, including space. Engage department faculty in decisions regarding discretionary budgets.

11. Prepare annual reports.

B. Faculty Affairs

1. Foster the development of each faculty member’s special talents and interests, especially junior faculty. Allocate department resources, where possible, to facilitate faculty development.

2. Actively engage senior faculty in mentoring junior faculty.

3. Maintain the College’s personnel policies for reappointment, tenure, promotion, and compensation of departmental faculty. In this regard, the Chair confers with the Provost and Dean of the College and recommends salary adjustments outside the regular salary
4. Encourage and facilitate faculty seeking external funding for research, program development, and student support.
5. Assure faculty responsibilities for teaching, advisement, and department service are distributed equitably.
6. Help faculty to balance demands for teaching and advisement, research and service to the department and the College.

C. Student Affairs

In collaboration with department faculty:
1. Manage the recruitment and admission of new students.
2. Establish clear guidelines for department scholarships and financial aid.
3. Maintain up-to-date program of study guides and clear expectations for student advisement.
4. Review student progress toward degree.

Processes and Procedures for the Appointment of Department Chairs

February 27, 2007

With respect to the selection and appointment of department chairs, we want to develop guidelines that are flexible and mindful of department-by-department differences. That said, given the evolving role of the department chair, what is desired is a deliberative process of succession planning which should ideally be completed at least one month prior to the last academic year of the outgoing chair. The outgoing chair initiates the process by making the chair selection process an agenda item of a department meeting. The process for reappointing an incumbent chair should be similar to that for the appointment of a new chair.

The department may develop its own process for recommending a candidate for department chair, but whatever the process the minimum requirements are that: 1) the process occurs at a regularly scheduled department meeting; 2) only professorial faculty are eligible to serve as department chairs; 3) only professorial faculty are permitted to vote for a department chair; 4) a summary of the discussion and vote (which should be by secret ballot) should be written by the Director of Academic Administration or by a faculty member and forwarded to the Dean with the department’s recommendation for department chair; and, most importantly, 5) the process must be transparent and equitable to all eligible members of the department. It is very important that junior faculty have the opportunity to participate in the discussion.

The Dean will receive the recommendation and take any of the following steps:
• accept the recommendation and inform the department, through the exiting chair and the newly selected department chair;
• request more information from the department faculty;
• meet with the department for further feedback; or,
• carry-out any other action needed to inform his or her decision.

If the department has difficulty in selecting a department chair or no one is willing to take on the role, the Dean may offer to facilitate a department meeting for this purpose. If after all avenues have been exhausted, the department is unable to select a candidate, the Dean will appoint a faculty member from another department to serve as department chair or appoint an administrator to do so.

Finally, while a term of department chair may be considered as 3 years, no finite time frame should be determined. When a chair indicates he/she is willing to serve beyond the time of appointment, the department faculty will meet and discuss the continuation, providing feedback to the chair and a written summary to the Dean. The duration of the chair’s service, therefore, should depend on the joint desire of the chair and the department faculty with the consent and agreement of the Dean.
Program Coordinator – Roles and Responsibilities

Program coordination at Teachers College is one of the most important services that we provide to our students. Each Program is led by a Program Coordinator. The roles and responsibilities for this position vary by department but, in general, the position involves coordinating the various tasks that are the collective responsibility of the faculty of the program such as coordinating program events, including open houses, and new student orientation; identifying budgetary needs of the program and submitting requests to the Department Chair; identifying the need for adjunct instructors; reviewing Room Assignment Print Outs (RAPO) to list and plan courses; conducting regular meetings with program faculty; tracking and overseeing assessments of student progress; distributing scholarships (if applicable); and developing program statements including requirements and catalog copy. In addition, the Program Coordinator manages certification exams (if applicable); assigns student advisors (when necessary); manages expectations of enrollment goals; works with enrollment services to develop and implement strategies for recruitment; communicates with prospective students; coordinates (or provides designee) certification, program review and accreditation; and is available as the “first stop” when someone has a program need.
Duties and Responsibilities of Departmental Administrators

Summary

Manage the administrative functions of an academic department providing overall administration and coordination of finance, information, budget development, and human resources. Act as liaison with other College and University departments on behalf of the academic department and/or Department Chair.

Duties and Responsibilities

- Coordinate budget preparation and administration for the academic department; analyze and prepare materials for budget planning, management, and reporting; consult with programs on needs and limitations; prepare and distribute budget information to the Dean. Develop systems to improve fiscal control and processing; participate in the development of new projects and/or programs.

- Review and analyze departmental, organizational, and operational responsibilities and needs; develop and implement policies to enhance efficiency and effectiveness of administrative activities.

- Formulate and analyze policies to determine short-term and long-range financial and organizational implications and act as consultants for the effects of those policies.

- Monitor and administrate budgets within the department to include salaried and non-salaried items; review and approve budgeted actions; analyze and prepare recommendations to the Dean's office on non-budgeted actions. Direct purchases and coordinate maintenance of academic department equipment and facilities; supervise the execution of record keeping systems.

- Provide administrative direction and support to the instructional, research, and service programs of the academic department including those at satellite locations.

- Act in the absence of the Department Chair on operational and administrative matters; review, interpret, recommend, and/or implement department/College policies; identify and resolve issues regarding administrative and fiscal matters; develop systems to monitor academic and administrative deadlines; regularly evaluate department/College administrative systems and services.

- Coordinate information for surveys and accreditation such as fiscal data, operational expenses, salaries, student profiles/assessments, enrollments, student costs, and/or curriculum. Direct the information gathering from deans, Department Chairs, program coordinators, and faculty for changes in curricula or courses and coordinate schedule of classes; manage computerized information systems within the department.
• Manage various personnel actions including, but not limited to, hiring, performance appraisals, promotions, training, employee development, disciplinary actions, conflict mediation, transfers and vacation schedules; advise and direct departmental administrative personnel.

• Manage the employment and hiring process for full-time and part-time staff and assist with the hiring of faculty, in accordance with AA/EEO policies and procedures for academic department; participate in faculty searches; direct completion of forms and appointment requests for the academic unit.

• In conjunction with the Department Chair and program coordinators, coordinate advisement activities regarding academic, scholarship, and financial aid; orient faculty and staff on academic advisement procedures; manage administration of scholarship nominations, awards, and student examination/certification.

• Coordinate special functions such as committees, department events, student Orientation and Open House; oversee student outreach and communication; may supervise the design and production of departmental and program publications.
## ACADEMIC DEPARTMENTS
### AY 12-13

### ARTS AND HUMANITIES
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### COUNSELING & CLINICAL PSYCHOLOGY
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### CURRICULUM & TEACHING
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 Dept. Secy: Chrissandra Taylor  
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Faculty Committees

Elected Committees

Faculty Executive Committee
The Faculty Executive Committee (FEC) consists of 13 members, one representative from each of the ten departments and the chair of each of the three subcommittees. The chairs of the Subcommittees are selected in the Fall. Representatives for the FEC and all FEC subcommittees are elected by the faculty for two-year terms. The FEC is broken down into 4 subcommittees, one of which, the Subcommittee on the Academic Program, is composed of the 10 department representatives to the FEC. An elected member of the FEC chairs the other subcommittees; subcommittee membership is supplemented by other faculty as interest, expertise, and willingness to serve permit. The FEC acts between meetings of the Faculty to exercise those powers delegated to the Faculty by the Statutes and other documents of the College. In addition to those written in the Statutes, the FEC makes recommendations with the Department Chairs to the Provost and Dean of the College for new faculty positions.

Faculty Executive Committee - Subcommittee on the Academic Program
The Subcommittee on the Academic Program is composed of the 10 department representatives to the FEC. The Chair of the FEC is elected from the ten department representatives to the FEC and thus serves on the Subcommittee on the Academic Program. The focus of the Subcommittee on the Academic Program centers around policies and practices designed to develop the academic program of Teachers College, including attention both to the instructional program and to academic activities related to research, demonstration, and service. The Subcommittee reviews and assesses the development and implementation of program priorities, and makes recommendations to the Faculty Executive Committee and to the Dean regarding program changes as they may be developed within the various units of the College. The Subcommittee also evaluates and approves new course proposals in conjunction with the Office of the Vice Provost

Faculty Executive Committee - Subcommittee on Academic Personnel
The Subcommittee on Academic Personnel represents the Faculty in matters pertaining to the formulation and implementation of personnel policies and practices. Among its concerns are policies regarding the recruitment, hiring, promotion, and tenure of professional, adjunct, and instructional staff, as well as working conditions and support services.

Faculty Executive Committee - Subcommittee on Finance, Facilities, and Support Services
The Subcommittee on Finance, Facilities, and Support Services functions in connection with the budget, library, computer center, and aspects of non-instructional staff. The Subcommittee works with the Dean and the Vice President for Finance and Administration and prepares an annual report which, after Faculty approval, is forwarded to the Trustees with the proposed budget.
Faculty Executive Committee - Subcommittee on Race, Culture, and Diversity  
The Subcommittee on Race, Culture, and Diversity seeks to identify and implement mechanisms for furthering discussions and recommending policy related to race, culture, and diversity at Teachers College and in the broader society.

Faculty Advisory Committee  
The Faculty Advisory Committee (FAC) is structured to be representative of Faculty by rank and is composed of six Full Professors, three Associate Professors, and three Assistant Professors elected for terms of three years by colleagues of the same rank. The FAC is charged with the responsibility of assisting the President and the Dean in locating, discussing, and adjusting problems of relationships of organizational functioning affecting academic appointees which, for any reason, cannot be satisfactorily disposed of within their regular administrative channels. The Committee also provides a hearing on request of any member of the academic staff. The Committee elects its own chairperson.

Faculty Salary Committee  
The Faculty Salary Committee is structured to be representative of Faculty by rank and is composed of three Full Professors, two Associate Professors, and one Assistant Professor elected for terms of three years by colleagues of the same rank. The Faculty Salary Committee is responsible for initiating meetings with the President, the Dean, and other officers of the College to represent the views of the Faculty and to express a direct Faculty voice with respect to salary policy and related matters, and to report the results of its work to the Faculty. The Committee elects its own chairperson.

Graduate School of Arts and Sciences Executive Committee, Columbia University  
The Graduate School of Arts and Sciences Executive Committee, Columbia University concerns itself with all matters of policy and procedures affecting the faculty, staff, and students of the Graduate School of Arts and Sciences. Responsibilities include, but are not limited to, approving proposed changes in the requirements, regulations and procedures of the Graduate School; nominating membership to faculty and officers to committees; and the reviewing of school admission requirements, approving those students deemed eligible, and granting financial aid, teaching and research awards, and degrees as applicable. Faculty members from Teachers College are elected for a two-year term.

Standing Committee on Appointment to Tenure  
The Standing Committee on Appointment to Tenure is composed of 6 tenured faculty members; 4 elected members serving three-year terms and 2 appointed members serving one-year terms. In addition, there will be at least 1 tenured professor selected by the Dean to serve on an ad hoc basis from a list of four tenured professors in the College nominated by the candidate as persons who know the candidate's work and whom the candidate considers particularly competent to judge that work. The committee works with the President, Dean, and Vice Provost in reviewing, discussing, and determining tenured appointments of eligible Faculty.
Standing Committee on Promotion to the Rank of Full Professor

The Standing Committee on Promotion to the Rank of Full Professor is composed of 4 tenured, full faculty members; 3 elected members serving three-year terms and 1 appointed member serving a one-year term. In addition, there will be at least 1 tenured, full professor selected by the Dean to serve on an ad hoc basis from a list of 4 tenured, full professors in the College nominated by the candidate as persons who know the candidate's work and whom the candidate considers particularly competent to judge that work. The Committee works with the President, Dean, and Vice Provost in reviewing, discussing, and determining full appointments of eligible faculty.

University Senate

The University Senate, Columbia University meets at Columbia University and is composed of members from all constituencies of the University, including 2 representatives from Teachers College elected to serve two-year terms. The Senate considers matters that are of University-wide concern, affect more than one faculty member or school, or pertain to affiliation agreements with other institutions. The duties of the Senate include but are not limited to, reviewing the educational policies, physical development, budget, and external relations of the University; as well as overseeing the academic freedom of the Faculty and the welfare of the students. For more information on the composition and duties of the University Senate, please visit the Columbia University website http://www.columbia.edu/cu/senate.

Committee on Community & Diversity

The Committee for Community and Diversity (CCD) is a College-wide constituency work group including 1) four Faculty representatives elected from the Faculty Executive Committee, Departmental Chairs, untenured and at-large respectively; 2) three Professional Staff representatives from the Professional Staff Association, Management Network and at-large respectively; 3) three Union representatives; 4) five student representatives from the Student Senate; 5) three administration representatives including the President and Provost and Dean of the College; 6) one representative from the Office of Disabilities; and, 7) two at-large representatives appointed by the Chair of the Committee for Community and Diversity as deemed necessary with notice to the Committee. All members have a one year term. Each of the above constituents shall develop their own mechanism to select their members for appointment to the Committee for Community and Diversity. Reappointment shall be determined by the constituent group. The purpose of the Committee for Community and Diversity shall be generally to advise the President on and promote and engage all constituents in College-wide diversity, community-building and civility projects and concerns. The Committee shall not act as ombudsperson for individual concerns. The Committee shall consult widely, inviting and receiving comments and suggestions from all sectors of the College on diversity, community and civility concerns and initiatives.
Appointed Committees

These committees are typically ongoing, with some rotating annual membership. They tend to meet regularly throughout the academic year, though some have set meetings as indicated below.

Advisory Committees – These committees review policies, procedures, and short and long term planning for the area.

Affirmative Action Committee
The Affirmative Action Committee meets approximately four times a year to monitor the Faculty Search process and shape affirmative action policies for the College. Committee members are chosen yearly with an effort toward representation across departments.

Interdisciplinary Studies in Education
This Committee aids students in designing an area of specialization not currently offered at the College, but for which a coherent and integrated program of study may be developed from several disciplines.

Ed.D. Committee and Ph.D. Committee
These Committees assist the Faculty with respect to its responsibility to set conditions for graduation and the award of degrees. The Committees supervise certifications, programs of study, projects and dissertations, and examinations for the degrees offered; they also serve to highlight the relationship between TC and Columbia University with respect to jurisdiction over the various degrees awarded.

Institutional Review Board
The Institutional Review Board (IRB) meets twice per month to review all human subject research conducted by faculty, staff, and students, regardless of the location of the research activity, source of funding, and whether the research is exempt under the Code of Federal Regulations for Protection of Human Subjects (45 CFR 46). The IRB reviews research in accordance with the current Department of Health and Human Services (DHHS) regulations. The main purpose of the IRB is to protect the rights and welfare of human subjects who take part in research.

Faculty Development Advisory Committee
The Faculty Development Advisory Committee is in charge of monitoring the mentoring plan for the College, and planning and implementing group mentoring activities for the Pre-Tenured faculty members. In addition, the Committee advises the Dean about faculty development activities for all faculty of the College.

Campus Safety Advisory Committee
The Campus Safety Advisory Committee empanelled by the President of the College, addresses environmental, health, safety and security issues for Teachers College. The Committee serves in an advisory capacity to the College and offers reports and recommendations to the College’s administration. The Committee is chaired by the Assistant Vice-President of Campus and Auxiliary Services. The Committee makes
recommendations for corrective or preventive actions which are forwarded to appropriate senior executives for action. The committee is divided into two subcommittees: the Public Safety Sub-Committee chaired by the Director of Public Safety and the Environmental Health and Safety Sub-Committee is chaired by the Director of EHS. Committee membership is made up of 1/3 students, 1/3 faculty and 1/3 administrative staff.

**Issue Focused, or Task Force Committees** – *These committees meet regularly throughout the year until a final report is written to address issues and cases.*

**Harassment Panel**
The Harassment Panel serves as a vehicle through which the College addresses concerns related to harassment as described in the Teachers College Policy on Protection from Harassment [http://www.tc.edu/policylibrary/protection_from_harassment](http://www.tc.edu/policylibrary/protection_from_harassment). The Panel’s primary responsibility with regard to harassment is to assist in the informal and formal resolution of concerns or complaints of harassment brought by employees and students of the College. The Panel is comprised of faculty, staff, and one or more students. The Panel meets to discuss cases, review policy and for training.

**Teacher Education Policy Committee (TEPC)**
TEPC works on issues related to Teacher Education and the preparation of School Professions at the College. It is made up of about 20 faculty members across the College who are members of programs that prepare professionals for school-based positions, representatives from the administration (i.e. Registrar’s Office), and staff who sit in key teacher education related positions. The full Committee meets bi-weekly for 90 minutes. Between formal meetings, the subcommittees meet to conduct on-going research and development work.

**Selection Committees** – *These committees typically meet once a year for two hours to make selections. The two to three weeks preceding the meeting will likely involve review of materials.*

**Dean’s Grants for Faculty Committee**
This Committee reviews proposals for two grant programs of the Dean’s Office including the Dean’s Grant for Tenured Faculty Research and the Dean’s Competitive Grant for Pre-Tenured and Non-Tenure Track Faculty. Typically, the committee reviews 5-15 proposals and meets one time (per grant) to select awardees.

**Dean’s Grants for Students Committee**
This Committee reviews proposals for two student grant programs including the Dean’s Grant for Student Research and the Walter Sindlinger Writing Award. Typically, the committee reviews 5-15 proposals and meets one time (per grant) to select awardees.
INELIGIBILITY TABLE
[Revised February 2008]

Generally, while faculty usually serve on only one elected committee, there are instances where a faculty member may be elected to serve on more than one committee. Some elected committee memberships – along with sabbatical leaves and duties as a department chair – preclude membership on other elected committees. The grid below illustrates those exclusions.

<table>
<thead>
<tr>
<th>FAC Member</th>
<th>FEC Member</th>
<th>FSC Member</th>
<th>SCAT Member</th>
<th>SCPRF Member</th>
<th>GSAS Rep</th>
<th>University Senate</th>
<th>CCC Member</th>
<th>CCD Member</th>
<th>AY Sabbatical Leave (³)</th>
<th>Pre-tenured Faculty</th>
<th>Tenured Associate Professor</th>
<th>Tenured Full Professor</th>
<th>Department Chair</th>
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1If willing, Faculty on either a full Academic Year or a half-year sabbatical are eligible to serve on the Standing Committee on Appointment to Tenure (SCAT) or the Standing Committee on Promotion to Full Professor.
2Because appointments to the Committee for Community and Diversity (CCD) are for one year only, Faculty who are taking a sabbatical for any length of time during the Academic year are ineligible to serve on this committee.
³Faculty who are on sabbatical for the Academic Year or the Fall semester are exempt from service on an elected committee and are replaced through an election. However, faculty on a ½ year sabbatical in the Spring may still serve on a committee if they so choose.

To: Tenured Faculty
From: Tom James, Provost and Dean of the College

Re: Dean’s Grant for Tenured Faculty Research

Date: September 17, 2012

It is my pleasure to announce the Teachers College 2012-2013 Dean’s Grant for Tenured Faculty Research. A total of 2 grants will be awarded this year. This grant supports faculty research and scholarship by providing:

1. A Fall 2013 or Spring 2014 semester release (2 courses) with salary. Funds for adjunct coverage will be provided to the department as necessary.

2. $5,000 to be used for budgeted expenses (e.g., research assistant, travel, materials) associated with the proposed research. Please note that funds may NOT be used for equipment and must be used by August 31, 2014.

It is expected that research will be undertaken while you are in residence at Teachers College, and that you will continue to advise students and participate in department and College activities during the semester you are released from teaching. The degree and type of departmental and collegiate involvement for this time will be determined in consultation with the department chair. Upon completion of the research, the grant awardee may be likely invited to share the results with the TC Community in a published report, and/or be invited to deliver a lecture.

Please submit a no more than 10-page (single-spaced) proposal that includes the following:

1. A description of the proposed project and an abstract;

2. A rationale including the relevance and significance of the project to your ongoing work, to the field, and to the mission of the College;

3. An overview of the methodology;

4. A timeline for completion;

5. A proposed budget not to exceed $5,000;

6. If the proposal is part of a larger, long-term project, an indication of how this work fits into the context of the overall research project.

Each proposal should also include the following attachments: 1) an updated curriculum vitae, 2) a description of other sources of funding for this project, 3) any relevant publications or other supporting documents, and, 4) a communication from the department chair, indicating his/her endorsement/support, how your teaching schedule will be adjusted, and the amount of funds needed for adjunct coverage if required. Please note that the research grant release semester cannot directly precede or follow a sabbatical leave semester or a leave of absence semester. The Dean’s Grants for Faculty Committee chaired by the Dean will review proposals.
The following schedule highlights key dates:

Submission Date:   **November 30, 2012**
Notification Date: **Week of February 4, 2013**
Starting Date: **Fall 2013 or Spring 2014**

NINE complete copies of the proposal and attachments should be submitted to the Office of the Provost and Dean of the College, 122 Zankel Building. Please contact the Administrative Coordinator to the Provost, Mitzi Pelle at (212) 678-3050 with any questions.
To: Faculty Colleagues

From: Provost Tom James

Re: Dean’s Competitive Grant for Pre-Tenured and Non-Tenure Track Faculty

Date: September 17, 2012

It is my pleasure to announce the Teachers College 2012-2013 Dean’s Competitive Grant for Pre-Tenured and Non-Tenure Track Faculty. A total of 2 grants will be awarded this year. This grant supports faculty research and scholarship during the Summer of 2013 by providing:

1. A stipend equivalent to teaching one summer course (1/12\(^{th}\) of AY base salary). Faculty are expected not to teach in the Summer; this stipend is provided in lieu of teaching salary.

2. Up to $1,500 to be used for budgeted expenses (i.e., research assistant, travel, materials, etc.) associated with the proposed research. Please note that funds may not be used for equipment and it is required that all expenses be incurred and reimbursed by August, 31, 2013.

Upon completion of the research, the grant awardees may be invited to share the results with the TC Community by sharing a published report and may also be invited to deliver a lecture.

This grant is intended to support faculty research and scholarship. Faculty should submit a no more than 10-page (single-spaced) proposal that includes the following:

1. A description of the proposed project and an abstract;

2. A rationale including the relevance and significance of the project to your ongoing work, to the field, and to the mission of the College;

3. An overview of the methodology;

4. A timeline for completion;

5. A proposed budget not to exceed $1,500;

6. If the proposal is part of a larger, long-term project, an indication of how this work fits into the context of the overall research project;

7. A description of other funded research, amount of support, degree and period of commitment. Please note that preference will be given to faculty who are not working on other funded projects during the period of the grant.

Each proposal should also include the following attachments: 1) an updated curriculum vitae, 2) a description of other sources of funding for this project, 3) any relevant publications or other supporting documents, and, 4) a communication from the
department chair, indicating his/her endorsement/support and confirmation that you will not be teaching during the Summer session.

The following schedule highlights key dates:

Submission Date: \textbf{November 30, 2012}

Notification Date: \textbf{Week of February 4, 2013}

Starting Date: \textbf{Summer 2013}

NINE complete copies of the proposal and attachments should be submitted to the Office of the Provost, 122 Zankel Building. Please contact Mitzi Pelle at (212) 678-3050 with any questions.
To: Faculty Colleagues

From: Provost Tom James

Re: Dean’s Non-Competitive Grant for Pre-Tenured and Non-Tenure Track Faculty

Date: September 17, 2012

The 2012-2013 Dean’s Non-Competitive Grant for Pre-Tenured and Non-Tenure Track Faculty supports faculty research and scholarship by providing a Summer Research Development Award for up to $2,500 in one of the years preceding tenure for pre-tenured faculty or preceding the end of term for non-tenure track faculty. These funds are not salary and must be used toward research expenses (e.g., data analysis, research assistance). Please note that funds may not be used for equipment and it is required that all expenses be incurred and reimbursed by August 31, 2014.

Upon completion of the research, the grant awardees may be invited to share the results with the TC Community by sharing a published report. The awardees may also be invited to deliver a lecture.

A no more than a 10-page (single-spaced) proposal should include the following:

1. A description of the proposed project and an abstract;
2. A rationale including the relevance and significance of the project to your ongoing work, to the field, and to the mission of the College;
3. An overview of the methodology;
4. A timeline for completion;
5. A proposed budget not to exceed $2,500; and
6. A description of other sources of funding for this project.

The following schedule highlights key dates:

Submission Date: November 30, 2012
Notification Date: Week of February 4, 2013
Starting Date: Summer 2013

One copy of the proposal should be submitted to the Office of the Provost, 122 Zankel Building. Please contact Mitzi Pelle at (212) 678-3050 with any questions.

Note: you MAY submit the same proposal for the Dean’s Competitive Grant for Pre-Tenured and Non-Tenure Track Faculty AND the Dean’s Non-Competitive Grant for Pre-Tenured and Non-Tenure Track Faculty. Please submit 9 copies of the competitive grant and 1 copy for the non-competitive grant with a short cover letter stating that you would like to be considered for both. Note that if you are awarded the competitive grant, you will not receive the non-competitive grant.
AY 12-13 CALL FOR PROPOSALS

Dean’s Faculty Diversity Research Awards Program
and
Dean’s Fellowship Program for Teaching and Diversity

The Dean’s Office and the FEC Subcommittee on Race, Culture, and Diversity are pleased to issue a call for proposals for:

- **Dean’s Faculty Diversity Research Awards Program for faculty research.**
  Supports faculty research projects related to diversity for one semester and provides:
  - Continued salary and benefits;
  - Release time from teaching 2 courses during one semester, and;
  - Funds up to $2,500 for a graduate student research assistant or equivalent (no tuition points);
  - Funds for adjunct coverage will be provided to the department, as necessary.

  Faculty research awards must be undertaken in residence at TC. Therefore, advising of doctoral students and College and department committee work will be continued. Upon completion of the project, the recipient will be invited to share the results with the TC Community by delivering a lecture or sharing a published report.

- **Dean’s Fellowship Program for Teaching and Diversity for supporting a graduate student to work with a faculty member (or department) on teaching and diversity.**

  Each Teaching and Diversity Fellow will receive a $2,500 per semester stipend, plus 3 tuition credits per semester, for one academic year. Each professor will receive a $1,000 per semester stipend.

*Please note:* one award is for faculty *research* and the *fellowship* award is for a student assistant working with a faculty member or program on teaching diversity related issues. Both awards provide support for a graduate student. Please be clear about which award program you are applying for. Direct questions about procedure to Kristine Roome and questions regarding possible topics to members of the committee, Amy S. Wells, Megan Laverty and/or Xiaodong Lin.

Due date for either award: Friday March 29, 2013.
Summary of Dean’s Faculty Diversity Research Awards Program

Projects should be research inquiries employing innovative approaches to enhancing our understanding of or engagement with diversity concerns or practices. The topic areas can include teaching, learning, service, or research itself. Applicants may incorporate multiple perspectives (involving cultures, languages, gender, race-ethnicity, disciplines, methodologies, challenges to existing research paradigms or epistemologies, etc.). Typical projects might be:

- Evaluating a new course on alternative sexualities in a local community college
- Initiating an inquiry into changing patterns of gender representation of students in arts, humanities, and sciences at a graduate school of education
- Examining affirmative recruiting practices for teaching staff in a public middle school
- Identifying emerging forms of classism among students in a public high school
- Conducting a pilot study of early issues around ethnicity in daycare
- Critically exploring the role of diversity issues in the criteria used by a philanthropic organization for evaluating research proposals for funding
- Conducting a survey preparatory to the organization of a national conference on new research approaches to disability

All full-time faculty with professorial appointments are eligible, and pre-tenure faculty are especially encouraged to apply for these grants. Up to two grants will be awarded in late spring 2013, to be accepted for either Fall, 2013 or Spring, 2014. Please note that splitting the course release over two semesters is not permitted and the semester chosen may not come directly before or after a sabbatical leave.

Faculty should submit a no more than 7-page (double-spaced) proposal, excluding references, that includes the following:

1. A description of the proposed project and an abstract;
2. A rationale including the relevance and significance of the project to your ongoing work, to the field, to the mission of the College, and to the significance to diversity and education;
3. An overview of the methodology;
4. A timeline for completion;
5. If the proposal is part of a larger, long-term project, an indication of how this work fits into the context of the overall research project; and
6. A description of other funded research, amount of support, degree and period of commitment. Please note that preference will be given to faculty who are not working on other funded projects during the period of the grant.

Each proposal should also include the following attachments: 1) a cover letter, 2) an updated curriculum vitae, 3) a description of other sources of funding for this project, 4) any relevant publications or other supporting documents, and, 5) a communication from the department chair, indicating how your teaching schedule will be adjusted and the amount of funds needed for adjunct coverage if required.
Proposals are reviewed by members of the FEC Subcommittee on Race, Culture, and Diversity and recommendations for awards are made to the Dean. Submit 3 copies of your proposal to Kristine Roome at the Dean’s Office by 5 p.m. Friday, March 29, 2013.

Note: This program is distinct from the Dean’s annual Faculty Research Awards, which are not co-sponsored by this subcommittee and which are not required to focus on issues of diversity.

Summary of the Dean’s Fellowship Program for Teaching and Diversity

This program will fund up to five Teaching and Diversity Fellows for the AY 2013-2014. The application is made by the faculty sponsor, but the award goes entirely to the designated student. TC faculty members apply to sponsor and supervise a Diversity Fellow who will be:

- A student assistant assigned to a department for an academic year
- Interested in issues of ethnicity, culture, and diversity as they relate to teaching
- Responsible for a range of tasks to be specified by the faculty sponsor

Individual faculties (or departments) are invited to submit short proposals (no more than two pages) specifying:

- Overall project or goal to which the Fellow will contribute
- Explicit tasks and activities for which the Fellow will be responsible
- How the faculty sponsor will participate and collaborate with the Fellow
- How both the sponsor and the Fellow will benefit from the experience
- How the project advances the College’s work related to diversity issues

Department Chairs are required to write a brief endorsement for each project proposed under their department.

The committee encourages proposals which emphasize pedagogical and curricular innovations which are attuned to cultural differences in learners as well as an expanded content and conceptual base. An example of a possible project would be where a faculty member who wishes to explore the literature on multiculturalism as it relates to a course that s/he is teaching might request funding for a Fellow, who would do library research, assist with the development of the syllabus and reading list, and/or co-teach a part of the course. Another example would be where a faculty member needs the assistance of a Fellow to evaluate one’s pedagogical practices within a course in relation to diversity.

All full-time faculty members with professorial appointments are eligible to apply. Although priority for funding will be given to new projects, proposals that continue the work of previously funded Fellows will be considered if they meet the stated criteria and provide sufficient justification for renewal.

Proposals are reviewed by members of the FEC Subcommittee on Race, Culture, and Diversity and recommendations for awards are made to the Dean. Criteria for selection
are: a) clarity and substance of tasks and goals, b) relevance to teaching and diversity, c) extent to which the proposed project will advance the department’s work and the College’s mission with regard to teaching diversity. Submit 3 copies of your proposals to Kristine Roome at the Dean’s Office by 5 p.m. Friday, March 29, 2013.
To: Faculty Colleagues and TC Students  
From: Katie Embree, Associate Vice Provost  
Re: Dean’s Grant for Student Research  
Date: January 21, 2013

This year, Teachers College continues its tradition of supporting student research through the Dean’s Grant for Student Research program. Awards of up to $2,000 will be made to students who submit the strongest proposals for research that have educational implications for the field and for the academic program at Teachers College. The number of grants given is dependent upon annual funding; in past years, between five and eight grants have been awarded.

A poster session will be held on Wednesday, April 10, 2013 for 4:00 -5:00 p.m. in the Everett Lounge where you may present your research proposal. This session will be attended by members of the community and will be a time for you to share your ideas with student colleagues, administrators, and faculty. The event will be accompanied by a reception. You are not obligated to participate in this session to apply for the grant, but we hope that you will do so. It will be a wonderful opportunity to enhance your academic experience. Please indicate whether or not you will attend the poster session on the “Dean’s Grant for Student Research Cover Page” attached.

A faculty committee will review proposals.

The following schedule highlights key dates:

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<tr>
<th>Event</th>
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<tr>
<td>Submission Date:</td>
<td>March 29, 2013 by 5:00 p.m.</td>
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<tr>
<td>Poster Session Date:</td>
<td>April 20, 2013, 4:00 p.m. – 5:00 p.m.</td>
</tr>
<tr>
<td>Notification Date:</td>
<td>Week of May 6, 2013</td>
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THREE (3) complete copies of the proposal and attachments should be submitted to the Office of Student Activities and Programs, 160 Thorndike Building. Please contact Maria Hataier, Director of Student Activities and Programs, at (212) 678-3690 with any questions.
Principal Investigator Name:

Email Address:

Phone Number:

Department:

Program:

Today’s Date:

Total Budget Request:

I will _____ will not _____ attend the Dean’s Grant for Student Research Poster Session on April 10, 2013
DEAN’S GRANT FOR STUDENT RESEARCH

Teachers College students (M.A., M.S., Ed.M., or Doctoral) are eligible to apply for a Dean’s Grant for Student Research. Proposals should be for the initiation or completion of a research project which has educational implications for the field. Awards will be made for the most outstanding research proposals. The number of grants given is dependent upon annual funding; in past years, between five and eight grants have been awarded.

AWARDS
Students may apply for grants of up to $2,000 for a one-year period starting September 1, 2012 and ending August 31, 2013. In rare exceptions, projects may be funded in advance. Students who have already been awarded this grant may not apply for another. Students who have already applied and not been awarded this grant may apply. Students may apply together under one proposal but the maximum budget remains at $2,000.

PROPOSALS
Proposals should be concise, no more than ten double-spaced pages (not including cover page, abstract, bibliography and instruments), and should include the following sections in the order that has been outlined below. We will not accept proposals over ten pages. The cover page and any attachments do not count as part of the 10 pages. Please DO NOT submit chapter one of your dissertation as this proposal.

- Cover page
- Abstract (one page or less, separate from the body of the proposal)
- Problem or topic/Rationale
- Theoretical/Conceptual framework
- Detailed plan of work or research design, including research questions, instruments and measures to be used, subject selection, data collection and analysis
- Indication of academic progress to this point (approved by department? pilot study completed?)
- Anticipated results
- Implications for practice
- Proposed budget not to exceed $2,000 (please note: funds may not be used for major equipment, tuition, to pay another student/researcher, to reimburse past expenses, or for travel expenses not specifically for the purpose of data collection)
- Detailed time schedule for planned work

SUPPORTING DOCUMENTS (required)
- Curriculum Vita
- Identification of other sources of funding for this project including a listing of other grant programs that the project proposal has been submitted to for funding.
- Recommendation from either your research sponsor or your Teachers College academic advisor.

SUBMISSION
Please note that the proposals must be complete in order to receive consideration. Submit three (3), collated copies of the proposal (including supporting documents) to: Maria Hataier, Director of Student Activities and Programs, Room 160 Thorndike Building, Teachers College, Columbia University, New York, NY 10027.

<table>
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<tr>
<th>NOTE: ALL COMPLETED MATERIALS MUST BE SUBMITTED BY MARCH 29, 2013 by 5 p.m.</th>
<th>THE AWARD IS EFFECTIVE SEPTEMBER 1, 2013 THROUGH AUGUST 31, 2014.</th>
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To: Teachers College Faculty

From: Katie Embree, Associate Vice Provost

Date: January 21, 2013

Re: Walter Sindlinger Writing Award

Once again, I am pleased to provide you with information about the annual Walter Sindlinger Writing Award, an opportunity for us to recognize and celebrate student achievement.

Walter Sindlinger was a member of the TC faculty from 1958-1979, and was one of the leaders in higher education of the community college movement. Even after retirement, he continued to serve students and the College by working with scores of doctoral students in AEGIS and Higher Education Administration.

In recognition and appreciation of Walter's service and support to generations of students, an anonymous donor provided funding for an annual award of $1,000 to recognize the achievement of a student who has produced an exceptional work as part of her/his course requirements. The work could take the form of: a response to a class assignment, a course exam, a term paper, or dissertation proposal developed in the context of a dissertation proposal seminar or course. This work can be written or can be a class assignment that is multimodal, including, among other things, webpages, movies, and artwork. Please know that Masters projects or thesis, certification exams, qualifying papers, and dissertations are excluded from consideration.

If you would like to nominate a student from your class (note that the student does not have to be from your department), please send the name of the student, your name, the course title, syllabus, and a copy of the written work to your Department Chair. Each department will establish their own procedures for selecting their nominee. Departments with student enrollments exceeding 800 students will be allowed to nominate two students, all other departments will be allowed to nominate one student.

Departmental nomination(s) for the Walter Sindlinger Writing Award must be forwarded by Department Chairs to the Vice Provost’s Office by March 29, 2013. These nominations can be from any course taken in either Spring or Fall 2012 semesters by a currently enrolled student.

Three complete copies of the proposal and attachments including course syllabus should be submitted to the Office of the Vice Provost, 113 Zankel Building. If you have any questions, please contact Monica Lewis at mlewis@tc.edu or Iraida Torres at torres-irizarry@tc.edu Notification will take place the week of May 6, 2012.