

**THE CUNY INSTITUTE FOR EDUCATION POLICY AT ROOSEVELT HOUSE
("THE INSTITUTE")**

RESOLVED, that the CUNY Institute for Education Policy be established at the Roosevelt House, Hunter College in accordance with the Policy Guideline on Research Centers and Institutes set forth by the Board of Trustees.

EXPLANATION: The Institute is designed to become a major resource for CUNY as the focal point for the discussion and dissemination of the most critical issues in K-20 education policy. Non-aligned and non-partisan, the Institute will provide a platform for policy-makers, scholars, practitioners, and the media to exchange ideas, research, and reform agendas through conferences, panels, visiting lecturers, seminars, and digital publications. The Institute will become recognized as the New York City (NYC) location for high-level debate about the most important education policy choices facing the nation, and will establish itself as a trusted source of research and opinion on the multiple educational issues facing the nation.

PROPOSAL TO THE CUNY BOARD OF TRUSTEES

**THE CUNY INSTITUTE FOR EDUCATION POLICY AT
ROOSEVELT HOUSE**

July 2011

**Hunter College
City University of New York**

Contents

PREAMBLE.....	4
MISSION.....	4
INSTITUTE FOCUS AND STRUCTURE.....	5
The Activities of the Institute.....	6
INSTITUTE GOVERNANCE PLAN	
The Executive Committee.....	7
The Advisory Board.....	7
INSTITUTE STAFFING PLAN	
Institute Director.....	8
Assistant to the Director.....	8
Research Director.....	9
Journal Editor.....	9
Institute Organizational Plan.....	10
FUNDING PLAN.....	10
SUPPORT FOR THE INSTITUE.....	11
APPENDICIES.....	12

PREAMBLE

The Institute is designed to become a major resource for CUNY as the focal point for the discussion and dissemination of the most critical issues in K-20 education policy. Non-aligned and non-partisan, the Institute will provide a platform for policy-makers, including elected officials, scholars, practitioners, and the media to exchange ideas, research, and reform agendas through conferences, panels, visiting lecturers, seminars, and digital publications. The Institute will become recognized as the New York City (NYC) location for high-level debate about the most important education policy choices facing the nation, and will establish itself as a trusted source of research and opinion on the multiple educational issues facing the nation.

Based on the premise that the promise of equal access to world-class education and educational opportunity is still deeply unrealized for so many of our students, and that colleges and universities face major challenges as well as opportunities in working with the K-12 system to create a true K-20 system for the next generation, the Institute will be focused on supporting research, discussion, debate and dissemination of the most powerful ideas of education reform from the United States and abroad. The focus however would be on ideas that are being implemented, or could be implemented, into policy and practice. The Institute would thus concentrate on current reform agenda, analyzing its claims and record, and on policy initiatives that may lie outside that agenda today but show potential promise for tomorrow.

The need for the formulation, discussion, debate and dissemination of effective ideas and strategies for the reform of public education in the United States is pressing, indeed urgent. Data on the educational performance of the country indicates deeply disturbing evidence of tragically persistent learning gaps between different populations groups, and an overall performance from our P-12 system that is declining as compared to our major international peers. Data also confirms a very troubling distance between the performance of the majority of our urban and minority public high school students and the level of education required for success in further education and the contemporary and future job markets.

A careful review of existing institutes and centers at CUNY has ensured that the proposed Institute for Education Policy does not duplicative, substantially overlap, or subsume the mission of existing institutes, consortia or special initiatives. While there are initiatives that focus on the broad swath of public policy, this Institute alone focuses on education.

MISSION

The Institute is designed to become a national focal point for the discussion and dissemination of the most critical issues in K-20 education policy. Non-aligned and non-partisan, the Institute will provide a platform for policy-makers, scholars, practitioners,

and the media to exchange ideas, research, and reform agendas through conferences, panels, visiting lecturers, seminars, and digital publications. The Institute will become recognized as the NYC location for high-level debate about the most important education policy choices facing the nation, and will establish itself as a trusted source of research and opinion on the multiple educational issues facing the nation.

INSTITUTE FOCUS & STRUCTURE

Based on the premise that the promise of equal access to world-class education and educational opportunity is still deeply unrealized for so many of our students, and that colleges and universities face major challenges as well as opportunities in working with the K-12 system to create a true K-20 system for the next generation, the Institute will be focused on supporting research, discussion, debate and dissemination of the most powerful ideas of education reform from the United States and abroad. The focus however would be on ideas that are being implemented, or could be implemented, into policy and practice. The Institute would thus concentrate on current reform agenda, analyzing its claims and record, and on policy initiatives that may lie outside that agenda today but show potential promise for tomorrow. A sample of issues would include:

- The efficacy of past accountability based reform (“No Child Left Behind”), the promise and/or limitations of the “Race to the Top” and “School Improvement Grant” initiatives, the focus on “Value-Added” measures of student performance, the creation of Teacher and Principal accountability systems across the states, and the re-authorization of ESEA (“Elementary and Secondary School Act).
- The evidence for the success or otherwise of alternative models of educational delivery: charter schools, voucher programs, faith-based and other private schools, on-line schools and districts, community-based initiatives (“Harlem Children’s Zone”) intensive data systems, new structures of union-management contracts, the use of standardized curriculum across schools and districts (“Core Knowledge” “AP Board Schools”), and the promise of new clinically-based teacher and principal preparation programs.
- The debate about 21st century skills and how they are best taught. Should our educational system move to project-based learning, the teacher as guide, “child-centered” instruction? What is the evidence of the efficacy of “traditional” approach to instruction adopted, for example, in many urban charter schools and those advocated by constructivist critics? What is the evidence that the use of new technologies can promote important learning gains?

- Assessing the evidence from current university-school partnerships (“Early College,” “Smart Scholars”) – and analyzing the sources of college-based remediation and dropout rates.
- Evidence from best practice abroad: what can the United States usefully learn from educational reforms and practice in such places as Singapore, Hong Kong, Finland, and China?

Activities of the Institute:

Plans for the full range of Institute activities will be carefully calibrated with the funding levels achieved through time. The early development of an advisory board and affiliated faculty will complement the fundraising that is already underway.

The early activities of the Institute will include:

- Planning with our affiliated faculty and Institute funders for distinguished visiting lecturers and an inaugural conference on the national education reform agenda;
- Developing a faculty seminar on key issues in education reform based on the model of the faculty seminar already in use at Roosevelt House;
- Engaging as appropriate scholarly contributions from the Regents Research Fellows (these are nationally recognized experts in the field of education assessment, teacher accountability, curriculum, and school reform who are currently housed in NYC and affiliated with the NYS Department of Education);
- Creating a web site that will include links to news, research, and education-reform related information for the CUNY community.

The longer-term vision for the Institute involves:

- The identification of funding sources for research projects to be undertaken by Institute-affiliated scholars from across CUNY. This is in many ways the most critical step in the creation of the Institute’s standing. Bringing together groups of scholars around funded projects separates out the few serious centers of educational research from the rest. The few examples include those at Stanford University (<http://www.stanford.edu/group/irepp/cgi-bin/joomla/index.php>) and specific projects at such centers as the one at Harvard University (see for example: <http://www.gse.harvard.edu/~pfpie/index.php/sdp/>). These research projects will offer scholars at CUNY the opportunity to partner with researchers from other universities. During the first year of the Institute, a search will take place to hire a Director of Research to support this domain of activities.

- The development of an electronic Institute Journal of Education Policy offering CUNY Faculty and other scholars and practitioners access to publication of their research and commentary and a source of current information about major research findings and policy developments in education reform at the national and state levels. A Journal Editor will be appointed to manage the Journal under the supervision of the Institute Director.
- The creation of a visiting fellows program to further enhance the intellectual and research profile of the Institute.

INSTITUTE'S GOVERNANCE PLAN

Executive Committee:

The Executive Committee will be responsible for working with the Director to ensure the overall direction of the Institute, the fiscal soundness of the Institute (approving the annual budget), the efficacy and viability of the fundraising strategy, assisting in executing that strategy as appropriate, and advising the Director on the overall public standing of the Institute in the wider public community in New York City and beyond.

The Executive Committee will create the by-laws and the processes for amending by-laws consistent with CUNY practice. It is anticipated that the Executive Committee will meet three times during the first year of the Institute and then likely twice a year or as needed.

As chair, the President of Hunter College in consultation with the Director and senior colleagues will select other members and formulate the Board, ensuring representation from the CUNY community.

Advisory Board:

The Advisory Board will advise the Director on all aspects of the programming of the Institute, contributing their own academic and policy expertise to this effort. They will be invited to participate in the activities of the Institute as appropriate, including the faculty seminar and publications of the Institute.

The Advisory Board will be drawn from administrators and faculty from CUNY, and from a small number of experts drawn from the wider policy community, including universities, think tanks such as the Progressive Policy Institute and the Fordham Foundation, and representatives from non-profit organizations involved in national education reform.

The Advisory Board members will be selected by the Director in coordination with the Executive Committee.

INSTITUTE'S STAFFING PLAN

Director: *Dr. David M. Steiner, Klara and Larry Silverstein Dean, School of Education, Hunter College (CV attached in Appendix D)*

The Director will have overall responsibility for the programming, administration, and finances of the Institute. Supported by the Advisory Board and Executive Committee and by his Assistant, the Director will:

- Work with the Advisory Board to ensure that the programming at the Institute supports its core mission: to be an open, non-partisan forum for the discussion, debate, and disseminate of important ideas in education policy and reform,
- Work with the Executive Committee on the overall direction of the Institute and on the fundraising and the public profile of the Institute to ensure its long-term success and growth as a principle forum in NYC for the debate over public education.
- Create the annual plan for public events at the Institute, including the faculty seminar; work to secure appropriate presenters, ensure that the events are well publicized, and host or contribute to those events them as appropriate.
- Work with the Assistant to the Director and the Advisory Board to develop the website, and eventually the electronic Journal of the Institute.

Assistant to the Director: *(Appointment pending approval of the Institute)*

The Assistant will assist the director and College in all aspects of developing, supporting, and running the Institute. Specifically, the Assistant will:

- Work with the director and College to identify potential supporters, arrange meetings, and maintain electronic written records the funding of the Institute, together with all other financial data related to the Institute.
- Work with the director and College to organize public events - individual speakers, panels, discussion groups - handling the announcements and logistics of the meetings and working with the appropriate people at Roosevelt house on all meeting details.
- Work with the director and College to develop a web site for the Institute, and initiate an electronic newsletter for the Institute that will eventually transition into an on-line journal. As part of the work, the assistant will review major national and city sources of

news and research in K-20 education, develop a format for conveying key updates to the director, and selectively updating the newsletter appropriately.

The individual appointed to this position will have:

- High competence as an organizer, multi-tasker, and researcher.
- Very strong communication skills, both oral and written, and an ability to interact effectively with senior administrators, scholars, researchers and media personnel.
- Strong computer skills, with facility in Excel, and, preferably, some experience in web design, and a good capacity to manage basic financial data.
- Some previous experience in fundraising.
- A Bachelors degree will be required, and a Masters degree strongly preferred.

Research Director

With appropriate funding secured during the first year, the Institute will hire a Research Director for the second year onwards to co-ordinate the research activities of the Institute, developing strategies for securing research support, and working with the Director to design and publish research from the Institute. The individual appointed to this position will have:

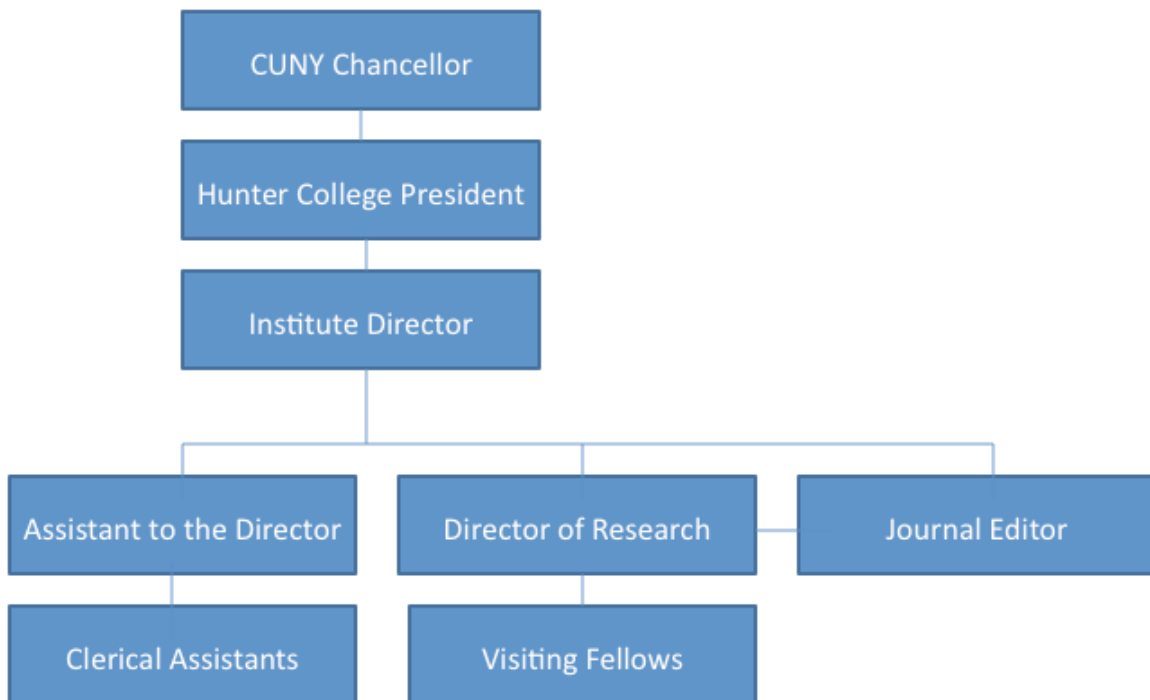
- A strong track record of working with academics to secure research-funding opportunities.
- Deep knowledge of the field of public policy research, with a particular focus on education policy.
- Ability to communicate effectively with a variety of stakeholders including faculty, policy experts, and public and private funding organizations.
- Excellent writing skills.
- A minimum of a Bachelors and Masters degrees, with a Doctorate strongly preferred.

Journal Editor

Funding permitting, the Institute will hire a Journal Editor who will manage both the on-line website of the Institute, developing it into a full-scale source for education policy news and research findings, and who will develop and manage (under the supervision of the Institute Director) an on-line Journal that will publish work from the CUNY scholarly community and beyond. The individual appointed to this position will have:

- Several years of previous experience working on a policy-themed journal.
- Extensive knowledge of the field of education policy
- Knowledge of existing journals in the field of education
- A record of successful project management and on-time execution
- Excellent writing and verbal communication skills
- A minimum of a Bachelors and a Masters degrees.

STAFFING ORGANIZATIONAL CHART



FUNDING PLAN

A detailed budget 5-year projection is depicted in Appendix C.

The Funding plan starts with welcome initial support from CUNY for the start-up of the Institute. This seed funding, which totals \$200,000, will be apportioned as follows:

- Programming for the Institute. A launch event with a major keynote speaker and a

responsive panel, plus publicity and a reception (\$40,000 total); two further events, both panel discussions, with at least two outside speakers and two CUNY participants, again with publicity and simple refreshments (\$20,000 for each event); miscellaneous expenses for publicity and office support (\$5000); carry over towards programming for the second year, \$15,000.

- Assistant to the Director. Annual Salary, approximately \$70,000, with approximately \$30,000 benefits, for a total of \$100,000.

A formal fundraising strategy and fund raising activities, both of which will be supervised and approved in detail by the Executive Committee, will begin after formal approval of the Institute by the CUNY Board of Trustees.

SUPPORT FOR THE INSTITUTE

The idea for the CUNY Institute for Education Policy was initially developed in conversations with Chancellor Matthew Goldstein, who is an active and strong supporter of the creation of the Institute, as are University Dean for Education Joan M. Lucariello, Hunter College President Jennifer Raab, and Hunter College Provost Vita Rabinowitz.

Additionally, meetings have taken place with the following administrators and scholars from the CUNY community, all of whom have indicated strong support for the Institute (I have attached letters below):

Deborah Shanley, Dean, School of Education, Brooklyn College

Deborah Eldridge, Dean, Division of Education, Lehman College.

Judith Summerfield, Dean for General Education, Queens College

Francine Peterman, Dean of Education, Queens College

Professor Nicholas Mitchelli, CUNY Graduate Center

Doris Cintron, Acting Dean, School of Education, City College

David Bloomfield, Chairperson, Department of Education, College of Staten Island.

Appendix A

Potential Affiliates of the Institute

Name	Discipline	Affiliation	Title
Erica Chito-Childs	Sociology	Hunter College	Professor
Terry Babcock-Lumish	Public Policy	Roosevelt House	Director of Public Policy
Nancy Lester	Education	Medgar Evans College	Department Chair
Nicholas Mitchell	Education	CUNY Graduate Center	Professor
Deborah Shanley	Education	Brookline College	Dean
Joesph Viteritti	Education and Public Policy	Hunter College	Professor
Jeane Weiler	Education	Hunter College	Professor

Appendix B

Sample of Recent Grants from Select Potential Affiliates of the Institute

Grantor	Grant Title	Duration	Grant Amount
Wallace Foundation	School Leadership	2009-2011	\$3,000,000
Carnegie Foundation	Education Technology for learning	2010	\$1.5 million
Helmsley Trust	Regents Research Fellows (NYSED)	2007-2009	\$1.5 million
GATES Foundation	Smart Scholars Early College High School	2009-2013	\$6,000,000
Rockefeller Foundation	Hunter College, Teacher Preparation	2009-2011	\$200,000
Wallace Reader's Digest	Federal Education Policy	2003-n/a	\$1,050,000

Appendix C

Five-Year Budget Projection

	FY1 - Sept. 11-Aug 12	FY1 - Sept. 12- Aug 13	FY1 - Sept. 13- Aug 14	FY1 - Sept. 14- Aug 15	FY1 - Sept. 15- Aug 16	5-Year Total
Personnel						
Director (contributed effort)	salary	salary	salary	salary	salary	
Assistant to Director	\$70,000	\$72,100	\$74,263	\$76,491	\$78,786	\$371,640
Clerical Research Director		\$35,000	\$36,050	\$37,132	\$38,245	\$146,427
Journal Editor		\$100,000	\$103,000	\$106,090	\$109,273	\$418,363
Visiting Scholars		\$70,000	\$72,100	\$74,263	\$76,491	\$292,854
Total Salaries	\$70,000	\$277,100	\$425,413	\$433,975	\$442,795	\$1,649,283
Fringe Benefits		\$78,698	\$161,657	\$164,911	\$168,262	\$573,528
Total Personnel	\$70,000	\$355,798	\$587,070	\$598,886	\$611,057	\$2,222,811
OTPS						
Conferences	\$80,000	\$100,000	\$100,000	\$100,000	\$100,000	\$480,000
Consultants		\$25,000	\$25,000	\$25,000	\$25,000	\$100,000
Staff Travel		\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
Supplies and Equipment		\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
Total OTPS	\$80,000	\$147,500	\$147,500	\$147,500	\$147,500	\$670,000
Grand Total	\$150,000	\$503,298	\$734,570	\$746,386	\$758,557	\$2,892,811

Appendix D

CV of Institute Director

Dr. David Milton Steiner

Recent Employment

- | | |
|----------------|---|
| 2011 (August-) | Klara & Larry Silverstein Dean,
School of Education, Hunter College, City University of New York |
| 2009-2011 | Commissioner of Education,
President of the University of the State of New York |
| 2005-2009 | Klara & Larry Silverstein Dean,
School of Education, Hunter College, City University of New York |
| 2004-2005 | Director for Arts Education, National Endowment for the Arts,
Washington, DC |
| 2002-2004 | Chairman, Department of the Department of Administration, Training, and Policy
Studies (ATPS) School of Education, Boston University (Previously, tenured in that
department and the Department of Curriculum and Teaching) |

Education

- | | |
|------|--|
| 1989 | Ph.D. in political science, specialization in political philosophy, Harvard
University. (Thesis on Democratic Education) |
| 1980 | B.A. in philosophy, politics and economics with highest (First Class) honors,
& M.A., Balliol College, Oxford University. |

Board Representation

- | | |
|--------------|---|
| 2011-Present | Partnership for the Assessment of Readiness for College and Careers (PARCC
or Partnership) Executive Committee |
| 2010-Present | Board of Directors, Council of Chief State School Officers (CCSSO) |
| 2006-2008 | Board of Trustees, Core Knowledge National Advisory Committee |
| 2008 | Board of Trustees, Harlem Success Academy (Public Charter School, New
York City) |

NYS Education Department: Milestones, 2009-Present

- Advanced the NYS Regents Reform Agenda by leading the successful NYS application for the Federal Race to the Top Award and other competitively sourced funds for a total amount approaching \$1 billion; reform implementation is underway.
- Led the passage of landmark legislation to: use student achievement data in evaluation of teachers and principals; increase the charter school cap and increase public accountability and transparency of charter schools; and secure \$20 million in State funding to support development of a statewide student data system.
- Recognized by US Education Secretary Arnie Duncan and fellow Chief State School Officers for a leading national role in teacher preparation and education reform policy.
- Making New York a national leader in aligning assessment performance with college and career readiness and developing common core standards with sequenced, spiraled curriculum and assessments. Led the re-setting of state assessment standards to align with on-track performance for college entrance without remediation.
- Reformed teacher and principal standards: redesigned teacher certification requirements incorporating performance-based assessments for all teacher candidates have been put in place, and Race to the Top funding secured for newly designed, clinically-rich, teacher preparation models.

Hunter College School of Education: Milestones, 2005-2009

- Launched a Teacher Residency Program in New York City in partnership with New Visions for Public Schools and the NYC Department of Education. The program will initially focus on the preparation of public secondary school teachers in the sciences and ELA.
- Led Hunter College in a nationally innovative partnership with the KIPP Academies and other top-performing charter school organizations to co-design and co-teach a dedicated teacher preparation program. To date over \$30 million has been raised to support this effort. Teach For America and the New York City Department of Education have joined the partnership. A multi-million dollar Americorps Grant supports student tuition.
- Led the inauguration of eight new masters programs and ten new Advanced Certification Programs. The masters programs included four Teaching Fellows programs for the NYC city Department of Education.
- Recorded historic gains in student enrollment (the numbers rose from 2150 to 2800) while raising academic admission quality. Recorded 150% increase in external funding.
- Appointed twenty-two new faculty to permanent professorial positions in last three years (one-third of the total number in the school of education).
- Received \$1 million gift for a new digital-video program to analyze every student in their student teaching, and index the resulting video library for use as case studies by the faculty and the training of the clinical program field-observers.

National Endowment for the Arts: Milestones, 2003-2005

- Designed and inaugurated the first national program to fund intensive teacher-preparation to present major, complex works of art in their classrooms.
- Working with Jazz at Lincoln Center, created the first on-line free national jazz curriculum for American Schools (http://www.neajazzintheschools.org/home.php_
- Inaugurated the first major assessment and accountability systems to evaluate multiple learning outcomes in the arts grants programs.

Prior Academic Appointments

1998-1999	Senior Research Associate, Boston University, primary responsibility: advising Senior Administrators on issues of Massachusetts State Education Policy.
1990-1998	Assistant Professor, Research Assistant Professor, Vanderbilt University Department of Political Science and the Peabody School of Education, Vanderbilt University.

Visiting Academic Appointments

1994	Visiting Professor, Clare Hall College, Cambridge University (Spencer Fellow in Education).
1989	Visiting Assistant Professor in the Department of Politics, Wellesley College, MA. Fall 1989.

Books

2013	Steiner, D. <i>Retreat From Judgment: The Limits of Educational Reform</i> (in progress: submission date winter, 2013).
2004	Steiner, D. & Olson, A. eds, <i>The Quest for Paideia in an Age of Uncertainty</i> (New York: Rowman & Littlefield, 2004).
2001	Steiner, D. <i>Educational Achievement & Reform Strategies in the United States of America</i> (Monograph: Gütersloh, Germany: Bertelsmann Foundation Publishers, 2001).
1999	Steiner, D. ed. <i>Philosophy of Education: The Proceedings of the Twentieth World Congress of Philosophy</i> , Vol.3 (Bowling Green, Ohio: Bowling Green State University, 1999).
1994	Steiner, D. <i>Rethinking Democratic Education</i> (Baltimore: The Johns Hopkins University Press, 1994).

Book Chapters and Articles

- 2009 Steiner, D. "An Education Lived" in *Academic Questions*, Winter 2008/2009, Vol. 20, n.1.
- 2007 Steiner, D. "Op de vlucht voor het oordeel" in *Nexus*, n.49, 2007 (in Dutch).
- 2007 Steiner, D. "K-16: Our Dogmatic Slumbers" in *Profession*, (Journal of the Modern Languages Association).
- 2007 Steiner, D. "Preparing Teachers to Teach the Liberal Arts" in *Beyond the Basics: Achieving a Liberal Education for All Children* Finn, C. and Ravitch, D. eds. (Washington D.C. Thomas B. Fordham Institute, 2007).
- 2007 Steiner, D. "Foreign Languages: The K-12 Challenge" Association of Departments of Foreign Languages Bulletin vol. 38, no. 1-2.
- 2005 Steiner, D. "Skewed Perspective: What we Know About Teacher Preparation at Elite Education Schools" *Education Next* (Winter 2005)
- 2005 Steiner, D. "Educating the American Citizen" in *Bildung und Erziehung*, vol. 58, no.3, September 2005.
- 2004 Steiner, D. "Preparing Tomorrow's Teachers" in *A Qualified Teacher in Every Classroom*" Hess, Rotherham and Walsh, eds. (Cambridge: Harvard Education Press, 2004).
- 2004 Steiner, D. "What are Schools of Education Teaching our Teachers?" *Education Next* (fall 2004)
- 2004 Steiner, D. "Aesthetics between Philosophy and Pedagogy," *The Journal of Education* vol.184. no.1, 2004
- 2004 Steiner, D. "Tomorrow's Teachers" *New York Sun Editorial*, May 27, 2004.
- 2003 Steiner, D. "Building a Bridge," in *Rationality as a Bridge between East and West* (Abu Dhabi: The Zayed Center, July, 2003)
- 2001 Steiner, D. "High Stakes Culture" *Education Next* vol.1, no. 3, Fall 2001.
- 2001 Steiner, D. "Teaching," *Basic Education*, vol. 45, no.10, Summer 2001.
- 2001 Steiner, D. "Schools of Education, A Kind of Apologia" in *Academic Questions* (2001). Based on a speech given to the National Association of Scholars Annual Meeting in New York (January 2001),
- 2001 Steiner, D. "Emmanuel Levinas," in *Salmagundi*, no.130-131, Spring 2001).
- 1999 Steiner, D. "Searching for Educational Coherence in a Democratic State," in *Citizen Competence and Democratic Institutions*, Stephen L. Elkin and Karol

- Edward Soltan, eds. (University Park, Pennsylvania: The Pennsylvania State University Press, 1999).
- 1998 Steiner, D. & Helminski, K. "The Politics of Relationality," in *Philosophy and Social Research*, vol. 24, no.4, 1998
- 1997 Steiner, D. "Educating for What?" in *PEGS (Political Economy of the Good Society)* vol.7, no.2, 1997
- 1996 Steiner, D. "Education Cross-Talk," in *Opera America*, Vol.6, no.1 & 2, September, 1996.
- 1995 Steiner, D. "Funeral Rites," in *The Condition of American Liberal Education*, Robert Orrill, ed. (New York: The College Board, 1995).
- 1994 Steiner, D. "Selling the Student Body," in *The Politics of the Body*, Jean Bethke Elshtain and J. Timothy Cloyd, eds. (Nashville: Vanderbilt University Press, 1994).
- 1994 Steiner, D. "See the Leaves, Miss the Trees," Guest Editorial, *Electronic Learning Magazine* (vol. 14, no.2, October 1994).
- 1991 Steiner, D. "Political Theory, Educational Practice," *Political Science and Politics*, (PS: *Political Science & Politics*, vol. XXIV, no.3, September 1991).
- 1986 Steiner, D. "After Rawls, the Scramble of Moral Philosophy," in *The Boston Review* (vol. XI, no.1, February 1986).

Funded Reports

- 1998 Guthrie, J., Adams, J., Odden, A., Steiner, D., & Wolk, R. et al. *20/20 Vision, A Strategy for Doubling America's Academic Achievement by the year 2020*. The Consortium on Renewing Education. (Peabody College of Education, Vanderbilt University, 1998)
- 1998 Steiner, D. *A Report on the Leonard Bernstein Center for Education through the Arts* (New York and Nashville: The Leonard Bernstein Center, 1998).
- 1997 Steiner, D. *State Departments of Education, from Regulation to Renewal?* (Little Rock: Arkansas Department of Education, 1997)
- 1986 Steiner, D. *The Core Curriculum at Harvard University* (For the Danforth Teaching Center at Harvard University, 1986).

Reviews

- 2008 Steiner, D. *Team Colors*, Review of Freedom Writers, in *Education Next*, No.1 Winter 2009.

- 2007 Steiner, D. *Curriculum Wars: Ancient and Modern*, Review of Alan Bennet, *The History Boys*, in *Education Next*, No. 3 Summer 2007.
- 2002 Macedo, S. & Tamir, Y. eds, *Moral and Political Education*; and D. Ravitch and J. Viteritti, eds. *Making Good Citizens: Education and Civil Society* in *The Journal of Education*, vol. 183, no.1. 2002.
- 1995 Kelly, E. Education, *Democracy, and Public Knowledge* in the *American Political Science Review*, vol.89, no.4, 1995.
- 1995 Barber, B. *An Aristocracy of Everyone*, in *PEGS (Political Economy of the Good Society)*, vol.5, no.1, 1995.
- 1993 Gless, D. & Smith, B. eds. *The Politics of Education*, in *The Journal of Higher Education*, vol.64, no.6, 1993.
- 1992 Westbrook, B. *John Dewey and American Democracy*, in *Political Theory* August 1992.
- 1988 Bloom, A. *The Closing of the American Mind*, and Amy Gutmann, *Democratic Education*, in *Salmagundi*, no.80, Fall 1988.
- 1986 Ricci, D. *The Tragedy of Political Science*, in *Salmagundi*, no.72, Fall 1986.
- 1985 Newman, S. *The Poverty of Liberalism*, in *Salmagundi*, no.67, Summer.

Papers Delivered and Presentations

- 2011 “Innovation of Teacher Education,” delivered at the Commission of Independent Colleges and Universities Board of Directors meeting, Albany, NY., March 8.
- 2011 “The Future of Science Education in New York,” panel series hosted by New York Academy of Sciences, New York, NY., January 11.
- 2010 “The Regents Reform Agenda,” annual convention hosted by the New York State School Boards Association, New York, NY., October 22.
- 2010 “Ensuring Effective Educators is Revolutionary Work,” hosted by the Center for Governmental Research, Rochester, NY., September 28.
- 2010 “Common Core State Standards,” panel moderator hosted by the Pencil Organization, New York, NY., July 22.
- 2010 “Schools that Can,” panel with Norman Atkins hosted by Schools That Can, New York, NY., May 21.
- 2010 “Effective Teachers and Excellent Classrooms,” Operation Soapbox panel series hosted by United Federation of Teachers, New York, NY. May 8.

- 2010 “An Agenda for Education Reform in New York.” delivered at the The Nelson A. Rockefeller Institute of Government, Albany, NY., February 24.
- 2009 “Reality Check- Where is Education Heading?” delivered at The Education Writers Association National Seminar, Washington D.C., May 1.
- 2009 “What is an Educated Mind” delivered to the Southern University Presidents’ Conference, Ashville, NC., April 4.
- 2008 “Trusting the Text” delivered at the Presidential Forum, Modern Languages Association annual meeting, San Francisco, December 29.
- 2008 “Rethinking Teacher Education”. Lecture series hosted by The Donnell-Kay Foundation, attended by elected officials, educators, business leaders and foundations, Denver, Colorado, October 17.
- 2008 “What Can an Ed School Do Better?”. Inaugural Get Smart Schools Happy Hour hosted by Teach for America and The Piton Foundation, Denver, Colorado, October 17.
- 2008 “The Future of Education Schools: Are Teacher Colleges Obsolete?” The National Philanthropy Roundtable (Annual Meeting), Boston, Massachusetts, September 11.
- 2007 “The Future of Education Schools: Are Teacher Colleges Obsolete?” with Arthur Levine (President, Woodrow Wilson Foundation). The National Philanthropy Roundtable (Annual Meeting) Dana Point California, November 9.
- 2007 “The School and the University” with Gerald Graff, President-elect, Modern Languages Association. E.E. Ford Foundation Symposium, Charlottesville, Virginia, October 5.
- 2007 Nexus Conference *New Notes Towards the Definition of Western Culture. Part II. What is an Educated Man?* With Larry Summers, Ronald Dawkins, Claus Offe and Professor Michael Sandel,. Amsterdam, Holland, September 9.
- 2007 “School Buildings—The State of Affairs: a new Architecture for a New Education,” Moderator at the Center for Architecture, February 23.
- 2007 Plenary Panel of the Core Knowledge Annual Meeting in Washington DC, February 22.
- 2007 Arts Education Partnership Forum in Los Angeles, California. January 30 and 31.
- 2006 “Moving Beyond the Basics: Why Reading, Math and Science are not Sufficient for a 21st Century Education” Presenter at the launch meeting of the Thomas Fordham Foundation, Washington DC, December 12.

- 2006 “The University and the High School” The Modern Language Association, Annual Meeting, plenary Session with incoming MLA President Gerald Graff and Deborah Meier, Philadelphia, December 29.
- 2006 “Foreign Languages: The K-12 Challenge,” Association of Departments of Foreign Languages, panel with Rosemary Feal and Michael Holquist, President, Modern Languages Association.
- 2005 “In Search of Learning” at the DaVinci Institute, September.
- 2004 “Hannah Arendt Revisited: The Crisis in Educational Authority” at the American Philosophical Association Annual Meeting, Boston, December.
- 2004 “A Letter to my Father: Do the Humanities have a Future?” Keynote Address, Aspen Institute on the State of the Humanities, October.
- 2004 “Debate on Ed. Schools” with Professor Dan Butin, Progressive Policy Institute, Washington DC.
- 2003 “Educating Judgment” College of Education, University of Washington, Seattle WA.
- 2003 “Preparing Teachers: Are American Schools of Education up to the Task” American Enterprise Institute and the Progressive Policy Institute, October 2003.
- 2002 “Mapping and Overcoming Barriers to Alternative Public School Leadership,” with Chester Finn and others, Thomas B. Fordham Institute, Washington DC.
- 2002 “What next for school vouchers?” Respondent at the Conference on Vouchers in Education at the Kennedy School of Government, Harvard University, October, 2002.
- 2001 “The Future for Schools of Education,” American Council of Trustees and Alumni (Decatur House, Washington DC).
- 2001 “Schools of Education: Reform or Abolition?” Panel member at the National Association of Scholars Annual Meeting, New York (with Chester Finn, and Sandra Stostky), January 2001.
- 2000 “African-American Educational Performance,” National Conference on “African Americans at the Turn of the Century” (With Orlando Patterson and others, hosted by *Salmagundi*).
- 1999 “Professional Development as Key to Educational Reform,” 7th German - Atlantic Dialogue, Bertelsmann Foundation, New York.
- 1999 “Teaching History in Secondary Schools,” (Discussant) and “Professional Development for Teachers of Civics” (Presenter with Teresa Secules), American Education Research Association Annual Meeting, Montreal.
- 1998 “Democracy and Education.” Public Address to the Pedagogical Institute of Georgia, Tbilisi, The Republic of Georgia.

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- 1998 "Recent Developments in American Educational Reform: One Year Later." London, England (sponsored by *Politeia*).
- 1997 "Recent Developments in American Educational Reform," London, England (sponsored by *Politeia*).
- 1997 "Dewey, Democracy, and Artful Education," American Education Research Association Annual Meeting,
- 1997 Paper panelist, Aspen Institute Conference on Education and Democracy, Aspen, Colorado.
- 1996 Keynote speaker, Annual National Symposium, Opera America, Washington, D.C. 1996.
- 1996 "Balkanization by Choice? Vouchers and Education Reform," Spencer Foundation Conference, Seattle Washington (with Paul Hill).
- 1995 "What You Are: Reflections on Teaching in America's Public Schools," Leonard Bernstein Center for Education in the Arts, New York and Nashville.
- 1995 "Questions and Institutions: Education for a 21st Century Democracy." Peabody College, Vanderbilt University.
- 1995 "Levinas and the Limits of Political Theory," and "Administering Education," (Chair) Roundtable with John Chubb and Benjamin Barber, both at the American Political Science Association Annual Meeting, Chicago.
- 1993 "Ethics, Postmodernism and Education," Spencer Foundation Fellow Conference, New Orleans.
- 1993 "Rethinking Democratic Education," Conference on 'Education: Renaissance or Retreat?' Vanderbilt University, Nashville.
- 1993 "Postmodernism and Political Theory," Jowett Society, Oxford University.
- 1993 "Methoria: Reflections on *Amour-Propre* in Rousseau," The Moral Sciences Club, Cambridge University.
- 1993 "Selling the Student Body," Conference on the Politics of the Body, Vanderbilt University.
- 1992 "Democratic Education, the Defense of an Ideal." The American Political Science Association, Annual Meeting, Chicago.
- 1992 "Choice and the Politics of Education," Faculty Colloquium, Yale University, also at Peabody College, Vanderbilt University.
- 1991 "Families and Education," Tampa: The Southern Political Science Association.

- 1991 “Beyond Pure Process: Towards a Theory of Democratic Education.” Roundtable on ‘Democracy and Citizenship,’ American Political Science Association Annual Meeting, APSA sponsored roundtable, San Francisco.
- 1998 “Undergraduate Education at Harvard.” The Core Curriculum Committee, Harvard University.
- 1997 “Rousseau's Geneva: A Communitarian Education?” Northeastern Political Science Association Annual Meeting, Philadelphia.

Academic Referee

- 1995-Present Princeton University Press, Political Theory, Educational Evaluation and Policy Analysis, American Political Science Review, University of Illinois Press, Polity Press, Westview Press.

Educational Consulting

- 2009 Grants Reviewer, National Endowment for the Humanities, Washington, DC.
- 2005-2007 Consultant Scholar, *The Core Knowledge Foundation*, Charlottesville, 2005-present. Advising the foundation on issues of teacher preparation.
- 2003-2006 Consultant, *National Center for Teacher Quality*, Washington D.C. Advising on research around issue of teacher preparation. 2003 – 2006.
- 2003-2005 Senior Consultant, *Deutsche Bank* (Appointed to the World Ethics Council, Institute for International Corporate Cultural Affairs, along with Professor Sam Huntingdon and others), advising the bank and a multinational consortium on ethics, education and cultural projects. 2003 – 2005.
- 1998-2002 Consultant, *Bertelsmann Foundation* (1998-Present, Frankfurt, Germany), advising the foundation on major initiatives in American Education.
- 1998-1999 Educational Commissioner, *Politeia* (1998-9, London, UK), worked on programs for comparative study of assessments in the United States, Europe, and the new independent states of the ex-USSR.
- 1997 Consultant Scholar: Goals 2000 Arts Education Partnership: Priorities for Arts Education Research. Washington D.C. 1997.
- 1995-1998 Consultant, then Resident Scholar at the *Leonard Bernstein Center for Education Through the Arts* contributed to the design, teaching, and evaluation of the Center’s curricular designs. New York and Nashville, 1995-1998.
- 1996-1997 Consulting Scholar to the *National Civics Standards Board* (1996-7). Reviewed multiple drafts of the proposed civics standards, contributed revised materials, and provided critique of underlying concepts.

- 1997 Reviewer of Curricular and Assessment designs for the *Modern Red School House* (1997). Special focus on the relationship between Performance Statements, Standards, the “Hudson Units,” and the “Individual Educational Compact.”
- 1997-1999 Research Advisor to *Schools for Thought*, a federally funded program centered at the Peabody College of Education, Vanderbilt University (1997-1999). Designing multiple social-studies curricular units for multi-media applications and reviewing units in other subject domains.
- 1987-1989 Teaching Consultant, Harvard Danforth Teaching Center (1987-1989).

Education Consulting-Professional Development

- 2001-2006 Designed and Co-Directed Summer Content Institutes for the State of Massachusetts in the humanities. Led workshops on Shakespeare, Chaucer, and other major authors, incorporating multi-media teaching strategies, formative and summative assessment techniques, and writing evaluations.
- 1998 Consultant to the Nashville Metro School System (through the “Schools for Thought” initiative at Vanderbilt University). Preparing teachers for the adequate introduction and adaptation of E.D. Hirsch’s “Core Curriculum.”

Awards and Grants

- 2010 “Race to the Top Phase II” (\$697million) United States Education Department, 2010); “Teacher Incentive Fund” (\$42 million) (United States Department of Education, 2010)
- 2009 “Educator of the Year.” Awarded on June 8th by *Education Update*, a newspaper focused on New York City and New York State. Harvard Club, New York City.
- 2008 and 2009 CUNY Award for Securing Major External Funding in the domain of Education, presented by Chancellor Matt Goldstein.
- 2008 Principle Investigator: Sidney E. Frank Foundation grant for program re-design at the Hunter College School of Education (\$300,000).
- 2007 Principal Investigator: AmeriCorps National Professional Corps grant (\$358,411 in program support and \$1.18 million in associated student tuition vouchers). Grant Agency: The Corporation for National and Community Service.
- 2006 Project Investigator: Video Interaction for Teaching and Learning Project: Early Childhood Mathematics Education with Support from the National Science Foundation (\$100,000).

2001-2004	Grant Director: "Preparing Tomorrow's Teachers to use Technology," U.S. Department of Education. (\$2.4 million over three years, of which \$1.1 million comes from the Department of Education. Beginning Fall 2001, for three years).
2000	Carnegie Foundation Grant for the Paideia Project, a new center for the study of fundamental educational values (with Alan Olson). The inaugural international conference was held in Vienna, Austria, with a keynote address from Dr. John Silber.
1999	Research Grant from the Bertelsmann Foundation of the Republic of Germany.
1998	NPEAT Grant (National Partnership for Excellence and Accountability in Teaching), United States Department of Education. (\$333,000). With John Bransford, Susan Goldman, James Pellegrino, John Rakestraw, and Nancy Vie.
1998	United States IREX Center: Grant for lecturing visit to NIS countries.
1997-1999	The Ball Foundation (\$1.025 million). Grant for research on reforming K-12 education in the United States (grant team led by James Guthrie).
1997	Research Grant, "Schools for Thought." Peabody College, Vanderbilt University.
1996	Grant from the State of Arkansas for Study of State Level Education Reform.
1994	DAAD (German Cultural Academy) research grant for study at Cornell University.
1994	Provost's Grant for Interdisciplinary Teaching, Vanderbilt University (with Michael Rose).
1993-1994	Spencer Fellow, National Academy of Education Stanford University.
1991	Vanderbilt Faculty Research grant.
1990	Post-Doctoral Fellow, Murphy Institute of Political Economy, Tulane University.
1988-1989	Research Grant, Harvard-Danforth Center for Teaching, Harvard University.
1987	Richard D. Irwin Doctoral Fellowship.
1984-1986	Distinction in Teaching, Harvard University.
1985	Merit Award, and Fellow, Graduate School of Arts and Sciences, Harvard University.
1984	Naumann Foundation Fellowship, West Germany.

Professional Appointments and Trusteeships

- 2008 - 2009 Appointed to the Regents Work Group on Improving the Preparation of Teachers for Urban Schools, The New York State Education Department.
- 2008 Appointed to the CUNY University Working Group, designed to create strategy for generating effective math and science teachers needed in New York City public schools.
- 2008 Board of Trustees, Harlem Success Academy (Public Charter School, New York City).
- 2006 - Present Consultant for the Common Core Curriculum Project: Thomas B. Fordham Foundation, Washington D.C., and member of the Steering Committee.
- 2006 - Present Board of Trustees of the Core Knowledge National Advisory Committee, Charlottesville, Virginia.
- 2006 - Present Member of the MLA National Initiative on the future of Liberal Arts Education, known as the Teagle Working Group. This group includes several college presidents, the current and the next president of the MLA, and several distinguished professors from Columbia, Yale, and the University of Virginia.
- 1980-1982 Assistant to the Director, International Division, S.G. Warburg & Co. Ltd. Also with Banque Paribas in Paris. Registered Representative, New York Stock Exchange. Specialization in Eurobond issues and new financial instruments (zero-sum bonds, fixed-rate variable rate debt swaps).
- 1978 Assistant in the Office of the Secretary of the Navy, United States Department of the Navy, Washington D.C. Worked directly with Assistant Secretary, then Secretary of the Navy, the Hon. Edward Hidalgo, on matters of upward-mobility and education for navy recruits. Also engaged in work in logistics.

Selected Press References

- 2010 “Mayor and State Reach Deal on a Schools Chief” *The New York Times*, November 26.
- 2010 “A Classics Buff Agonizes Over Challenge to Mayor” *The New York Times*, November 24.
- 2008 “College and Charter Groups Team Up to Train Teachers” *Education Week*, (cover story) February 6, 2008.
- 2006 “An Apple for Fuhrman,” *New York Sun Editorial*, May 10, 2006.
- 2006 Letter in Response to Nicholas, Kristoff’s “Meryl Streep In the Classroom,” *The New York Times* May 2, 2006.

- 2005 Baum, J. Ph.D. "New Dean of Hunter College School of Education Expands Intellectual Options," *Education Update Online*, Education update, Inc. September 2005.
- 2005 Jacobson, J., Schuman, J. & Walters, A. "Hunter College Names Education Dean; Departing Provost at U. of Wisconsin Rethinks Consulting Gig; College Association Names New Chief," *The Chronicle of Higher Education*, September 2, 2005
- 2005 Hartocollis, A. "Who Needs Education Schools?" *The New York Times*, July 31, 2005.
- 2004 Wolf, A. "The Education-School Alchemists," *The New York Sun*, February 6, 2004
- 2003 Keller, B. "Education School Courses Faulted As Intellectually Thin," *Education Week*, November 12, 2003.

Expert Testimony

- 2011 Before the Joint Legislative Fiscal and Education Committees, Public Hearing on "2011-2012 Executive Budget Proposal: Topic Elementary and Secondary Education," (February, Albany, NY)
- 2011 Before the Joint Legislative Fiscal and Higher Education Committees, Public Hearing on "2011-2012 Executive Budget Proposal: Topic Higher Education," (February, Albany, NY)
- 2010 Before the New York State Senate Higher Education and Education Committees, Public Hearing on "Teacher Preparation," (May, Albany, NY)
- 2010 Before the Joint Legislative Fiscal and Education Committees, Public Hearing on "2010-2011 Executive Budget Proposal: Topic Elementary and Secondary Education," (February, Albany, NY)
- 2011 Before the Joint Legislative Fiscal and Higher Education Committees, Public Hearing on "2010-2011 Executive Budget Proposal: Topic Higher Education," (January, Albany, NY)
- 2008 Before the New York State Board of Regents, Panel Hearing on "Teacher Preparation for Urban Public Schools" (Albany, New York).
- 2005 Before the New York City Council, Panel Hearing on "Teacher Training" (City Hall, New York City).

Languages

French (fluent), Latin, Greek.

References (by request)

LETTERS OF SUPPORT FROM THE CUNY COMMUNITY

July 2011

CUNY Institute for Education Policy
Institute Proposal to the Board of Trustees



LEHMAN
COLLEGE

OFFICE OF THE DEAN OF THE
DIVISION OF EDUCATION

Carman Hall, Room B33
250 Bedford Park Blvd West
Bronx, NY 10468

Phone: 718-960-8401
Fax: 718-960-7855
www.lehman.edu

Chancellor Matthew Goldstein
City University of New York
535 East 80th Street
New York, NY 10075

May 21, 2011

Dear Chancellor Goldstein,

I am writing to offer my unqualified support and express my enthusiasm for the proposed Center for Educational Policy to be housed at the Roosevelt House of Hunter College. Such a Center is long overdue and would serve the colleges, the community, and the education profession in multiple ways. Let me explain.

As distinct but affiliated educator-preparing institutions within CUNY, the senior colleges have long-standing relationships with and expertise in a variety of urban schools and communities. However, the colleges lack a venue for pooling our expertise to impact educational practices beyond our local communities. A Center for Educational Policy could serve the colleges as an intellectual umbrella. The senior research fellows of the proposed center could tap the local interests and applied work of talented, college-based research faculty in developing the agenda and applied work of the Center. In addition, the Center for Educational Policy could unite the work of education faculty at the individual colleges and raise that work to a higher level of quality and rigor that further expands the reputation of the City University of New York.

As the largest educational community in the United States, it is astounding that there is no focus on education policy at any New York City school, college, or institution. Where better to inform policy than from within the living workshop of the most diverse city in the world with its unparalleled resources, persistent challenges, and potential for impact? The educational community of New York City needs a central point for developing research, papers, forums, and policy briefs to influence the national educational agenda.



July 2011

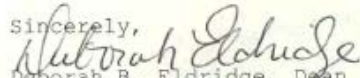
CUNY Institute for Education Policy
Institute Proposal to the Board of Trustees

Currently, tier 1 research institutions and partisan think-tanks are driving the national conversation about education. Another voice embedded in practice and informed by theory needs to be heard!

The education profession itself needs a non-partisan entity to speak about the daily practices that make a meaningful and long-lasting difference in the teaching and learning lives of urban students, teachers, and families. There is no place within the profession where policy and practice are mutually informed and derived. There is no place within the profession where politics and practice are separate but equal partners in policy.

As I write this I am inspired by the possibilities. It is regrettable that I cannot participate when this Center takes shape and begins to actualize my dream that schools and divisions of education within the City University of New York will be a force to be heard!

Sincerely,



Deborah B. Eldridge, Dean
Division of Education
Lehman College of the City University of New York

July 2011

CUNY Institute for Education Policy
Institute Proposal to the Board of Trustees



2900 Bedford Ave. • Brooklyn, NY 11210
TEL 718-951-5214 • FAX 718-951-4816
www.brooklyn.cuny.edu

Office of the Dean, School of Education

To: David Steiner, NYS Education Commissioner
From: Deborah Shanley, Dean, School of Education
Re: CUNY Policy Institute
Date: June 2, 2011

It is with great enthusiasm and delight that I write this letter in support of the proposed CUNY Policy Institute in Education to be housed at Hunter College. As we have spoken about this need over the last couple of years, we have both felt the critical importance of having a safe space for policy makers and researchers to come together to share and cultivate the best thinking about educational policy.

Your vision of inviting a breadth of federal and state officials, presidents and other college administrators and faculty, school partners and other stakeholders, will set a new stage for education public policy discussions on critical issues. It will also help us to seek to clarify, define, determine and hopefully resolve current policy issues that affect our work or lead us to the development of new policy as needed. You also understand the two distinct conversations that must take place for the Institute to be successful: 1) the role of policy research (the study of policy) and 2) the role of policy analysis, implementation and process (the formulation of policy).

Your position as Commissioner and work on the federal level puts you in a wonderful position to draw down from the best and brightest in education and beyond. Your understanding of the diversity of opinions at the present time also positions you as the perfect facilitator of this work. You also understand how important it is for us to keep the work grounded in what's best for our students.

Best wishes on this important endeavor! Let me know how I can support your efforts.



July 2011

CUNY Institute for Education Policy
Institute Proposal to the Board of Trustees



Office of General Education

May 31, 2011

Dr. David Steiner
Commissioner of Education
New York State Education Department
89 Washington Avenue
Room 111EB
Albany, New York 12234

Dear Dr. Steiner:

I am pleased to lend my support for your proposed CUNY institute on scholarship, research, and reform in educational policy. I applaud your inspired plan to create a university-wide collaborative space where administrators and faculty, scholars and researchers, from across the disciplines and professional programs can work together to improve schooling, K -- 20.

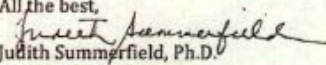
At this stage in the history of schooling at CUNY, we have plenty of expertise from within, not only to learn from each other's efforts, but also to coordinate and draw from our best successes to create a coherent, powerful system of education. We all, in the end, need to see ourselves as liberal arts educators, who share a common goal: to provide a quality education for all our students.

For many of us who landed at CUNY, without knowing its promise or potential, we know that CUNY is the ultimate laboratory for a liberal education, that we are educating our students to become global citizens. There is no place quite like this in the world. It is the city's university. It is also the place where we need to implicate research and scholarship into teaching and learning, so that we can learn from what we do. Such an institute can fulfill Dewey's notion of "theory out of practice" -- but also remind us that all practice is theory-laden. I hope that the institute will generate a self-critical and reflective stance toward all the "common sense" practices that too often are accepted uncritically.

I also must say the fractiousness of the times prevents good work from being done, and the work you propose is urgent: too many students are left in the dust, and too many teachers and prospective teachers are being discouraged from being in the profession.

As University Dean for Undergraduate Education at 80th St for six years, I had first-hand experience with the power and potential that is CUNY when the colleges work together on a common cause. It is possible, as you know, to work generatively across the system to facilitate change -- but it is not easy, as you also well know.

I wish you well in this exciting venture, and am happy, to contribute to this much-needed -- and daunting -- effort.

All the best,

Judith Summerfield, Ph.D.
Professor of English
Acting Dean for General Education

July 2011

CUNY Institute for Education Policy
Institute Proposal to the Board of Trustees



Ph.D. Program in Urban Education

May 20, 2011

RECEIVED

MAY 27 2011

COMMISSIONER
OF EDUCATION

The Graduate School and University Center
City University of New York
365 Fifth Avenue
New York, NY 10016-4309
TEL: 212.817.8280 FAX: 212.817.1515
E-MAIL: urban-ed@gc.cuny.edu

Dr. David Steiner
Department of Education
Albany, NY


Dear David,

I am writing to tell you how thrilled I am to have read of the development of a CUNY Institute for Education Policy under your leadership and to have the opportunity to discuss it briefly with you earlier this week. As you know most of my work over the past more than 30 years has been focused on education policy—in my 25 years as dean and in the last 6 years as Presidential Professor in CUNY's Ph.D. Program in Urban Education. New York City and New York State are ideal settings for the analysis of education policy, complex though they may be. What is clear to me is that there is an absence of an Institute such as you propose to examine policy from a non-political, non-ideological perspective especially in an urban context. Certainly one cannot examine policy entirely in the absence of politics and ideology, but with objectivity the examination will be very useful.

I fully support the proposal to establish the Institute. I will do all I can to bring the support of the policy group in our Ph.D. program and I know that our students studying policy, who are a very select, brilliant and successful group, will embrace the opportunity to participate in activities of the Institute. I would be pleased to serve on the advisory board and do anything else we agree to in support of the work.

So, I am delighted that you are returning to CUNY and that you bring the founding of this much needed institute. Again, please let me know how I can be helpful in any way.

Best regards,


Nicholas M. Michelli
Presidential Professor
Ph.D. Program in Urban Education
Education Policy
The Graduate Center
The City University of New York

July 2011

CUNY Institute for Education Policy
Institute Proposal to the Board of Trustees



COLLEGE OF STATEN ISLAND
The City University of New York
www.csi.cuny.edu

Department of Education

May 13, 2011

Dr. David Steiner
200 East 87th St. Apt.21A
New York, NY 10128

Dear Dean Steiner:

I strongly endorse establishment of a new CUNY Institute for Education Policy. An academically-based, ideologically-neutral institute of this kind will have far reaching impact on city, state, and national education policies, helping to meet challenges of the global economy, social equity, and an informed citizenry. Moreover, the Institute will integrate and enrich the research of CUNY faculty whose contributions are now isolated, increasing our visibility and impact on public discourse. For these reasons, I look forward to your leadership of this important endeavor and pledge my continued support.

Sincerely,

A handwritten signature in black ink, appearing to read 'David C. Bloomfield', written over a horizontal line.

David C. Bloomfield
Chair, Department of Education