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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 aim to 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 agendas, analyzing their claims and records, and on policy initiatives that may lie outside those agendas 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 duplicate, 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 K-20 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

As James Madison noted centuries ago, the health of American democracy cannot be separated from the quality of education enjoyed by its citizens. The political, social, economic and cultural condition of our polity is in so many ways a direct consequence of the public education we provide to each generation. Yet on almost every measure, the absolute level of that education, and the comparative quality of that education when compared to countries across the world, has leveled off and declined respectively. The focus of the Institute will be on the analysis, discussion, and dissemination of policy initiatives that are being implemented, or could be implemented, to address this urgent situation. A sample of issues would include:

- The efficacy to date of 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 of alternative models of educational delivery: charter schools, voucher programs, faith-based and other private schools, single-sex schools, home schooling, on-line schools and districts, community-based initiatives (“Harlem Children’s Zone”), class size, 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” approaches to instruction adopted, for example, in many urban charter schools.

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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?

**Location of the Institute:**

The Institute for Education Policy (IEP) will be housed at Roosevelt House (RH), whose mission is “to support faculty research, and to foster creative dialogue. The new institute provides opportunities for students to analyse public policy and experience meaningful civic engagement; for faculty to research, teach, and write about important issues of the day; and for scholarly and public audiences to participate in high-profile lectures, seminars and conferences.” This connection is a perfect fit for the Education Institute, as Roosevelt House is dedicated to innovative approaches to teaching, research, and public programming, providing a platform from which high quality scholarship effectively informs and influences public debate and public life. As this description makes clear, RH is thus a natural home for the proposed IEP. Due to the link between Hunter College and RH, the Hunter College Senate reviewed the Institute Proposal and voted unanimously to support it on September 21, 2011.

**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 supporters 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 invited authors 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 development of opportunities for undergraduate and graduate student research.

- The creation of a visiting fellows program to further enhance the intellectual and research profile of the Institute.

**Need for the Institute**

With some half-million full- and part-time students, and twenty-four colleges and institutions, CUNY is a major academic, professional and economic presence in the city, the state, and the nation. Administrators and faculty at CUNY make decisions and conduct research, public activities and research that have a major impact on education at every level - including K-12 schooling. To give but a few examples: programs such as Early College and College Now, partnerships with NYC public schools for teacher education, research focused on the city, state and national reform agendas, decisions about college-ready standards, participation in national planning about next-generation assessments, the preparation of thousands of new teachers each year – all these programs, policy decisions and research questions are taking place at CUNY.

There is however no forum, no single place, where the work of these programs, the findings of research, the impact of policy choices, can be discussed, nor can findings be
There is no “go-to” location for CUNY as a whole to bring together scholars, administrators, program officers with their K-12 colleagues nor nationally renowned researchers and policy makers in the field of education. Faculty with an interest in K-20 education spread across multiple programs in multiple colleges have no clear path toward sharing their scholarly interests nor any place where they may expect to hear from the most influential or provocative voices from across the country and beyond.

The need for the Institute is made still stronger by the fact that there are no other academically based centers or institutes in NYC focused squarely on education policy. A careful review of centers and/or institutes in the NY area focused on education indicates the following:

1. The Office of Policy Research (OPR) at CUNY does research and evaluation focusing on issues of relevance to postsecondary education at CUNY. While there is some overlap in interest between ORP and the proposed institute, The Institute for Education Policy will engage with issues affecting K-12 education and education nation-wide that go beyond the scope of OPR’s interests. At the same time, the Institute for Education Policy will seek to collaborate with OPR where there is an overlap.

2. Teachers College, Columbia has a multitude of centers, and a department of Education Policy and Social Analysis. It is one of four universities that are affiliated with CPRE (Consortium for Policy Research in Education), an education research consortium, but CPRE is housed elsewhere and there is no evidence of conference activity or other public events linked to this consortium at TC Columbia. More generally, TC Columbia is one of the major schools of education in the United States. As such, it has many research centers (some 45 of them) that are at many stages of activity – from active to dormant – and that cover many aspects of education. For example, there is a “National Center for the Study of Privatization in Education” but there is no indication of related activity. The same is true of the “Institute on Education and the Economy” which does not have an entry on its website for events and is clearly an academic research center. The Community College Research Center is a specialized center whose “mission is to conduct research on major issues affecting community colleges.” Examining each of these 45 centers, perhaps the one that might be relevant is NCREST (National Center for Restructuring Education, Schools and Teaching), a self-described “research and development organization.” A review of its information reinforces the point that this is not a center for discussion and events, but a team of scholars who assess and analyze educational interventions.

3. NYU has an informal bi-monthly education policy breakfast for a select number of guests; additionally, it has a center for Education and Social Policy that is largely focused on the important issues of families, health and their relationship to education, but not on education policy per se. The “Center for Research on Teaching and Learning” is exactly that, a purely research center. The Metropolitan Center for Urban Education is Professor Noguera’s research and
development center. Since 2009, its website lists one invited speaker. Not intended as a center for discussion, the center focuses on Prof. Noguera and his teamwork with multiple public school districts to provide support around issues of the achievement gap. Finally, the Research Alliance for New York City is exactly what it says it is - a group of researchers from NYU and TC Columbia conducting research. Clearly, the CUNY Institute would as appropriate work with these and other programs at NYC-based institutions, but there is no issue of duplication.

4. Other NY based colleges and universities. A search for centers and institutes revealed just two that potentially overlap with the proposed CUNY Institute: The Center for Media and Education at Fordham or the Center for Gifted Education at St. John’s University. It is clear in both cases that the focus of these centers is far narrower and more specialized than the proposed institute at CUNY.

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.

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

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 CUNY administrators and faculty including Arts & Sciences faculty and representatives from baccalaureate degree granting institutions (e.g., York College), and from a small number of experts drawn from the wider policy community, including universities, think tanks such as the Progressive Policy Institute.
INSTITUTE’S STAFFING PLAN

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

Reporting to the President, 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 dissemination 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 regarding the funding of the Institute, together with all other financial data related to the Institute.

- Work with the Director and college to organize and publicize 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 update 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 Bachelor’s degree will be required, and a Master’s 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 coordinate 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 Bachelor’s and Master’s 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.

**INSTITUTE ORGANIZATIONAL CHART**
FUNDING PLAN
A detailed budget 5-year projection is depicted in Appendix A.

Pending the Board of Trustees’ approval of the Institute, the Office of the Chancellor has generously approved $300,000 over the first two years of the Institute’s operation to seed its activities ($150,000 per year). This funding 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 ($30,000 total). There will be two further events, both panel discussions, again with publicity and simple refreshments ($25,000 for each event);

- 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 fundraising 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 (see below).

LONG TERM SUPPORT OF THE INSTITUTE

As mentioned above, CUNY, through the office of the Chancellor, has generously committed to provide seed money to support the Institute during its first two years. During the first year, the Executive Committee will formulate a funding operation to lay the groundwork for the long-term viability of the Institute and its programs. Preliminary conversations with multiple foundations that have supported the Director’s work while Dean at Hunter College and/or the work of the NYS Education Department while the Director served as Commissioner of Education indicate a high level of interest in supporting the Institute. The work of the Institute makes it a natural center for such foundations as the Carnegie Foundation, the Bill and Melinda Gates Foundation, the Helmsley Family Trust, the Tiger Foundation, the Rockefeller Foundation and many others.

Administrators across CUNY (listed below) who have already indicated their strong support for the Institute together with involved faculty will bring their own contacts and history of funded educational policy work to the work of fundraising. These organizations include the Spencer Foundation, the Council for Great City Schools, and the National Science Foundation.
CUNY 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, multiple conversations with senior administrators and scholars from across CUNY have taken place about the purpose and planned activities of the Institute. Strong endorsements of the Institute from all these individuals have been received. (see the list below and letters in the Appendix C).

Endorsements from Senior CUNY administrators and scholars in Education Policy:

Harriet Fayne, Dean, School of Education, Lehman College (letter attached)

Deborah Shanley, Dean, School of Education, Brooklyn College (letter attached)

Susan Sullivan, Chair, Department of Education, College of Staten Island (letter attached).

Judith Summerfield, Dean for General Education, Queens College (letter attached)

Francine Peterman, Dean of Education, Queens College (letter attached)

Professor Nicholas Michelli, CUNY Graduate Center (letter attached)

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

David Bloomfield, Professor of Education (letter attached), Brooklyn College and CUNY Graduate Center (please note that Professor Bloomfield sent the letter when he was at CSI).

Subject to the counsel of the Executive Committee, some of these administrators and faculty may serve on the Advisory Committee. In addition, there are multiple faculty from CUNY’s Schools of Education and Colleges of Arts and Sciences whose work and interests intersect with the proposed Institute. At Hunter College, these include: Erica Chito-Childs (Sociology), Jennifer Tuten (Department Chair, Curriculum and Teaching), Joseph Viteritti (Department Chair, Urban Affairs and Planning), Jeanne Weiler (Education), and Terry Babcock-Lumish (Director of Public Policy at Roosevelt House). Ms Babcock-Lumish would naturally be involved in the work of an Institute housed at Roosevelt House, but additionally she brings a deep background in the field of
policy. Multiple other faculty from across CUNY would be potentially interested in the Institute, including Joyce Coppin, (Head, Educational Leadership) at City College, Nancy Lester, (Department Chair of Education) at Medgar Evers College, and Clarence Taylor (history) at Baruch College.
## Appendix A: CUNY Institute for Education Policy at Roosevelt House

### Five-Year Budget Projection

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<tr>
<td>Director (contributed effort)</td>
<td>Salary</td>
<td>salary</td>
<td>salary</td>
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<td>salary</td>
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<td>Assistant to Director</td>
<td>$70,000</td>
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<td>$76,491</td>
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<td>Clerical</td>
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<td>Research Director</td>
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<td>Journal Editor</td>
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<td>$74,263</td>
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<td>Visiting Scholars</td>
<td>$140,000</td>
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<td>$140,000</td>
<td>$140,000</td>
<td>$140,000</td>
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<tr>
<td><strong>Total Salaries</strong></td>
<td>$70,000</td>
<td>$277,100</td>
<td>$425,413</td>
<td>$433,975</td>
<td>$442,795</td>
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<td>Fringe Benefits</td>
<td>$26,600</td>
<td>$105,298</td>
<td>$161,657</td>
<td>$164,911</td>
<td>$168,262</td>
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<td><strong>Total Personnel</strong></td>
<td><strong>$96,600</strong></td>
<td><strong>$382,398</strong></td>
<td><strong>$587,070</strong></td>
<td><strong>$598,886</strong></td>
<td><strong>$611,057</strong></td>
<td><strong>$2,276,011</strong></td>
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<td>OTPS</td>
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<tr>
<td>Conferences</td>
<td>$80,000</td>
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<td>$100,000</td>
<td>$100,000</td>
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<td>Consultants</td>
<td>$25,000</td>
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<td>Staff Travel</td>
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<td>Supplies and Equipment</td>
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<td>$20,000</td>
<td>$20,000</td>
<td>$80,000</td>
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<td><strong>Total OTPS</strong></td>
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<td><strong>$147,500</strong></td>
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<td><strong>Grand Total</strong></td>
<td><strong>$176,600</strong></td>
<td><strong>$529,898</strong></td>
<td><strong>$734,570</strong></td>
<td><strong>$746,386</strong></td>
<td><strong>$758,557</strong></td>
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### Revenue:
- From Office of CUNY Chancellor $150,000 $150,000 $300,000
- Anticipated contributions from Individuals, foundations and grants $26,600 $379,000 $734,570 $746,386 $758,557 $2,592,811

Projects and staffing in years two through five are clearly dependent on the success of external funding. Should that funding proved more modest than anticipated, the Consultant, Journal Editor, and Visiting Scholar budgets will be amended accordingly.
Appendix B
CV of Institute Director
Dr. David Milton Steiner

**Recent Employment**

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<th>Year Range</th>
<th>Position and Institution</th>
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<tr>
<td>2011 (August-)</td>
<td>Klara &amp; Larry Silverstein Dean, School of Education, Hunter College, City University of New York</td>
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<tr>
<td>2009-2011</td>
<td>Commissioner of Education, President of the University of the State of New York</td>
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<tr>
<td>2005-2009</td>
<td>Klara &amp; Larry Silverstein Dean, School of Education, Hunter College, City University of New York</td>
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<tr>
<td>2004-2005</td>
<td>Director for Arts Education, National Endowment for the Arts, Washington, DC</td>
</tr>
<tr>
<td>2002-2004</td>
<td>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)</td>
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**Education**

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<tr>
<th>Year</th>
<th>Degree and Institution</th>
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<td>1989</td>
<td>Ph.D. in political science, specialization in political philosophy, Harvard University. (Thesis on Democratic Education)</td>
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<tr>
<td>1980</td>
<td>B.A. in philosophy, politics and economics with highest (First Class) honors, &amp; M.A., Balliol College, Oxford University.</td>
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**Board Representation**

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<th>Year Range</th>
<th>Role and Institution</th>
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<tr>
<td>2011-Present</td>
<td>Partnership for the Assessment of Readiness for College and Careers (PARCC or Partnership) Executive Committee</td>
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<tr>
<td>2010-Present</td>
<td>Board of Directors, Council of Chief State School Officers (CCSSO)</td>
</tr>
<tr>
<td>2006-2008</td>
<td>Board of Trustees, Core Knowledge National Advisory Committee</td>
</tr>
<tr>
<td>2008</td>
<td>Board of Trustees, Harlem Success Academy (Public Charter School, New York City)</td>
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**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 is 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


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<tr>
<th>Year</th>
<th>Author</th>
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<tbody>
<tr>
<td>2005</td>
<td>Steiner, D.</td>
<td>“Skewed Perspective: What we Know About Teacher Preparation at Elite Education Schools”</td>
<td>Education Next (Winter 2005)</td>
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<tr>
<td>2004</td>
<td>Steiner, D.</td>
<td>“What are Schools of Education Teaching our Teachers?”</td>
<td>Education Next (fall 2004)</td>
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<td>1999</td>
<td>Steiner, D.</td>
<td>“Searching for Educational Coherence in a Democratic State,”</td>
<td>Citizen Competence and Democratic Institutions, Stephen L. Elkin and Karol</td>
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**Funded Reports**


1986 Steiner, D. The Core Curriculum at Harvard University (For the Danforth Teaching Center at Harvard University, 1986).

**Reviews**


**Papers Delivered and Presentations**


2010  “Ensuring Effective Educators is Revolutionary Work,” hosted by the Center for Governmental Research, Rochester, NY., September 28.


2009  “What is an Educated Mind” delivered to the Southern University Presidents’ Conference, Ashville, NC., April 4.

2008  “T rusting 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.


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.


2003  “Educating Judgment” College of Education, University of Washington, Seattle WA.


2002  “Mapping and Overcoming Barriers to Alternative Public School Leadership,” with Chester Finn and others, Thomas B. Fordham Institute, Washington DC.


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.


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  “Rethinking Democratic Education,” Conference on ‘Education: Renaissance or Retreat?’ Vanderbilt University, Nashville.

1993  “Postmodernism and Political Theory,” Jowett Society, Oxford University.


1992  “Choice and the Politics of Education,” Faculty Colloquium, Yale University, also at Peabody College, Vanderbilt University.

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.

Science Association Annual Meeting, Philadelphia.

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**Academic Referee**

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

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**Educational Consulting**

2009 Grants Reviewer, National Endowment for the Humanities, Washington, DC.

present. Advising the foundation on issues of teacher preparation.


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

advising the foundation on major initiatives in American Education.

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

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.

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.”


**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” ($697 million) 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 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).


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).


1991 Vanderbilt Faculty Research grant.

1990 Post-Doctoral Fellow, Murphy Institute of Political Economy, Tulane 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  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  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.


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


2008  “College and Charter Groups Team Up to Train Teachers” Education Week, (cover story) February 6, 2008.


2004  Wolf, A. “ The Education-School Alchemists,” The New York Sun, February 6, 2004


Expert Testimony


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)


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)
APPENDIX C:  
LETTERS OF SUPPORT FROM THE CUNY COMMUNITY

January 13, 2012

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

Dear Chancellor Goldstein:

I am writing in support of the proposal submitted to the CUNY Board of Trustees to establish The CUNY Institute for Education Policy at Roosevelt House. Dr. David Steiner, Dean of the Hunter College School of Education, was kind enough to share the proposal with me for my review. After careful consideration of the contents of the proposal, I can say, without hesitation, that the plan for such an institute has been carefully constructed and is likely to yield positive outcomes for CUNY, the greater metropolitan area, the state, and the nation.

As distinct but affiliated educator preparation institutions within CUNY, the senior colleges have long-standing, productive relationships with urban schools. To date, there is no venue for sharing our expertise with one another or with the larger academic community. The Institute for Education Policy would fill this void by providing a physical and psychological space for scholars across CUNY institutions to come together to develop a shared research agenda. Because of the size, complexity, and visibility of CUNY, projects, policy briefs, symposia and seminars sponsored by the Institute are likely to get the attention of decision-makers and theorists who shape the national conversation about education.

The CUNY Institute will be non-partisan. Currently, there are few if any formal structures that encourage a dispassionate, systematic integration of policy and practice. Therefore, the
Institute will not only raise the bar for policy research but also create a forum for rationale discourse on topics that are likely to determine the future of our nation.

It is with great enthusiasm that I recommend the acceptance of this proposal. I look forward to working with my colleagues as we chart the course for the CUNY Institute.

Sincerely,

Harriet R. Fayne, Ph.D.
Dean, School of Education
To: David Steiner, NYS Education Commissioner  
From: Deborah Sholley, 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 beast 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.
Office of General Education

Dr. David Steiner
Commissioner of Education
New York State Education Department
89 Washington Avenue
Room 11158
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 reminds 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 fraticiousness 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 60th 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 Summefield, Ph.D.
Professor of English
Acting Dean for General Education

Queens College, CUNY | 65-30 Kissena Boulevard | Flushing, New York | 718-997-1597 | Fax 718-997-4698
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
January 20, 2012

David Steiner, Dean
School of Education
Hunter College
695 Park Avenue
New York, New York 10065

Dear David,

I am writing to express my strong support for the establishment of a CUNY Institute of Educational Policy. In addition to the many reasons that all CUNY Schools, Divisions, and Departments of Education have expressed in endorsing your proposal e.g., an ideologically neutral, university-wide intellectual collaborative space where college scholars can work together to develop the theory and knowledge needed to improve K-20 education in New York and across the country, the College of Staten Island has its own reasons for backing your proposal.

As one of the smaller education entities in the CUNY system, our faculty has limited local exposure to numbers of scholars in their individual disciplines. Although we support each other’s scholarship, the opportunity for our faculty to hear and contribute to policy discussions on critical issues on a local, regular basis, will make a difference to current faculty scholarship and attract new faculty to our campus. It will also afford a forum for faculty from all the colleges to share expertise and explore research collaborations, again, especially important on a campus with often one faculty member in a discipline. Invitations to our City and State Department of Education partners and to liberal arts faculty will provide a unique opportunity to integrate theory, disciplines, and practice in the largest educational community in the country, in itself a justification for the Institute.

We look forward to your leadership in this important venture and offer our support in any way we can.

Susan Sullivan,
Chair and Professor
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,

David C. Bloomfield
Chair, Department of Education
January 26, 2012

Dear David,

I write to lend my support to your proposal to establish a CUNY Institute for Education Policy. Under your leadership, the Institute holds the promise of being a leading center for educational inquiry, research, dissemination of information and advocacy for excellence in K-20 education.

The City College School of Education faculty looks forward to participating in the activities of the Institute. They are most excited by the opportunity to work collaboratively and creatively with colleagues across the University to create knowledge leading to education policy and practice that will fuel urban school reform.

Please let me know how I might further support this effort.

Sincerely,

Doris Cintron
July 18, 2011

David Steiner, Dean
School of Education
Hunter College
695 Park Avenue
New York, NY 10065

Dear David,

Thank you for sharing your vision for the CUNY Institute for Education and the opportunities for our campuses and education units to participate in ongoing dialogue and research about current issues in educational policy. The variety of expertise and perspectives we have across and within our campuses certainly provide a sound base for implementation of your plan. As well, inviting visiting scholars to engage in the conversations and creating a journal for dialogue across ideological lines will be most enlightening. Given these particular times in educational policy, a space for debate, contradiction, elucidation, and research is most welcomed.

As we discussed, Queens brings a group of highly competent and well known faculty to the table to work with you on this project, and we look forward to serving on the Executive Committee and Advisory Board and in other capacities to help shape the activities and accomplishments of this CUNY Institute.

Sincerely,

[Signature]
Francine Peterman
Dean of Education