FACULTY NEWS AND NOTES

May 2025

Teachers College
COLUMBIA UNIVERSITY

Arora Prerna

Journal Article Publication

- Article: 66. Khoo, O. K. C., Arora, P. G., Caindec, D. D. G., Rajan, S., & Huang, C. Y. (2025). Youth mental health first aid for educators of immigrant-origin youth: A mixed-method evaluation of the virtual delivery approach. School Psychology. Advance online publication. https://doi.org/10.1037/spq0000687 other article: Arora, P. G., *Lim, K., *Ledesma, A., *Liu, M., & Wheeler, L.A. (online). Promoting positive school climate among newcomer immigrant adolescents: A qualitative exploration of perceptions and recommendations. School Psychology Review.

Public Communication

- Merod, A. (2025, February 18). How can schools ease student concerns about ICE? K-12 Dive. https://www.k12dive.com/news/how-schools-can-ease-student-concerns-ice/740140/

- McMurdock, M. (2025, January 17). Trump's deportation plans threaten millions of families. Who is protecting them? The 74. https://www.the74million.org/article/trumps-deportation-plans-threaten-millions-of-families-who-is-protecting-them/

- Mollenkamp, D. (2025, January 13). As the administration changes, will fear keep newcomer students from schools? EdSurge. https://www.edsurge.com/news/2025-01-13-as-the-administration-changes-will-fear-keep-newcomer-students-from-schools

Caryn Block

Journal Article Publication

- Silverstein, Y., & Block, C. (2025). Making the Invisible Visible: A Taxonomy of Contemporary Antisemitic Experiences on College Campuses. Journal of Jewish Education, 1–26. https://doi.org/10.1080/15244113.2025.2482060

- Using the microaggression framework, we developed a taxonomy to categorize antisemitic experiences. We found that among participants from North American universities, subtle incidents of antisemitism were more frequent than overt incidents, yet both types of incidents were associated with negative psychological outcomes. This study underscores the necessity of recognizing both overt and subtle antisemitic experiences.

- https://doi.org/10.1080/15244113.2025.2482060

Alex Bowers

Book Chapter

- Bowers, A.J. (2025) Data Science in Education Administration, Policy, and Practice. In AERA Handbook of Education Policy Research, 2nd Edition. Cohen-Vogel, L., Scott, J., Youngs, P. (Eds.). American Educational Research Association; Chapter 29, p.585-612.

- Education data science has recently come to the fore as education systems globally produce increasing amounts of data. Yet, calls for applying machine learning, pattern analysis, and data visualizations to support decision making in organizations are nothing new, as these calls for what has come to be known as data science have been consistent for over 50 years. The purpose of this chapter is to overview the main components of education data science, and provide examples of how it can help inform education research, policy, and practice. Data science includes communicating with data, data analysis, and managing data, combined with domain knowledge, informing management and policy decisions through communicating and visualizing patterns, predictions, and the outcomes of decisions. This includes machine learning and open and shared data and code, ethics and attention to issues of bias, equity, and community, as well as a focus on prediction accuracy versus model fitting.

Peter T Coleman

Public Communication

- Columbia at a crossroads: Embracing conflict-intelligent leadership

- Published an opinion essay in the Columbia Spectator

- https://www.columbiaspectator.com/opinion/2025/04/08/columbia-at-a-crossroads-embracing-conflict-intelligent-leadership/

Drew X Coles

Journal Article Publication

- Coles, D. X., & Kalmanovitch, T. (2025). Reevaluating the Paradigm of Music Entrepreneurship in Conservatory-Style Institutions. In College Music Symposium 65(1). The College Music Society. https://doi.org/10.18177/sym.2025.65.fr.11666

- This article critiques the conventional framing of music entrepreneurship within conservatory-style institutions and proposes a more inclusive, practice-based paradigm aligned with the realities of contemporary music careers.

- Coles, D. X., & Hu, E. (2025). Ecological Model of Student Artistic Development in Jazz Education: Career Implications. Music Educators Journal, 111(3), 37-43. https://doi.org/10.1177/00274321251315169

- This piece introduces an ecological model to illustrate how jazz students' artistic growth is shaped by multiple overlapping influences, with implications for career development and curriculum design in music education.

- Gunther, J., & Coles, D. X. (2025, March). Amplifying Music Education: Three Perspectives on Access and Equity. CMEA Digital News, 29-35. Connecticut Music Educators Association.

- Through three case-based perspectives, this article examines systemic barriers to equity in music education and highlights actionable strategies to expand access for historically marginalized student populations.

Cortina Regina

Book Chapter

- L. Cohen-Vogel, J. Scott, & P. Youngs (Eds.). 2025. Handbook of Education Policy Research, 2nd Volume. AERA. Chapter 2 (pp. 37-98).
- Co-authorChapter 2 Education Policy Research by, for, and with Indigenous Peoples in Canada, Mexico, and the United States
    - Teresa L. McCarty (University of California, Los Angeles)
    - Angelina E. Castagno (Northern Arizona University)
    - Regina Cortina (Teachers College, Columbia University)
    - Michelle Pidgeon (Simon Fraser University)
    - Lorena Sánchez Tyson (University of Hertfordshire)
- https://www.aera.net/Newsroom/AERA-Highlights-E-newsletter/AERA-Highlights-April-2025/AERA-Releases-the-Handbook-of-Education-Policy-Research

Elaine Smolen

Public Communication

- Deaf Students Had a Path to Science Careers — Until Their Federal Grants Ended (NPR)
- Along with admitted student Matthew Peeks, shared effects of loss of funding on deaf and hard of hearing students and their future teachers
- https://www.npr.org/2025/04/28/nx-s1-5357617/federal-deaf-scientists-cuts-nih-education

Rajashi Ghosh

Journal Article Publication

- Comprehending multiple identities as minoritized students in engineering: How can diverse developmental networks grow meaning-making capacity? got accepted in the Journal of Engineering Education

- Abstract Mentoring is an important developmental relationship that can positively impact student growth, specifically, students' capacity to make sense of their own selves through addressing any possible incongruence between their social identities and emerging professional identity as engineers. This need is even more pronounced for students who have one or more identities that are minoritized in the field of engineering. Although prior literature has reported mentoring to have contributed to students' professional identity development as engineers, we lack an understanding of how multiple developers in students' developmental networks can offer complementary support. To address this gap, we sought to understand how diverse developers in students' networks enabled them to filter stereotypes that make their minoritized social identities incongruent with their evolving engineering identity. We used an idiographic case study methodology and paired interpretative phenomenological analysis (IPA) with intersectionality to analyze data from 10 undergraduate minoritized engineering students. We offer three cases in this paper to illustrate minoritized students experiences at the intersections of their identities and how different developers offered three types of holding behaviors (e.g., empathic acknowledgement/confirmation, enabling perspective/contradiction, containment/continuity) that enabled the student mentees to grow their meaning-making capacity (from formulaic to foundational) so that they could align their social identities with their emerging professional identity as engineers. We conclude the paper with discussing both research and practice implications about utilizing diverse developmental networks for growing students' meaning-making capacities needed for them to better comprehend their multiple identities.

Irina Lyublinskaya

Public Communication

- Keynote lecture at 2025 16th International Conference on E-Education, E-Business, E-Management and E-Learning (IC4e). Tokyo, Japamn
- Integrating AI Literacy into STEM Teaching and Learning: From Theory to Practice
- https://www.ic4e.net/keynote.html

Mary Mendenhall

Journal Article Publication

- Mendenhall, M., Falk, D., & Bjorklund, P. (2025). Urban refugees' educational access in Kenya: Policy contradictions and implementation gaps amidst national insecurity and rising xenophobia. Comparative Education Review. https://www.journals.uchicago.edu/doi/10.1086/734821

- At the nexus of the global policy push for inclusion of refugees into national education systems, steady urbanization trends among refugee and migrant populations, and rising xenophobia toward refugees, our study examines how refugee, national security, and education policies intersect to help or hinder urban refugee children's access to education in Kenya. We draw on semistructured interviews with humanitarian, government, and school-level actors and content analysis of global, regional, and national policies. Through a two-pronged theoretical framework that consists of punctuated equilibrium theory and securitization theory, we find that contradictory national policies across sectors inhibit policy implementation and urban refugees' abilities to realize their educational rights. Our findings, culminating in a visual conceptual framework of a policy pendulum, speak to the need to examine larger national and geopolitical factors and their influences on education policies for refugee inclusion in urban areas and beyond.

- https://www.journals.uchicago.edu/doi/abs/10.1086/734821

Marie L. Miville

Journal Article Publication

- Borenstein, J., Miville, M. L., Nestler, J., & Benasayag, A. (2025). Latinx Jews: Navigating and negotiating gender roles between minoritized identities. Journal of Latinx Psychology. Advance online publication. https://doi.org/10.1037/lat0000298

- Peer-reviewed APA journal publication with faculty member and TC alumni. The article is the research competence project of the first author and former doctoral student Jack Borenstein, as supervised by the second author Professor Marie L. Miville. Co-authors Jeni Nestler and Adina Benasayag, also TC alumni, assisted with the research project when they were masters students at TC.

- https://psycnet.apa.org/doiLanding?doi=10.1037%2Flat0000298

Kimberly Noble

Honor/Award

- Stern Award, Weill Cornell Medicine Department of Psychiatry

- For groundbreaking research on mitigating the impact of socioeconomic inequality on cognitive and brain development

Sonali Rajan

Journal Article Publication

- Diaz-Faes DA, Rajan S, & Branas CC. (2025). Navigating Dual-Harm: Integrating Self- and Other-Harm into Public Health Inquiry. American Journal of Public Health, 115(4), 596-604.

Emily Rosenzweig

Honor/Award

- Award: Richard E. Snow Award for Early Contributions to Educational Psychology, American Psychological Association Division 15

- Won an award for contributions to the field of educational psychology.

- This is the award page (though they haven't updated either last year or this year's award winners): https://apadiv15.org/awards/the-richard-e-snow-awards-for-early-contributions/

Journal Article Publication

- Chen, X-Y., & Rosenzweig, E. Q. (in press). The who and how of STEM career models in high school. Social Psychology of Education.

- This paper examined how high school students think about naturally-occurring role models in STEM. It was co-authored by a doctoral student advisee.

Amra Sabic-El Rayess

Book Publication

- Advance Contract for Educational Displacement: A Reader

- Dr. Amra Sabic-El-Rayess and Dr. Vik Joshi have been offered an advance book contract and will serve as Co-Editors of a peer-reviewed edited volume titled Educational Displacement: A Reader. This groundbreaking work explores the emerging concept of Educational Displacement (Sabic-El-Rayess, 2021), defined as an enduring sense of invisibility within educational environments -- from K–12 schools to universities. The volume brings together voices from families affected by radicalization or school shootings, educators integrating this concept into their pedagogy, and scholar-practitioners using case studies to analyze its effects. In an era marked by rising hate, this book underscores the educator's role in fostering resilience, refining pedagogical practice, and advancing inclusive policies in deeply polarized educational institutions.

Amra Sabic-El Rayess

Journal Article Publication

- Special Issue on Radicalization and Transformative Learning

- Dr. Sabic-El-Rayess co-edited an upcoming Special Issue on Radicalization and Transformative Learning in the Journal of Transformative Education, alongside Dr. Victoria Marsick, Dr. Claudio Melacarne, and Dr. Alessandra Romano.

- Special Issue on Belonging and Democracy

- Dr. Sabic-El-Rayess and Dr. Vik Joshi will co-edit a Special Issue titled Belonging, Democracy, and Education in the journal Belonging (SAGE, 2026), which will center on scholarly contributions addressing the evolving concept of belonging in education.

- Sabic-El-Rayess, A. (Expected July 2025). Resilience Against Hate and Violence: Muslim–Jewish Relations in Bosnia. Journal of Transformative Education, Special Issue on Radicalization and Transformative Learning.

- This study explores the historical and contemporary relations between Muslims and Jews in Bosnia and Herzegovina (1540–present), arguing that Bosniaks' commitment to interfaith coexistence serves as a community-based model of resilience. It contextualizes this resilience within the broader phenomenon of Educational Displacement and the ongoing marginalization of Muslims in Europe.

- Hruschka, T., Sabic-El-Rayess, A., & Joshi, V. (Expected July 2025). Pathways Against Educational Displacement: Civil Liberties and School Belonging. Journal of Transformative Education, Special Issue on Radicalization and Transformative Learning.

- Using data from 518,833 students across 18,819 schools in 68 countries, this study demonstrates that equitable access to civil liberties significantly enhances students' sense of belonging in school. Conversely, restricted freedoms correlate with increased social fragmentation and susceptibility to radicalization.

Educational Programming and Engagement

- Institution-Wide Training on Hate Prevention — Delbarton School

- On May 15, 2025, Dr. Sabic-El-Rayess will lead a full-day, institution-wide interactive training at Delbarton School. The sessions will engage middle and high school students, student leaders, and educational staff on hate prevention capacities and pedagogies through the power of storytelling.

- Keynote on Educational Displacement — Indonesia National Education Day

- On April 29, 2025, Dr. Sabic-El-Rayess addressed 3,500 educators and education staff on Educational Displacement, storytelling, and building resilience to hate. Her remarks were part of Indonesia's Cross-Cultural Religious Literacy series in celebration of National Education Day and included remarks by Indonesia's Minister and Vice Minister of Primary and Secondary Education.

Amra Sabic-El Rayess

Educational Programming and Engagement

· Project Belonging: Student Leadership and Hate Prevention

· On May 14, 2025, Dr. Sabic-El-Rayess and Dr. Vik Joshi will co-lead the closing ceremony for the third cohort of Project Belonging. This leadership development program empowers middle and high school students to foster resilience to hate within their communities. To date, the program has partnered with 31 schools and enrolled 481 students aged 12 and up across the U.S.

· https://www.projectbelonging.org

Grant

· Narrative Pedagogy and Resilience to Stereotypes

· On May 1, 2025, Dr. Sabic-El-Rayess was awarded a research grant by the Harriman Institute for Russian, Eurasian, and East European Studies. The study will use her memoirs -- The Cat I Never Named (Bloomsbury, 2020) and Three Summers (Macmillan-FSG, 2024) -- to examine how narrative persuasion can enhance resilience against stereotypes.

Elaine Smolen

Invited Keynote Panelist

· CI2025: American Cochlear Implant Alliance Conference (Boston, April 30 - May 3)

· Invited to speak on Keynote Panel: Advocating for Patient Access in Challenging Times

Public Communication

· Trump's Funding Freezes Halt Medical Research, Deaf Education Training (Inside Higher Ed)

· Highlighted impacts of funding cuts on educators and deaf and hard of hearing children and their families

· https://www.insidehighered.com/news/faculty-issues/research/2025/04/21/trump-admin-cuts-halt-medical-research-deaf-ed-training

Renzhe Yu

Honor/Award, Public Communication

· Best Full Paper Award at the International Learning Analytics & Knowledge Conference; 2. Research on student writing in the age of AI covered by the Hechinger Report

· Our paper received the Best Full Paper Award at the International Learning Analytics & Knowledge (LAK) Conference, the premier venue for research at the intersection of data science and education. Selected from over 300 submissions, our paper was recognized for methodological advances and practical impacts regarding the application of predictive analytics in postsecondary education. 2. Our research on student writing in the age of AI was featured in The Hechinger Report, a nationally recognized nonprofit newsroom focused on innovation and inequality in education.

· https://hechingerreport.org/proof-points-international-students-chatgpt/