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- Martin Storksdieck—Chair
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Arthur Nelson*—TERC Founder

The Nelson Companies and Chairman of TERC Board of Trustees and former Board Member (1965-2013)

Arthur Nelson worked as a research assistant in the Radiation Laboratory at MIT during the Second World War. He was, in fact, one of the first people to track an airplane with high-power microwave radar, a feat he accomplished standing atop a roof at MIT, beaming the radar off a plane flying overhead by moving the equipment by hand. The MIT Radiation Laboratory left Arthur with three indelible impressions: first, that difficult objectives can be accomplished given an intensity of effort; second, that the success of large technological undertakings depends upon skilled technicians and other paraprofessionals; and third, that the educational culture of MIT, whose motto is mens et manus—mind and hand—is much to be admired. These impressions were still etched in Arthur's memory twenty years later when he and six other technical educators met in 1965 at MIT as part of a month-long national conference on improving technical education. The group shared a vision of a nonprofit research center to develop high quality instructional materials for training a new population of specialized technicians. Together they founded TERC.

Current Board Members

Martin Storksdieck—Chair

Center for Research on Lifelong STEM Learning, Oregon State University

Before becoming the Director of the Center for Research on Lifelong STEM Learning in June 2014 Dr. Storksdieck served as the Director of the Board on Science Education (BOSE) at the National Research Council (NRC) of the National Academy of Sciences. As the BOSE Director he oversaw studies that address a wide range of issues related to science education and science learning, and provide evidence-based advice to decision-makers in policy, academia and educational practice. His prior research focused on what and how we learn when we do so voluntarily, and how learning is connected to our behaviors, identities and beliefs. This includes the role of personal perspectives in science learning, particularly related to controversial topics such as climate change or evolution, and how connections between school-based and out-of-school learning can create and sustain lifelong interest in science, but also learning itself. His research also focused on the role of science-based professionals and science hobbyists in communicating their passions to a broader public. Storksdieck has also previously served as director of project development and senior researcher at the non-profit Institute for Learning Innovation. In the 1990s he was a science educator with a planetarium in Germany, where he developed shows and programs on global climate change; served as editor, host, and producer for a weekly environmental news broadcast; and worked as an environmental consultant specializing in local environmental management systems. He holds an M.S. in biology from the Albert-Ludwigs University in Freiburg, Germany; an M.P.A. from Harvard University’s Kennedy School of Government; and a Ph.D. in education from Leuphana University in Lüneburg, Germany. Storksdieck also directs NRC’s Roundtable on Climate Change Education.
Department of Mathematics at The University of Arizona

Marta Civil is a Professor of Mathematics Education and the Roy F. Graesser Endowed Chair in the Department of Mathematics at The University of Arizona. Her research focuses on cultural, social, and language aspects in the teaching and learning of mathematics, linking in-school and out-of-school mathematics, and parental engagement in mathematics.

She has led several NSF-funded initiatives involving children, teachers, and parents, including Girls in the SYSTEM (Sustaining Youth in Science, Technology, Engineering and Mathematics), a gender equity project aimed at engaging low-income, culturally diverse children ages 8-13 in hands-on mathematics and science explorations in informal and after-school settings; MAPPS (Math and Parent Partnerships in the Southwest), which had as a goal to promote Latina/o parental involvement in mathematics through the development of leadership teams who learned about mathematics and in turn facilitated workshops for parents within their school district; and CEMELA (Center for the Mathematics Education of Latinos/as), an interdisciplinary, multi-university consortium focused on research and practice on the connections between the teaching and learning of mathematics and the cultural, social, and linguistic contexts of Latina/o students. She teaches primarily mathematics and mathematics education courses for preservice and practicing teachers and graduate courses on research in mathematics education.

Chris Dede

Graduate School of Education, Harvard University

Chris Dede is the Timothy E. Wirth Professor in Learning Technologies at Harvard's Graduate School of Education. His fields of scholarship include emerging technologies, policy, and leadership. His current research includes seven grants from NSF, Qualcomm, the Gates Foundation, and the US Department of Education Institute of Education Sciences to explore immersive simulations and transformed social interactions as means of student engagement, learning, and assessment. In 2007, he was honored by Harvard University as an outstanding teacher, and in 2011 he was named a Fellow of the American Educational Research Association. Chris has served as a member of the National Academy of Sciences Committee on Foundations of Educational and Psychological Assessment and a member of the 2010 National Educational Technology Plan Technical Working Group. His co-edited book, "Scaling Up Success: Lessons Learned from Technology-based Educational Improvement", was published by Jossey-Bass in 2005. A second volume he edited, "Online Professional Development for Teachers: Emerging Models and Methods", was published by the Harvard Education Press in 2006. His latest co-edited book, "Digital Teaching Platforms", will be published by Teachers College Press in 2012.

Herbert P. Ginsburg

Teachers College, Columbia University

Herbert P. Ginsburg holds the Jacob H. Schiff Chair at Teachers College, Columbia University, where he is Professor of Psychology and Education. For the past 30 years he has conducted research on cognitive development, particularly the development of children's mathematical thinking, both within the U. S. and in various cultures around the world. He has used the knowledge gained from research to develop several kinds of educational applications. He has created video workshops to enhance teachers' understanding of their children's learning of mathematics. He has contributed to the Silver Burdett & Ginn mathematics textbook series. He has developed tests of mathematical thinking and has explored how the "clinical interview" method for assessing children's mathematical knowledge can be used by teachers in their classrooms. Currently, he is engaged in research on young children's mathematical competence, and is developing a new mathematics curriculum for 4- and 5-year-old children.

Louis Gomez

University of California Los Angeles

Louis Gomez holds the MacArthur Chair in Digital Media and Learning in the Graduate School of Education and Information Studies at the University of California Los Angeles. Gomez has served since 2008 as a senior fellow at the Carnegie Foundation for the Advancement of Teaching, where he is part of the Network Initiation and Development effort. Beginning in 2009, he held the Helen S. Faison Chair in Urban Education at the University of Pittsburgh, where he was also director of the Center for Urban Education and a senior scientist at the Learning Research and Development Center. From 2001 to 2008, he held a number of faculty appointments at Northwestern University, including the Aon Chair in the Learning Sciences at the School of Education and Social Policy. Prior to joining academia, he spent 14 years working in cognitive science and human–computer interaction research at Bell Laboratories and Bell Communications Research (Bellcore). His
scholarship focuses on understanding how to catalyze organizational change in schools and other institutions that improves the life chances of learners. His active research includes organizational improvement, the application of computing and networking technology to teaching and learning applied cognitive science, and human–computer interaction. Gomez received his bachelor's degree in psychology from the State University of New York at Stony Brook in 1974 and a doctorate in cognitive psychology from UC Berkeley in 1979.

George E. Hein
Lesley University

George E. Hein, Professor Emeritus at Lesley University's Graduate School of Arts and Social Sciences, has decades of experience as a curriculum developer, science educator, and director of national programs to facilitate systemic school change as well as extensive experience in museum education and visitor studies research. Early in his career he was an academic research chemist. In 1976 he founded the Program Evaluation Research Group (PERG) at Lesley University, which began by evaluating educational work of 25 museums and arts organizations in the Boston area and has become a major, national group studying education reform efforts. At Lesley, Dr. Hein developed and directed the university's first Ph.D. program. Most recently, Dr. Hein was a Museum Guest Scholar at the Getty Research Institute (2011) and held a Fellowship in Museum Practice at the Smithsonian Center for Education and Museum Studies (2009-2010). From 2006-7, he was President of TERC. He has been a Visiting Faculty member in the Museum Studies Program at Fu-Jen University (2008); a Visiting Professor in the Faculty of Education at the University of Technology, Sydney (2000); an Osher Fellow at The Exploratorium in San Francisco (1999); a Howard Hughes Medical Institute Visiting Scholar at the California Institute of Technology (1998); a Visiting Faculty member in the Museum Studies Program at the University of Leicester (1996); a Fulbright Research Fellow at King's College, London (1990); and a Research Associate at the Museum of Science, Boston. He serves on the advisory boards for several science museum exhibition development teams. He is the author of Progressive Museum Practice: John Dewey and Democracy (Left Coast Press. 2012), which was selected by Choice Magazine as an Outstanding Academic Title for 2013. Other publications include Active Assessment for Active Science (Heinemann, 1994) with Sabra Price, and Learning in the Museum (Routledge, 1998) as well as numerous papers on science education, museum education, and visitor studies.

Janice Jackson
Education Consultant in Policy, Leadership, and Organizational Change

Janice Jackson is a nationally recognized expert on leadership and organizational change in public schools and districts, equity strategies, teaching and learning, teachers’ and principals’ professional identity, and reflective judgment of principals and teachers. She was a Senior Associate at the National Equity Project and former Executive Director of the Stanford Center for Opportunity Policy in Education. She has worked in several academic positions, including Lecturer on Education at the Harvard Graduate School of Education; Senior Associate on the Wallace funded Executive Leadership Program for Educators; faculty member in the Leadership for Change Program in the Carroll School of Management at Boston College; and assistant professor at Boston College in the Lynch School of Education with a joint appoint in the Department of Teacher Board Education, Special Education, Curriculum & Instruction and the Department of Educational Administration and Higher Education. Dr. Jackson entered higher education after serving as the Deputy Superintendent for the Boston Public Schools. During the first term of the Clinton Administration she served as Deputy Assistant Secretary for Elementary and Secondary Education for the U. S. Department of Education.

Emily A. Maitin
The Nelson Companies

Emily A. Maitin is the Executive Vice President and General Counsel for the Nelson Companies, where she oversees all legal matters pertaining to the Company’s real estate and business related activities, including acquisitions, development, financing, leasing, property management, construction and general corporate and partnership matters. Prior to joining the Company, Ms. Maitin was an associate attorney with the law firm of Sullivan & Worcester in Boston and also served as a Law Clerk for the Superior Court of Massachusetts. Ms. Maitin is a cum laude graduate of Boston University Law School, where she was a member of the Law Review, holds a Masters Degree from the University of Michigan and a Bachelor of Arts Degree from Smith College.

Ms. Maitin is on the Board of Directors of the New England Corporate Counsel Association, Inc. and served as its President from 2000-2002. Ms. Maitin is also on the Board of Directors of the Wellesley Historical Society.
Robert S. Miller
Marcum LLP Accountants and Advisors

Robert S. Miller is a Partner in Marcum LLP Accountants and Advisors. Mr. Miller has over 20 years of experience managing audits and reviews of clients across a variety of industries, including technology and software, real estate, service companies, not-for-profits, manufacturing and other closely held companies. He provides consulting services to companies in regards to mergers and acquisitions, including the performance of internal control reviews as well as evaluation of existing controls and recommendations for improvement.

Mr. Miller also specializes in SOC (Service Organization Controls) engagements, which provide a report on a service organization’s internal controls. He also provides consulting services for businesses as it relates to fraud prevention and detection. Prior to joining the Firm, Mr. Miller was a Partner at a regional accounting firm and spent his early career as an audit manager in a national firm. He has taught college level courses at several Boston area universities.

Rosann Tung
Annenberg Institute for School Reform, Brown University

Rosann Tung is Director of Research and Policy at Annenberg Institute for School Reform at Brown University, where she leads a team engaged in studies to inform district-level reform and community organizing for school reform. The team’s work includes original research; documentation and evaluation of reform efforts; analyses of current education policies; and the development of tools to share lessons and best practices. Prior to joining AISR, she was founding Director of Research and Evaluation at the Center for Collaborative Education (CCE) in Boston, where she led studies of autonomous small school reform, reviewed English language learner education in urban districts, and documented patterns of enrollment and outcomes in the Boston Pilot Schools network. During her time at CCE, she was a lead author on a chapter about the status of English learner education in Boston Public Schools in “Forbidden Language: English Learners and Restrictive Language Policies”, edited by Patricia Gandara of the Civil Rights Project. Rosann also served on the Massachusetts Committee on the Proficiency Gap, appointed by the Board of Elementary and Secondary Education. Prior to her tenure at CCE, Tung served as a post-doctoral researcher at Lesley University’s Program Evaluation and Research Group (Cambridge, Mass.), where she conducted evaluations of federally funded systemic science and math reform efforts. She also served as a governing board member of the Mission Hill School (MHS) in Roxbury, Mass., a Boston Public Pilot School. Rosann earned a BA from Cornell University and a Ph.D. in Biological & Biomedical Sciences from Harvard University.

Jo Anne Vasquez
Stem Education Consultant and Professional Developer

Jo Anne Vasquez is an experienced science educator, author and professional development consultant. She was a Presidential appointee to the National Science Board, governing board of the National Science Foundation, becoming the first and only K-12 educator to hold a seat on this prominent board. Dr. Vasquez was named as the 2006 recipient of the Robert H. Carlton Award, science education’s most prestigious honor, for her outstanding contributions to, and provided leadership in science education at the National level. The National Science Board has bestowed their 2013 Public Service Award for her outstanding commitment, extraordinary leadership, and tireless efforts to promote excellence in science, technology, engineering, and mathematics education. And in 2014 has been named the Outstanding Leader in Science Education by the National Science Education Leadership Association.

Dr. Vasquez has served on the Board of Directors, Executive Board and as President of National Science
Teachers Association. Jo Anne has also served as Vice-Chair of the National Science Board’s Commission on 21st Century STEM Education, Chair of the Elementary Science Teaching and Assessment Standards for the National Board of Professional Teaching Standards, Executive Board Member for the National Academy of Science’s Center for Science, Mathematics and Engineering Education, committee chair and program reviewer for National Science Foundation, and as a member of the board for NASA’s Classroom of the Future, National Resource Center’s LASER Project, PBS’s Scienceland, Sally Ride’s Science Academy, WestEd and National Academy of Science Leadership Mentoring Program. She has also served as President of the National Science Education Leadership Association, Arizona Science Teachers Association, and the International Council of Science Education.

Honorary Board Members

H. Bruce Boal*

Boalecco

In gratitude for his vision and leadership, we honor H. Bruce Boal, who served on the board from 1965 to 2012. As Treasurer of TERC, and a board member since the organization's founding, he was vital to the growth of TERC into a nationally-recognized organization in mathematics and science education research.

After graduation from Harvard College and the Harvard Business School, Bruce Boal was commissioned in the U.S. Navy as a Supply Corps officer. In the 1960s, he joined Arthur Nelson in growing an electronics company that capitalized on the sudden interest in scientific, foreign language, and technical education. Mr. Boal was the President of Boalecco Inc., a family-owned company active in meeting the needs of educators in developing countries for curriculum materials and related laboratory equipment.

Former TERC Board Members

Hubert M. Dyasi

Susan F. Friel
C. Bernard Fulp
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Carole M. Berotte Joseph
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Allen Z. Kluchman*
Larry Leverett
Pendred E. Noyce
Walter Palmer*
Robert S. Peterkin
Richard R. Ruopp*
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Lawrence Scadden
Robert F. Tinker*
Edward B. Van Dusen*
Emily Wade
Alice Wilder

*Deceased