THE NYU ABU DHABI INSTITUTE AND NYU STEINHARDT PRESENT

A Conference on Education, Media, and Human Development

January 20-22 2009
The NYU Abu Dhabi Institute’s inaugural conference on Education and Human Development will be held on January 20-22, 2009 at the Al Mamoura Auditorium, Abu Dhabi. The conference has been organized by NYU’s Steinhardt School of Culture, Education and Human Development.

The Steinhardt School offers a unique integration of education, media studies, health and the visual and performing arts. For more than a century it has been a source of leadership and innovation responding to societal needs.

NYU Steinhardt advances knowledge, creativity, and innovation at the critical crossroads of human learning, culture, development, and well-being. Through rigorous research and education, both within and across disciplines, the School’s faculty and students evaluate and redefine processes, practices, and policies in their respective fields, and, from a global as well as community perspective, lead in an ever-changing world.

Steinhardt’s Conference on Education and Human Development is a three-day event that will focus on the following areas: Teacher Education and Development; Education Assessment and Evaluation; Economics of Education; and Media and Civil Society. Through a series of panels, paper presentations and talks the conference will showcase some of NYU’s most distinguished faculty.

Presenters from NYU and around the globe will also conduct visits in Abu Dhabi to explore education, media and human development in a local context and gain a greater sense of the region. The event will also feature the premiere performance of the NYU Jazz Orchestra in Abu Dhabi. This inaugural event is the first in a series of annual conferences planned by the NYU Abu Dhabi Institute.
**SECTION 1**

**Overview**

**TEACHER EDUCATION AND DEVELOPMENT**

Panelists will speak on major changes in teacher preparation over the past quarter century and also project future directions that may emerge in the next quarter century in three different countries—the United States, the United Kingdom, and Ghana. Special emphasis will be given to the implications for program development—in the three countries and in two places where NYU is developing specific partnerships—New York City and Abu Dhabi—and the implications of current research for this enterprise.

**10 - 10:05 AM**

**INTRODUCTION**

**JAMES W. FRASER**

Professor of History and Education, NYU Steinhardt School of Culture, Education, and Human Development; Senior Vice President, Woodrow Wilson National Fellowship Foundation, Princeton, NJ

[Organizer/Moderator]

**10:05 - 10:45 AM**

**PANEL DISCUSSION**

*From the Holmes Reports to Teachers for a New Era—Critique, Curriculum, and Competition, Past and Future in Education Schools in the United States*

**JAMES W. FRASER**

**PATTYCAS WASLEY**

Dean of the College of Education, Professor of Educational Leadership and Policy Studies, University of Washington

Patricia Wasley and James Fraser will engage in a dialogue about the past and future of teacher preparation in the United States looking at recent developments as well as seeking to make—modest—predictions about the future of teacher education in the US including the challenges and opportunities that teacher educators face at the beginning of the 21st century.

**11:25 - 11:35 AM**

**BREAK**

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**RICHARD ANDREWS**

Professor of Education, Institute of Education, University of London

Richard Andrews is on the Editorial and Commissioning Advisory Board of the Teacher Training Resource Bank (TTRB). In this paper, “The role of research evidence in the development of teacher education,” he considers the development of the TTRB, and in particular refers to his paper on ‘What Counts as Evidence in Education?’, an article-length piece submitted to the TTRB last year. He sets the development of the TTRB against the background of a drive toward an evidence-based or evidence-informed practice in the UK (and worldwide) in the first part of this decade; and looks at the current state of play and future possibilities in this area. Implications for trainee and serving teachers are explored, especially in the light of a move toward teaching as a master’s level profession in the UK.

**LIZ FRANCIS**

Director, Teachers’ Directorate at the Training and Development Agency for Schools

Liz Francis will describe initial and continuing teacher education policy in England. She will explain the Training and Development Agency for schools’ (TDA) role in improving the quality of continuing professional development (CPD). She will draw on a range of research to describe effective practice including support for CPD leadership.

**SHEILA KING**

Director of Learning and Teaching, Institute of Education, University of London

Sheila King will provide an overview of the English model for the training of secondary teachers will be given to provide context and the model’s key strengths and any issues will be discussed. Three areas will then be developed in more detail: First the importance of the school-Institute partnership which is the basis of the model. Second the development of a rigorous inspection process and the impact it has had. Finally the recent move by higher education institutions to tie master’s level credits to the academic work which is entwined with professional practice.
JONATHAN ZIMMERMAN
Professor of Education and History, NYU Steinhardt School of Culture, Education, and Human Development

“Money, Materials, and Manpower”: Ghanaian In-Service Teacher Education and the Political Economy of Failure, 1961-1971

This paper examines teacher education in Ghana during the 1960s, when the new nation resolved to prepare its largely untrained teaching force in “modern” methods of pedagogy. Across the country, teachers attended brief courses designed to replace their traditional lecture format with activities, inquiry, group projects, and the other hallmarks of educational progressivism. The widespread popularity of these programs—among politicians, school officials, and teachers—belie Westerners’ frequent claim that progressive techniques were somehow alien to African “culture.” Instead, this paper shows, Ghanaians eagerly embraced the new methods. Although born in Europe and the Americas, progressive education became a truly global initiative by the early postwar period.

So why did it rarely take hold in Ghanaian classrooms? The ultimate failure of the 1960s in-service projects speaks less to Ghana’s culture than to its poverty. Despite assistance from the West, in money and manpower, Ghana simply lacked the money or manpower to transform teaching. It also lacked the democratic norms and institutions that true “inquiry” requires. The same regime that gave teachers sporadic training in progressive pedagogy also subjected them to incessant political indoctrination, which fostered widespread anger and cynicism in the schools. Into the present, and around the world, we need to re-examine the political conditions for progressive education. In states that muzzle or ban dissent, “critical pedagogy” will remain a chimera.

ESI SUTHERLAND-ADDY
Senior Research Fellow, Institute of African Studies, University of Ghana; Director, NYU Ghana

“Teacher Preparation and Ghana’s Educational Reform Program”

One of the greatest challenges for reforms to the Ghanaian education system has been delivering on the human resource component. The paper will assess the effectiveness of teacher preparation strategies in the context of educational reform in Ghana.
WE DNESDAY, JANUARY 21

9 - 9:30 AM
CHECK-IN AND COFFEE
AL MAMOURA AUDITORIUM

SECTION 2
Overview
EDUCATION ASSESSMENT & EVALUATION

RICHARD ARUM
Professor of Sociology and Education, NYU Steinhardt School of Culture, Education, and Human Development [Organizer/Moderator]

Education evaluation and assessment research in the United States have improved dramatically over recent decades with the support of government and private foundation sponsorship. As a recipient this past year of a prestigious $5 million grant from the U.S. Department of Education’s Institute for Educational Sciences to support cutting-edge doctoral-level interdisciplinary educational research and training, New York University has been recognized as an international leader in these developments. Educational researchers working to better estimate program and policy impacts are now employing randomized experimental design, quasi-experimental methods and more effectively organizing and analyzing multi-level data on students, teachers, schools and developmental contexts. Two panels will bring together leading NYU researchers with international experts that are at the forefront in advancing educational science. Specifically, sociologists, economists and psychologists who are actively involved in modeling cognitive growth, human development and program evaluation will convene to discuss state of the art issues around improving the field of educational research and knowledge to inform school improvement efforts from pre-school through higher education systems. A first panel will focus on place-randomized field trials and a second panel will focus on challenges and possibilities of cross-national comparative assessment, evaluation and research.

9:30 - 10 AM
OPENING REMARKS
PATRICIA WASLEY

10 - 11:15 AM
PANEL DISCUSSION
Place-Randomized Research

J. LAWRENCE ABER
Professor of Applied Psychology and Public Policy, NYU Steinhardt School of Culture, Education, and Human Development; Board Chair, Institute for Human Development and Social Change

“The Role of ‘Place-Randomized Field Experiments’ in Contemporary Education”

Over the last decade in the U.S. and other parts of the world, there has been a growing call to employ rigorous, scientifically sound methods in education research. This call has been especially forcefully made in the evaluation of complex educational interventions that strive to transform entire “places” or “settings” (e.g. classrooms, schools, communities) to improve student learning and promote their mental health and social-emotional development. In this presentation, I will: (1) describe the rationale for “place-randomized field experiments” in education reform; (2) discuss some of the key conceptual and logistical challenges to their design, implementation and evaluation; (3) illustrate their value through case examples of place-randomized trials conducted by researchers at New York University; and (4) suggest how place-randomized field experiments might play a critical role in the development and reform of education strategies in other parts of the world, include the Middle East.

ADAM GAMORAN
Professor of Sociology and Educational Policy Studies and Director, Center for Educational Research, University of Wisconsin-Madison

“Measuring the Impact of Education Programs: Challenges and Possibilities of Experimental Design”

Are randomized field experiments the “gold standard” for measuring the impact of change in education programs? Due to self-selection among participants in innovative programs, many researchers and policy-makers advocate random assignment to sort out causal effects. This concern is particularly acute when the change process involves teacher professional development, due to the voluntary nature of many development activities, and to the difficulty of measuring effects on student achievement. A special case of the random-assignment study occurs when schools (or classrooms) rather than individuals are the unit of “treatment.” In that case, random assignment must occur at the school (or classroom) level, and a statistical method appropriate for cluster-random assignment must be used. While randomized trials have clear advantages for measuring impact, they can also run into difficulties that challenge their ability to provide conclusive answers to important questions. Using the example of a large-scale randomized trial of teacher development, this presentation will identify key challenges faced by randomized trials, including implementation shortfalls, insufficient statistical power, school district turnover and resistance, and misaligned assessments. In some cases, these challenges can be overcome with careful planning and close collaboration with school district personnel. Other challenges are difficult to avoid (e.g., turnover), but analytic
strategies are available that permit the researcher to obtain useful information despite the limitations of the research design. Examples of strategies aimed at avoiding or overcoming challenges will be drawn from experiences in the field.

**JAMES KEMPLE**  
Executive Director, Research Alliance for New York City Schools  
“Measuring the Impact of Education Programs: Challenges and Possibilities of Experimental Design”

Too often, a flurry of new or redirected resources in a revitalized policy area like education leads to significant investments in promising reform initiatives without a commensurate investment in knowledge building. As a result, these promising ideas are designed on well-intentioned (and even theory-driven) intuition and then dismissed on an equally well-intentioned (but unsystematic) catalog of anecdotes about successes, failures, and how hard it is to change things for the better. As policymakers, educators and researchers renew their commitment to improving low-performing schools, it would be especially gratifying if this round of reform could leave behind a legacy of rigorous evidence about what worked, what did not work, for whom, and under what circumstances. This presentation will touch on three themes that might frame a new commitment to knowledge building in the context of this renewed interest school reform and in higher standards of evidence for education research and program evaluations. Each of these themes draws from experiences of conducting rigorous evaluations of interventions in K-12 education contexts and is motivated by a sense that those of us in the research community have a special responsibility to educate policy makers, practitioners, and the public about what to believe and what to expect from rigorous research: 1) We should challenge ourselves to convince policy makers, practitioners and the public that methods matter. Getting this wrong places the knowledge building process at risk of being mired in debates about what to believe rather than about how to scale up or how to redirect resources to good effect. 2) We should challenge ourselves to convince policy makers, practitioners and the public that we do face a real shortage of rigorous evidence about what works and that, if we know anything for sure, it is that we do not possess a quick fix to the problems facing low performing high schools. Thus, it is important not to dismiss incremental change and to look for ways to build on modest but positive improvements in low-performing schools rather than abandon the enterprise altogether. 3) We should try to convince policy makers, practitioners, and the public that knowledge building is not just a research enterprise. It requires a methodical and patient implementation and scaling up process that is integrated with rigorous evaluation strategies.

Discussant **RICHARD ARUM**

**11:15 – 11:30 AM**  
**BREAK**

**WALTER MÜLLER**  
Professor Emeritus of Sociology, Mannheim University; Co-Founder and Director, Mannheim Centre for European Social Research  
“Measuring educational qualifications and their returns on labor markets”

The Programmes for International Student Assessment and similar international comparative studies measure students achieved competences at specific ages of students or at defined stages in their educational careers. These are important instruments to evaluate performance of educational systems in student competence formation and to compare performance across countries. Another crucial factor for students’ future employment chances and for countries economic competitiveness is the attainments in terms of levels and kinds of educational qualifications the students finally achieve when they leave school and enter the labour market. The presentation discusses major problems for international comparative measurement of educational qualifications and reviews achievements and pitfalls of international measurement practices. It elaborates on the crucial distinction between general/academic and vocational qualifications, which is often neglected in international comparative measurement, and illustrates its significance for the adequate assessment of various returns to education in the transition from school to work and in individuals work careers.

**ANDREAS SCHLEICHER**  
Head of the Indicators and Analysis Division, OECD  
“Seeing education systems through the prism of international comparisons”

The competition for jobs and talent among nations has been increasing over the last decade. Among the industrialized countries with the largest expansion of college education over the last decades, most still see rising earnings differentials for college graduates, suggesting that an increase in knowledge workers does not necessarily lead to a decrease in their pay as is the case for low-skilled workers. The other player in the globalization process is technological development, but this too depends on education, not just because tomorrow’s knowledge workers and innovators require high levels of education, but also because a highly-educated workforce is a pre-requisite for adopting and absorbing new technologies and increasing productivity. Together, skills and technology have flattened the world such that all work that can be digitized, automated and outsourced can now be done by the most effective and competitive individuals, enterprises or countries, wherever they are. As a result, many countries have significantly raised the bar for student achievement. These countries recognize that relevant education standards are no longer only those of the city or state next door but those achieved by the best performing systems worldwide. The presentation will start with a review of how the global talent pool has changed. Based on new results from OECD’s Program for International Student Assessment (PISA), it will then examine where countries stand in
terms of the quality of educational outcomes, equity in the
distribution of learning opportunities and educational efficiency.
More importantly, it will highlight what the best performing
education systems show can be achieved in terms of the quality
of learning outcomes, equity in the distribution of learning
opportunities, and efficiency in the management of education.
It will conclude with identifying some of the policy levers that
are associated with educational success.

Discussant FLOYD HAMMACK
Associate Professor of Educational Sociology, NYU Steinhardt
School of Culture, Education, and Human Development

1 - 2:30 PM
BUFFET LUNCH AND TALK
LE ROYAL MERIDIAN ABU DHABI, Sheikh Khalifa Street

Limitations and Challenges of Measurement

Mitchell Stevens, Associate Professor of Education and Sociology,
Stanford University

Wendy Nelson Espeland, Associate Professor of Sociology,
Northwestern University

“A Sociology of Quantification”

One of the most notable political developments of the last thirty
years has been increasing public and governmental demand
for the quantification of social phenomena, yet sociologists
generally have paid little attention to the spread of quantification
or the significance of new regimes of measurement. Our
presentation addresses this oversight by analyzing quantification—
the production and communication of numbers—as a general
sociological phenomenon. Drawing on scholarship across the social
sciences in Europe and North America as well as humanistic
inquiry, we articulate five sociological dimensions of quantification
and call for an ethics of numbers.

2:30 - 5 PM
AFFINITY GROUP MEETINGS FOR PRESENTERS

9 - 9:15 AM
CHECK-IN AND COFFEE
AL MAMOURA AUDITORIUM

SECTION 3
Overview
CONTRIBUTIONS OF QUANTITATIVE ANALYSIS ON
EDUCATION POLICY

AMY ELLEN SCHWARTZ
Academic Director of the Institute for Education and Social
Policy, NYU Steinhardt School of Culture, Education, and Human
Development; and Professor of Public Policy, Education, and
Economics, NYU Robert F. Wagner Graduate School of Public
Service [Organizer/Moderator]

The papers in this session use econometric analysis of
administrative and survey data to explore issues in education policy.
While the papers are based on U.S. data, panelists have extensive
experience in countries outside of the U.S. and the panel discussion
will focus on their experience with this approach in other
countries, what we can learn from them, and the implications
for applications in AD and the UAE.

9:15 - 9:30 AM
OPENING REMARKS
PEGGY BLACKWELL

9:30 - 11 AM
PAPER PRESENTATIONS

LEANNA STIEFEL
Professor of Economics, NYU Robert F. Wagner Graduate School
of Public Service

AMY ELLEN SCHWARTZ

“Can Reorganizing K-8 Education Improve Academic Performance?
The Impact of Grade Span on Student Achievement”

Although rearranging school organizational features is a perennially
popular method of school reform, no consensus exists regarding
the best organizational structure for educating students. Instead,
there is wide variation in school organization across the United
States and even within school districts. This paper examines how
student performance in eighth grade is shaped by the grade
span configuration. Exploiting the variation in New York City, we
estimate the impact of several distinct grade span configurations,
controlling for school and student characteristics including
third grade performance. We find that students in schools with
longer grade spans (K-8 schools particularly) outperform students
in schools with shorter grade spans. Thus, creating more K-8
schools and minimizing structural articulations in the K-8 years
may improve student performance.
SEAN CORCORAN  
Assistant Professor of Educational Economics, NYU Steinhardt  
School of Culture, Education, and Human Development  
"Indirect Estimates of Teacher Effectiveness: Evidence from  
Multiple Assessments"  
A large and growing body of literature demonstrates that teacher  
effects on academic achievement vary and are substantial in size.  
In response to this finding, many states and local governments  
have considered rewarding teachers financially for or tying tenure  
to “value-added” measures of effectiveness (Dallas and New  
York City are prominent examples). Using data from the Houston  
Independent School District, we consider teacher effects on two  
different academic tests of similar skills. We estimate the size  
of teacher effects on both of these tests and ask whether a teacher  
who is good at promoting academic growth on the high-stakes  
test is also good at promoting growth on the low-stakes test. We  
find that a teacher who is effective in promoting high-stakes  
test growth is not necessarily effective in promoting low-stakes test  
growth, and argue that proposals to make human resources  
or compensation decisions based on value-added measures must  
take the multifaceted nature of teacher quality into account.

MATTHEW WISWALL  
Assistant Professor of Economics, NYU Graduate School of  
Arts and Science  
"Understanding How Licensing and Wage Policies affect  
Teacher Quality"

DOMINIC BREWER  
Professor of Education, Economics and Policy, University of  
Southern California

11 - 11:15 AM  
BREAK

11:15 AM - 12:30 PM  
PANEL DISCUSSION  
Quantitative Analysis of Education Policy in Canada, Australia and  
the UK

AMY ELLEN SCHWARTZ  
[Moderator]

ABIGAIL PAYNE  
Professor of Economics, McMaster University

PETER DOLTON  
Professor of Economics, Royal Holloway and London School of  
Economics, University of London  
“Quantitative Analysis of Education Policy in the UK”  
This presentation will examine the question of whether there is  
any link between teachers pay and pupil performance using cross  
country data. I will also review quantitative analysis of education  
policy in the UK.

ANDREW LEIGH  
Associate Professor of Economics, Australian National University

12:30 - 1:30 PM  
BUFFET LUNCH

SECTION 4  
Overview  
MEDIA IN THE ARAB WORLD

TED MAGDER  
Associate Professor of Media, Culture, and Communication;  
Chairperson, NYU Steinhardt School of Culture, Education, and  
Human Development. [Organizer/Moderator]

HELGA TAWIL-SOURI  
Assistant Professor of Media, Culture, and Communication, NYU  
Steinhardt School of Culture, Education, and Human Development  
[Organizer/Moderator]

These panels bring together international scholars and media  
practitioners across disciplinary fields to consider the transformations  
of media and civil society in the Middle East. Presentations consider  
the manner in which media and other forms of public communication  
are reshaping social, political, cultural and economic life in the  
Gulf States, Arab world, and neighboring regions.
Transformations in/of Middle East Media, Culture and Communication

The term “new media” conventionally refers to digital media

Associate Professor of Art and Art Professions, NYU Steinhardt School of Culture, Education, and Human Development

Natalie Jeremijenko

Can Media Go Slow in a World of Speed?

One governing cliche of globalization is the speed with which events unfold, affect each other across large distances, and overwhelm us with their rapid appearance and disappearance. Media coverage of these events, both in broadcast forms, such as TV and news journalism, as well as in narrowcast forms such as blogs, and other cyber fora, generally try to replicate this velocity. It is widely agreed that the capacity of the news to provide context, continuity, interpretation and deliberation is everywhere compromised by the collusion of these two velocities. This presentation asks what it would take for media to restore some counterpoint to the speed of global news cycles and circuits and thus allow democratic thought to restore its links to the rhythms of pausing, hesitation, doubt and osmosis that characterize ordinary life processes in many societies.

2:30 - 2:45 PM

BREAK

2:45 - 4:45 PM

Panel Discussion

Transformations in/of Middle East Media, Culture and Communication

Charles Hirshkind

“Blogging and Political Dissent in Egypt”

This talk will explore some of the ways that the Internet, and particularly the practice of blogging, has opened up new political possibilities in Egypt, a country where political participation has long been severely circumscribed by the policies and practices of an authoritarian state. While it is still early to assess the direct impact of activist bloggers on Egypt’s political institutions, one clear effect of their activities has been the creation an arena of discourse and critique that traverses one of the more rigid divisions within Egyptian political life, that between so-called Islamist and secular-liberal or secular-leftist positions. Bloggers affiliated with such opposing political currents as the Muslim Brotherhood and the Socialist Workers Party have established an arena of alliance, coordination, and dialogue through the articulation of a common moral stance focused around four main issues: a condemnation of police violence in prisons and on the street; a demand for an end of the Mubarak regime; a rejection of Gamal Mubarak’s succession of his father as president; and a demand for the democratization of political life in Egypt. These issues, in other words, provide common ground for the forms of citation, interaction, and commentary found across both leftist and Islamist websites. Bloggers understand their role as that of providing a direct link to “the street,” understood as a space of state repression and political violence, on one hand, and of political action and popular resistance, on the other. They render visible and publicly speakable a political space that other media outlets cannot disclose due to censorship as well as state practices of harassment and arrest. My talk focuses on some of the conditions that have enabled the emergence of this public arena and the discursive conventions that have come to define it. These include the increasing availability of satellite television (and most importantly, al-Jazeera), the development of Islamic websites such as Islamonline and their role in promoting new vocabularies of critique and argument among Muslim activists, the highly individualist style of self-presentation that characterizes the blogosphere and how it has opened up possibilities of alliance and affiliation beyond the dichotomies of secular and religious.
If fields of enquiry are indeed the product of endogenous and exogenous events, then 9/11 (as an external event) has certainly played part in the morphing of ‘Arab media, culture and society’ from nearly a negligible area of interest to a hot topic. Evidence of this is visible in the recent plethora of academic publications, courses, seminars and conference panels dedicated to the study of the subject. The outcome is a rather rich and varied scholarship covering a range of areas including the political economy of Arab media, media and democratization, Arab satellite broadcasting and Arab popular cultures.

A key question that has yet to be rehearsed is: how does the implosion of the recent literature on Arab media, culture and society relate to or, even better, inform Arab contemporary thought and vice versa? This paper argues that the creative process marking the compendium of research into Arab media, culture and society has largely been one of ebda’ mafssul (disconnected creativity) rather than ebda’ mawassul (connective creativity), and even where the creative process has begun to show aspects of connectivity, discourses of ta’sseel (authentication) seem to have, unfortunately, overtaken as the main intellectual objective, leaving little space for self-reflection and critique. I contend that the de-westernization of media and communication theory in the Arab/Islamic context is better understood when reconnected with contemporary Arab philosophical discourses on modernity.

Using examples from work by mostly Maghrebi thinkers and philosophers, this paper demonstrates how the ‘de-westernization debate’ in Arab scholarship originates in contemporary Arab thought, especially in the duality of assala (authenticity) and mu’assara (modernity). It also critiques ‘de-westernization’ as discourse and argues for a ‘dialogic’ approach (between Arab and western scholars) that operates within a double-critique structure, where ‘de-westernization’ processes can also become objects of critique and subversion. This bridging task is also an attempt at rehearsing possible ways in which the Arab philosophical repertoire can come to terms with its ‘present’ cultural temporality.
The NYU Jazz Orchestra, is an 18-piece big band, is the premier performing jazz ensemble at New York University featuring talented jazz musicians from around the world. With NYU Jazz Studies located in the heart of Greenwich Village, New York City, the group performs regularly at legendary jazz clubs including the Blue Note, Birdland and Jazz at Lincoln Center. A wide variety of jazz artists have been featured with the ensemble over the past few years including saxophonists; Joe Lovano, Lee Konitz, Chris Potter, Dave Liebman, Lenny Pickett, trumpet players; Randy Brecker, Brian Lynch, Alex Sipiagin, guitarists; Larry Coryell, John Scofield, pianist; Kenny Werner, Jim McNeely, Gil Goldstein, drummers; Dafnis Prieto, Antonio Sanchez, bassist Richard Bona, Mike Richmond. The group has recorded two CD’s with legendary jazz producer Teo Macero, entitled Study In Contrast in 2007 and NYU Jazz Orchestra Play the Music of Teo Macero in 2005.

Dr. Dave Schroeder, Director of Jazz Studies at NYU, is continually developing an interactive environment between students, artist/faculty that stretches from New York City to points around the globe. Since 2001, his main musical focus has been leading the eclectic New York City-based ensemble “Combo Nuvo,” where he displays his skills on multiple woodwinds and composition. He has also performed or recorded with a wide array of artists including Kenny Werner, Gil Goldstein, Lenny Pickett, Teo Macero, Larry Coryell, Airto Moreira, Oscar Cartro-Neves, Brian Lynch, Lee Konitz, Don Friedman and Dave Liebman. As a music producer, Schroeder created the Blue Note Jazz Club Jazz Masters Series and the NYU Jazz Masterclass DVD Series, which include master classes with legendary jazz artists Hank Jones, Clark Terry, Benny Golson, Jimmy and Percy Heath, Phil Woods, Barry Harris, Toots Thielemans and Cecil Taylor. He also acted as vice president of Laurel Tree Records from 1999-2002 and produced several video productions including: Kenny Werner’s “Effortless Mastery Series”, The New School Lectures vol. 1-4. Joe Lovano’s “Jazz Standards.” Mike Mainieri’s “Wisdom From a Life in Jazz,” and Jonah Jones’s “The Unsinkable Jonah Jones.”

Rich Shemaria is a composer, arranger, pianist, and conductor who grow up in Southern California during the 1960s and 70s. Moving to New York City in 1985, he entered the jazz scene by forming his own big band, the Rich Shemaria Jazz Orchestra. From 1990-91 he participated in one of the first BMI Composers Workshops under the direction of Bob Brookmeyer and Manny Albam. From 1994-96 Rich moved to Helsinki serving as musical director for the UMO Jazz Orchestra, the national radio big band of Finland. While with UMO, he toured with Natalie Cole and conducted performances with artists including; Michael Brecker, Mercer Ellington, Roy Hargrove, Dee Dee Bridgewater, Marvin Stamm, Steve Turre, Houston Person, Randy Johnston and Nicholas Payton. A prolific composer and arranger, Rich has received commissions from noted jazz groups including UMO, The Airmen of Note, and Diva. Additionally, Rich has arranged music for Joe Lovano, John Scofield, Chris Potter, Lenny Pickett, Brian Lynch, Richard Bona, and Teo Macero. A member of the NYU Jazz Faculty since 2003, Rich teaches composition and arranging as well as conducts the NYU Jazz Orchestra. He is also a founding member of the eclectic jazz group Combo Nuvo.

Lenny Pickett is an NYU Jazz saxophone faculty member who is currently the Musical Director for the Saturday Night Live band, joining SNL as tenor sax soloist in 1985 and promoted to Musical Director in 1995. He was also a long-time leader of the Tower of Power horn section. During the ’70s, the Tower of Power was the dominant session horn group, cutting their own successful R&B/funk/pop records and backing a host of stars from Elton John to many soul and R&B acts. Pickett continued with the group until the mid-’80s, then made a solo release as a leader. He has also worked as a saxophonist and an arranger for artists including David Bowie, The Talking Heads, and Laurie Anderson. His recording, “Lenny Pickett with the Borneo Horns”, was described by Downbeat magazine as “a brilliantly creative use of acoustic instruments.” He is the recipient of a Bessie Award.

Elyadeen Anbar
James Clark
Jacquelyn Coleman
Brad Gunson
Evan Hughes
Robert Jacoby
Lenart Krecic
Joonsam Lee
Michael Lewis
Jonathan Lijoi
Karl Matthias
Murray Morrison
Nick Myers
Jonah Parzen-Johnson
Aaron Rockers
Brama Sukarma