

University of Haifa

The Senate of the University of Haifa, by virtue of the authority vested in it by the constitution of the University and in accordance with the recommendations of the President and the Executive Committee

hereby confers upon

Lee Shulman

the degree of

Doctor of Philosophy, Honoris Causa

In recognition of his cutting-edge research, which earned him a place among the most respected educators and education scholars worldwide; for his intellectual leadership in research on teaching in general and in developing the concept of pedagogical content knowledge in particular; for his tireless work on behalf of the teaching profession as a discipline of both research and practice; and for his significant contribution to the field of Jewish education that has established a broad intellectual basis for many studies in this field.

Conferred on 22 Sivan 5778/June 5, 2018
Haifa, Israel



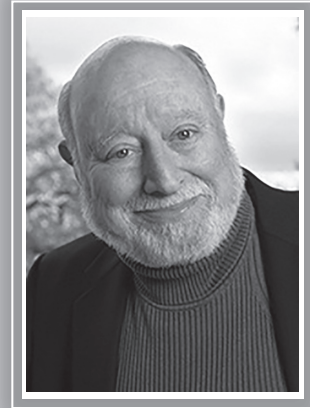
Mooly Eden
Chairman of the Executive Committee



Prof. Ron Robin
President



Prof. Gustavo Mesch
Rector



PROFESSOR LEE SHULMAN

Lee Shulman was born in 1938 and raised in Chicago, the only son of Jewish immigrants who owned a small delicatessen. Educated at a yeshiva high school, Shulman won a scholarship to the University of Chicago where he studied philosophy and psychology. Shulman entered the department of education and studied with Benjamin Bloom and Joseph Schwab, among others. He was particularly influenced by Schwab's work on the structure of disciplines, which later resurfaced in his work on teacher knowledge. Shulman's first academic job was in the College of Education at Michigan State University (MSU). Never content to stay within departmental boundaries, Shulman collaborated with a colleague in the medical school. Two themes from this collaboration have continued to resonate throughout Shulman's careers: 1) the focus on cognition in professional practice, particularly under conditions of uncertainty and 2) the domain-specificity of expertise. He served as founding co-director of the Institute for Research on Teaching at MSU, a research center that pioneered the study of teaching and teacher learning from a cognitive perspective, focusing on teacher thinking, decision making, and the conditions for teacher learning.

In 1982, Shulman moved to Stanford University's School of Education, where he went on to become the Charles E. Ducommun Professor of Education. It was in his early years at Stanford that he engaged in the research that yielded his conception of "pedagogical content knowledge," the idea that launched a new stage of research in teaching and teacher education. His research team developed and field tested the teacher assessment prototypes that laid the foundation for the National Board for Professional Teaching Standards approach to evaluating accomplished teaching. During his tenure at Stanford (1982-1997), he also served as president of the American Educational Research Association and the National Academy of Education (AERA).

In 1996, he was named the eighth president of The Carnegie Foundation for the Advancement of Teaching, a position he actively undertook in August 1997. During his 11-year service as president, the Foundation celebrated its centennial, building on the legacy of research and policy in higher and professional education from Henry Pritchett and Abraham Flexner to William Learned, Clark Kerr, John Gardner, and Ernest Boyer.

Shulman has spent his professional life advocating for the importance of teaching at all levels, from kindergarten through graduate school. He is best known for his work on the knowledge base of teaching, for his efforts to promote the scholarship of teaching and learning in higher education, and for his studies of professional education. He has won many awards for these outstanding contributions to educational research, including the Grawemeyer Award in Education from the University of Louisville, a career award for Distinguished Contributions to Educational Research from AERA, and the E.L. Thorndike Award for Distinguished Psychological Contributions to Education from the American Psychological Association.

Over the years, Shulman has served as adviser to several institutions in Israel, including the Mandel Foundation, Yad Hanadiv, and the Council for Higher Education (CHE). He currently heads an advisory council to the Trump Foundation in Israel and a joint initiative of the Jim Joseph Foundation and the Avi Chai Foundation to promote research in Jewish education,

Since his retirement from the presidency of the Carnegie Foundation in 2008, Shulman has returned to Stanford where he devotes much of his attention to the field of Jewish Education and the importance of developing rigorous applied research at the intersection of religion and education.