

EDUCATION, DEMOCRACY & HUMAN RIGHTS DEEP DIVE

APRIL 26 – 27, 2018 | Cambridge, MA

2018 REPORT

A synthesis of ideas from the Harvard University
Advanced Leadership Initiative Deep Dive



HARVARD
Advanced Leadership Initiative

Education, Democracy & Human Rights Deep Dive 2018 Report

April 26 – 27, 2018 | Cambridge, MA

DEEP DIVE CHAIR

Fernando M. Reimers

Ford Foundation Professor of Practice in International Education,
Faculty Director, International Education Policy Program,
Harvard Graduate School of Education
Faculty Co-Chair,
Harvard Advanced Leadership Initiative

ADVANCED LEADERSHIP INITIATIVE CHAIR AND DIRECTOR

Rosabeth Moss Kanter

Ernest L. Arbuckle Professor of Business Administration
Harvard Business School

ABOUT THE ADVANCED LEADERSHIP INITIATIVE

The Advanced Leadership Initiative (ALI) is a third stage in higher education designed to prepare experienced leaders to take on new challenges in the social sector where they potentially can make an even greater societal impact than they did in their careers.

ALI Deep Dive Sessions highlight one major global or community challenge where ALI Fellows might fill a gap. Deep Dives include readings, outside experts, often faculty from relevant Harvard programs, and a focus on problem-solving and practical applications of knowledge.

ALI Fellows contribute ideas based on their experience and knowledge for immediate solution-seeking with major figures in the field under discussion and with affected constituencies.

2018 REPORT CREDITS

Bryan Panzano
Assistant Director of Communications & Marketing
Harvard Advanced Leadership Initiative
bryan_panzano@harvard.edu

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EXECUTIVE SUMMARY

The Education, Democracy and Human Rights Deep Dive examined the role of education in promoting democracy in the United States and advancing global human rights. Professor Fernando Reimers of the Harvard Graduate School of Education chaired the Deep Dive, convening faculty and nonprofit leaders from across Harvard and around the country.

The Deep Dive presented ALI Fellows with a broad menu of topics and viewpoints, ranging from historical accounts of democracy and religious diversity in the US to the latest research on social-emotional learning and early childhood development.

Speakers on the first day of the Deep Dive included Professors Fernando Reimers, Nancy Hill, Stephanie Jones, Chris Dede, Deborah Jewell-Sherman, Jim Honan, and Meira Levinson of the Harvard Graduate School of Education (HGSE), Professor Steven Levitsky of the Harvard Faculty of Arts and Sciences, and Professor Rosabeth Moss Kanter of Harvard Business School. The first day culminated in an Askwith Forum event that also had presenters from Facing History and Ourselves, the Southern Poverty Law Center, and the Anti Defamation League.

Speakers on the second day of the Deep Dive were Professors Bridget Terry Long, Roberto Gonzales, Nonie Lesaux, Julie Reuben, and Monica Higgins of HGSE, and Professor Diana Eck of Harvard Divinity School.

At the close of the Deep Dive, Reimers led the ALI Fellows through a review of the previous sessions and helped them synthesize their thinking. From this conversation, several themes emerged:

- **The importance of civic education.** Fellows highlighted the need to promote civic engagement and encourage participation in politics at the national level.
- **Early education has lasting impacts.** Interventions designed to impact early childhood education could have positive benefits well into the future.
- **Social-emotional learning is critical for long-term success.** Developing interpersonal skills in students is essential to prepare them for the future of work.

Reimers encouraged the Fellows to think through potential entry points for involvement and opportunities to leverage their collective leadership. All told, the Education, Democracy and Human Rights Deep Dive helped ALI Fellows consider how to realign the education system in the US to better serve the purposes of democracy.





Nancy Hill

PARENTING & INEQUALITY

Professor Nancy Hill of the Harvard Graduate School of Education led the first session of the 2018 Education, Democracy, and Human Rights Deep Dive. She discussed how demographic backgrounds, and educators' biases and reactions to these demographic backgrounds, could impact the learning environment for students. In turn, these different learning environments could change parents' perceptions of their children. Hill linked the content of her session to the overall theme of democracy: developing a democracy, she said, was fundamentally dependent on the education of all.

Hill started by explaining how biases impact theories of intelligence. She explained that sometimes educators held biases that students of certain racial groups were not as intelligent as their peers. Alternatively, teachers could attribute students' intelligence to their socioeconomic background, or think that these students have 'fixed intelligence' – a finite cap on their learning ability. Even if done unconsciously, these biases could cause teachers to invest less in students and treat them differently.

According to Hill, research showed that there were well-established differences in teacher perception of students based on their racial background. Teachers tended to hold the highest expectations for students from Asian backgrounds and the lowest expectations for Latino students. The research also showed differential interactions between students and teachers: teachers had more positive interactions with white and Asian students and more negative interactions with black and Latino students. Hill explained that these trends were true regardless of the race and socioeconomic status of the teacher.

Unsurprisingly, these differences in expectations and interactions led to differences in student outcomes and work habits. African American and Hispanic students had lower achievement scores on standardized tests and were more likely to have referrals for behavioral interventions than their white and Asian peers. For African American children, Hill explained, teachers often overrated behavior problems and underrated positive or prosocial behaviors.

She also noted that school assignment systems could contribute to further differentials in student outcomes and self-perception. There was a general lack of high quality schools available to low-income and minority students; if students did not get their first choice in a school-choice system, they were more likely to attend a school with lower quality curriculum, facilities, and less-experienced teachers. If students did not win the "school choice lottery," they often felt hopeless. "The school choice

system is an acknowledgement that schools are inherently unequal,” Hill said, “We leave it up to parents to navigate these inequities.”

Taken together, inequalities in schools and differentials in teacher interactions contributed to parents’ perceptions of their children. For example, Hill said that teachers rated black students significantly higher on ADHD symptomology than white children in kindergarten; over time, black mothers tended to believe that their kids had ADHD symptoms. “Their own perceptions tend to move with teacher perceptions,” she said. Beating the stereotype became a “thing to be accomplished” for low-income, minority students and their parents.

These systemic inequalities also contributed to differences in parenting style among ethnic minorities. In closing, Hill explained that parenting among ethnic minorities often revolved around the importance of control and less around autonomy-granting. In part, these parenting styles were contextual: African American and Hispanic students had fewer second chances – both in schools and in life. Unfortunately, this lack of autonomy could impact college enrollment rates. Hill explained, “Both aspiration and GPA impact college enrollment rates, and autonomy grant is critical for aspirational thinking.”





Fernando Reimers

EDUCATING FOR THE 21ST CENTURY

Deep Dive Chair and Harvard Graduate School of Education Professor Fernando Reimers was the next Deep Dive presenter. During the session, he traced the idea of public education from its inception, describing how notions of education evolved throughout history. Reimers also helped outline important connections between democracy, public education, and modern research universities. Public education, he said, was the key to developing a common understanding of humanity; citing the Roman playwright Terence, Reimers explained, “To be human is to live so that nothing human is foreign to us.”

To start the session, Reimers contrasted the relatively short history of education with human history more generally. The concept of education, particularly public education, was a recent phenomenon. Moreover, the initial intent of education was not to teach all people, but a select group of elites. Reimers followed the evolution of education from the Middle Ages through the Age of Exploration and the Renaissance. Throughout this period, he explained, education became a tool for human improvement and the first indications of its potential as a public good emerged.

Thanks to the thinkers of the Enlightenment, three important institutions formed: democracy, public education, and modern research universities. Leaders in the US like Ben Franklin, John Quincy Adams, and Horace Mann saw the opportunity for human reason to improve society, and public education as the means to teach human reason. These leaders also recognized that democracy and public education were inextricably linked; an educated public was the only way to ensure the success of a democratic government.

“To be **human**
is to live so that
nothing human
is **foreign** to us.”

Terence

In the last two centuries, Reimers continued, the world had seen exponential growth in technology and dramatic progress toward universal education. Following World War II, the United Nations adopted the Universal Declaration of Human Rights which contained a provision for the right to education. “Today, almost 90% of people have had some education,” Reimers said, “This the most remarkable change of all.”

Yet, governments could use the institution of public education for different purposes. Liberal governments saw education as a tool for democratic and economic development, and modernization; fascist governments saw education as a tool for regime legitimacy, economic development, and the establishment of racial and cultural superiority; communist governments saw education as a tool for the consolidation of communism, economic development, and modernization. Reimers explained that one of the roles of the UN was to ensure that governments developed education “with

the people watching over their shoulders.”

With this principle in mind, the International Commission on Education for the Twenty-First Century developed a framework for a common understanding of public education. As part of this framework, the commission established four pillars of education: education should teach people to know, to do, to live together, and to be human. For Reimers, this report started the process of looking at different systems of education around the world to understand how teachers developed curriculum in keeping with these four pillars.

From this research, Reimers created tools for teachers to educate global citizens in the twenty-first century. Among the resources he created was a toolkit for empowering students to improve the world with sixty distinct lessons for teachers to use. While implementation of his recommendations was still far from complete in the US, Reimers cited the example of Singapore as a nation that had followed the lessons of his research. Synthesizing the curriculum in Singapore, Reimers said, “At the center are core values – the belief that we need ethical people.” He continued, “Ethics is like a muscle, if you don’t practice it, you will lose it.”





Stephanie Jones

THE SCIENCE & PRACTICE OF SOCIAL & EMOTIONAL LEARNING

Professor Stephanie Jones of the Harvard Graduate School of Education (HGSE) led the next session of the Deep Dive. In this session, she presented a summary of the research and practice surrounding social and emotional learning in schools. Jones explained the importance of focusing on social and emotional learning, defined the social and emotional skills children need to be successful, and shared some best practices for teaching these skills. Finally, she outlined some new work being done at HGSE to advance the field.

Jones began by explaining why schools should focus on social and emotional learning. “Children today are suffering from mental health challenges at very high rates,” she said. Jones noted that one in five elementary children had mental health issues and that schools identified 17-30% of young children as having behavior problems. Unfortunately, there was little training or support for teachers around students’ behavioral and mental health needs. “It’s developmental, and it happens with all children,” she explained, “We ignore social and emotional learning at our peril.”

Jones then described the skills that constituted social and emotional learning. She noted that researchers organized the field into three categories of competencies: cognitive (e.g. managing shifting attention and controlling impulses), emotional (e.g. behavior regulation and empathy), and social (e.g. understanding cues and resolving conflict). Surrounding these categories, she said, was a “belief ecology” – habits of mind and attitudes that had serious impacts on social and emotional learning.

Researchers had developed a base of evidence to better understand the development of these skills. From this research, it was clear that social and emotional skills were intertwined in all aspects of learning. “You can’t tease apart emotions from academic learning,” she said. The research also showed that these skills are malleable: they emerge, grow, and change over time. She noted that stress and adversity could greatly impact the development of these skills. “Often what we see in the classroom is a manifestation of a stress response,” Jones said.

Further research indicated a strong link between these skills and life outcomes. Self-control, social competence and “people skills” had the strongest impacts on desirable future outcomes. In addition, Jones said that interventions designed to impact social-emotional learning had positive impacts on academic performance. Nonetheless, most interventions that

aimed to address social-emotional learning were not built into the everyday context of schools.

Jones highlighted two coordinated strategies that could make these interventions more successful: a focus on effective professional development for teachers and the development of safe learning environments. To realize these two strategies, Jones explained that interventions needed to be integrated into the structures and practices of schools. She also said that training should focus on the adults in schools and become a part of the teaching and learning that was already happening. “This can’t be seen as something extra,” she said, “which is the current approach.”

With an eye on the future, Jones explained that she and her colleagues at HGSE were developing strategies to rethink social and emotional learning and to share “kernels of practice” with educators around the country. “We are hoping to develop a pilot and share these kernels with practitioners.” In closing, she stressed the need to get away from traditional intervention models, and to include families in the work: “We know we need to bring parents into this conversation, but it’s challenging to support families in the ways that they fully need.”





Steven Levitsky

HOW DEMOCRACIES DIE

Professor Steven Levitsky of the Harvard Faculty of Arts and Sciences helped highlight the connection between education and democracy in the next session of the Deep Dive. Levitsky explained how the 2016 US presidential election raised questions about the health of American democracy. He detailed the circumstances that led to the election of President Trump and what democracy in the US might look like moving forward. Finally, he helped ALI Fellows understand how they could help protect American democracy.

Levitsky said that prior to 2016, political parties played an important gatekeeping role to keep extremists and demagogues from getting elected. In previous elections, party leaders largely decided who would run for office. In 2016, however, the Republican Party neglected its gatekeeping responsibilities for short-term ambitions. Levitsky explained, “Republicans struck a sort of Faustian bargain with Trump.”

Starting in 1962, he continued, the primary system began in the US. This system was far more open and transparent but weakened the parties’ roles as gatekeepers. Under the primary system, demagogues faced fewer obstacles to power. Additionally, Republican leaders failed to resist the lure of then-candidate Trump in an effort to appease their base. They normalized candidate Trumps’ policies and allowed him to enter a standardized election.

Following the 2016 election, Levitsky said the US constitution was not enough to protect American democracy from leaders like President Trump. Beyond the laws of the land, the country needed robust democratic norms to protect its institutions. Namely, mutual toleration – recognition of a political opponent’s legitimacy – and institutional forbearance – refraining from exercising one’s legal rights for the greater good – were necessary values to protect American democracy.

Levitsky explained that these norms had been unraveling in the US over the last quarter of a century. During the Obama era in particular, he argued that Republicans had rejected the principal of mutual toleration, questioning Obama’s patriotism and, at times, his citizenship. As a result, he added, partisan animosity now defined American democracy.

Moving forward, Levitsky said, both Democrats and Republicans had a role to play in ensuring the preservation of the US’ political institutions. Republicans needed to become more diverse and openly rebuke the ideals of white nationalism. Democrats needed to avoid playing “constitutional hardball” to avoid further damaging the principle of institutional

“During this moment of **polarization**, we cannot afford to be **reckless** with our institutions.”

Steven Levitsky

forbearance. “During this moment of polarization, we cannot afford to be reckless with our institutions,” he said.

To close the session, ALI Fellows asked Levitsky how they might help protect American democracy. He urged them to focus on elections and promote efforts to dramatically increase the size of the electorate. “Elections are the most useful avenue to protect our political institutions in the future.”





Chris Dede

USING TECHNOLOGY TO PERSONALIZE STUDENTS' LEARNING

Bringing the conversation back to education, Professor Chris Dede of the Harvard Graduate School of Education (HGSE) explored the role that technology can play to develop global citizens. Dede described the challenges that educational institutions face in preparing their students for the future of work and evolving methods of teaching and learning. He highlighted the part that technology could play in addressing these challenges and the need to rethink the traditional model of pedagogy.

Dede started by outlining the fundamental problem facing our education system: schools were preparing students to solve well-defined problems that were characteristic of society as it was. "In reality," he said, "students will be facing problems that have no historic precedent, that are unclear, and they will end up improvising and working with other people." He added that students needed to develop new literacies and skills to be successful.

Students could achieve this, he said, if schooling and informal learning activities prepared them for a global society. He stressed the need for cognitive, interpersonal, and intrapersonal development in all learning environments. He also highlighted the need for "deeper learning": self-directed, life-wide learning, including case-based learning and apprenticeships. "All of these types of learning are difficult to do in a traditional classroom," he said; rather, they required situated learning and authentic experiences.

Dede then explained that technology could help students have these experiences in traditional classroom environments. Students could have immersive, authentic experiences with the help of virtual technology. As an example, Dede described his work to build immersive curricula for ecosystem science in middle and elementary schools.

Together with colleagues at HGSE, Dede developed EcoMUVE and EcoXPT, inquiry-based platforms for students to conduct experiments in virtual reality. He also created EcoMOBILE, a project that allows students to create an augmented reality simulation with their mobile phones. Following extensive studies of these learning programs, Dede saw that students enjoyed the new method of instruction, and that they were capable of learning even more rigorous content. As a result, he and his colleagues launched EcoMOD, a learning environment for students to explore causality, computational modeling, and programming.

New technology such as this required a different model of pedagogy, Dede explained. Instruction should focus on experiences rather than the exchange of pre-digested information. This shift also required a different sort of professional development. “Teachers teach as they were taught,” Dede said. Adults in schools had to “unlearn” their approach and identity around teaching. Specifically, they needed to adopt the belief that knowledge is situated in context and distributed across communities.

At the close of his session, Dede encouraged the ALI Fellows to get involved with this important work. During their time at Harvard, he urged them to participate in classes on technology and the development of global citizenship. “Look at events like this as a menu for ways to get involved,” he said, “Peer-learning is very important and you bring a wealth of information to help our students.”





Deborah Jewell-Sherman

LEADING CHANGE IN DISTRICTS

In the following session of the Education, Democracy, and Human Rights Deep Dive, Professor Deborah Jewell-Sherman shared her experiences leading change in Richmond Public Schools. Using her story as superintendent as a backdrop, Jewell-Sherman explored the challenges facing the education system and the opportunity for district leadership to transform the sector. She also emphasized the need for immediate action to change outcomes for students across the country.

Jewell-Sherman launched her talk by noting that too often, individuals were “waiting for the world to change.” In the education sector, however, this was simply not acceptable. She highlighted the plight of minority, low-income, and LGBTQIA students in schools, and said it was the job of educators to ensure that “demography isn’t destiny.” She added, “Students come to school with hope and promise, but they start to lose that very early.”

At the school district level, leaders had a mandate to ensure both excellence and equity, she continued. She showed a video of the Spanish tradition of building human towers as a metaphor for district leadership. Both undertakings required trust and teamwork, and both put children at the top, scaffolded and supported by adults around them. She added that leading change in school districts involved five frames of mind:

- Belief;
- Opportunity and capacity;
- Instruction;
- Innovation and support; and
- Outcomes and accountability.

To show these frames of mind in action, Jewell-Sherman discussed her experiences as the superintendent of Richmond Public Schools. She explained that the school board’s contract – to improve student outcomes by 100% or face termination – created urgency for her to commit to these five frames of mind. During her time as superintendent, she emphasized her mission of improving outcomes for students and worked with others around the district to find success. “Sometimes you are given the mountain to climb to show that it can be climbed,” she said.

Under her leadership, the district transformed the function of its central office administration. The central office staff formed partnerships with schools around the district and shifted their stance from punitive to supportive. Jewell-Sherman also worked with principals to refine professional development for teachers and shift beliefs in schools. By the end of

her tenure, Richmond Public Schools had gone from being one of the worst-performing school districts in the state of Virginia to one of the best.

In her closing remarks to Fellows, Jewell-Sherman emphasized the importance of the mission and her focus on the five frames to lead success. She noted that the work had to be done and that students couldn't wait. "The eyes of the future are looking back on us and hoping that we will do what needs to be done to secure their places."

"Sometimes you are given the mountain to climb to show that **it can be climbed.**"

Deborah Jewell-Sherman



Jim Honan

BALANCING TRADITION & CHANGE IN A DISRUPTIVE ERA

Professor Jim Honan of the Harvard Graduate School of Education broadened the discussion of the Deep Dive by examining the place of higher education institutions in the modern world. Honan presented Fellows with the puzzle facing universities around the country: how to balance tradition and change in an era of disruptive technology. Through small group discussion and practical examples, he challenged Fellows to consider the changing landscape of higher education.

Honan launched his remarks by asking Fellows to think about what the future of higher education might look like and how advanced leaders might respond to these changes. He urged Fellows to think about the mission and vision of a university and what features were essential to the value proposition of the institution. He also noted that leaders in higher education needed to have a clear financial model that would be sustainable into the future.

Honan said that disruptive innovation caused many of the dilemmas facing higher education trustees and leaders. The educational environment was facing new forms of competition that created serious challenges to universities' business models. Moreover, he said, technology was shifting the delivery of instruction and models for learning. Given these changes, he stressed the need for leaders in higher education to seek best practices and insights from other sectors facing similar challenges.

The true challenge, Honan said, was the need to balance tradition and change in the face of these disruptive innovations. Universities needed to decide whether to embrace personalized learning or stick with established curricular structures, to develop competency-based courses or continue to use common assessments, to establish a single physical location or to disseminate a series of experiences around the globe. Through all of these decisions, Honan explained, universities made a choice to either embrace or spurn technology.

Following small-group discussions, Honan asked the ALI Fellows how they thought higher education should respond to disruptive innovation. One theme that emerged in their comments was the value of peer effects; Fellows believed that sharing experiences with other students in a physical location was critical to a university's value proposition. Moreover, they highlighted the notion that scarcity creates value – spreading the 'brand' of a university around the world might lead to a devaluation of the educational experience. Other Fellows disagreed, saying that tech-

nological innovation created an opportunity for the democratization of education.

Honan added nuance to the discussion by asking Fellows to consider how responses to these dilemmas might differ among high-tier institutions and community colleges. “Can community colleges and less established institutions sustain their current business models?” In closing, Honan underscored Fellows’ ability to drive change in institutions of higher education: “Everything is on the table. There are many levers for change in this space.”



ASKWITH FORUM: EDUCATION, DEMOCRACY & HUMAN RIGHTS

The final session of the first day of the Deep Dive was an Askwith Forum on Education, Democracy, and Human Rights. Harvard Graduate School of Education (HGSE) Professor Fernando Reimers moderated a panel discussion with Roger Brooks, Maureen Costello, Stacy Davison, Harvard Business School Professor Rosabeth Moss Kanter and HGSE Professor Meira Levinson. During the forum discussion, the speakers highlighted the fragility of American democracy and argued that civic education and collaborative leadership were necessary for its survival.

Reimers started the discussion by introducing each of the presenters and offering his own thoughts on the relationship between education and democracy. He explained that public schools cared for democracy by educating all, preparing students to work across lines of difference, and teaching them the norms of civic engagement. “There is evidence that there is much room for improvement [in civic education], and there is evidence that there have been recent challenges to American democracy,” he said.

Costello, a member of the Senior Leadership Team of the Southern Poverty Law Center (SPLC), was the first of the speakers to share her perspective on the challenges facing American democracy and public schools. Sharing the results of a recent SPLC survey, she noted that the 2016 US presidential election had a profound effect on students. Marginalized students, particularly immigrants, described feeling afraid in schools, and other students described new forms of bullying along political lines. Further, teachers said they felt reluctant to tackle hard issues around current events in their classrooms. Costello said it was clear that the norms of democracy were eroding in schools, just as it was clear that schools needed to better prepare students for civic life.

Brooks, President and CEO of Facing History and Ourselves, was the next speaker to offer his thoughts on the state of schooling and democracy. He reported hearing three common complaints from teachers: some topics in schools were taboo; addressing current events in the classroom could be difficult; and schools were not doing enough to teach civic education. He also outlined how Facing History was addressing these concerns. He detailed the organization’s work to create lesson plans for taboo topics and current events, and their efforts to create a new civics curriculum that stressed deep engagement with the subject matter. Ultimately, he said that responding to the needs of teachers and schools required constant creation of “just-in-time resources.”

Davison then shared her perspective as the Director of Training for the Anti-Defamation League (ADL). She said that the ADL's annual audit saw a 60% increase in anti-Semitic incidents in 2017, in large part at schools, colleges, and universities. Despite this troubling increase, she also reported seeing an increase in the energy and idealism of young people dedicated to the ideals of democracy. The ADL had developed a series of just-in-time materials and a 'current events classroom' to help give teachers the tools to address controversial issues. She also stressed the need to create a learning environment where students felt safe to talk about these issues. "It's not about telling them what to believe but encouraging them to think critically," she added.

Levinson built on the remarks of the earlier presenters, explaining the duality of public schools. She described schools as both aspirational of an ideal democracy and inherently reflective of the society in which they exist. In other words, she said, "They are ideal but imperfect." Through her research, she described seeing more instances of reported partisanship in schools. In response, Levinson made efforts to help students source information and worked to create case studies for stakeholders to discuss dilemmas of educational ethics in classrooms. She said that through these case studies, she hoped to build more empathy among students to think about "charged choices."

Kanter was the final presenter to offer her thoughts on the link between education and democracy. She said the educational system needed to do three things to protect democracy: incorporate more teaching using the case method, make a push for national public service among young people, and create learning opportunities outside of the classroom for students. "We need to establish openness as an imperative – open borders, opportunities, and minds," she added. She stressed the role of leadership in guiding the move toward openness through the three "ME's": message espoused, model exemplified, and mechanisms established.

Following the presenters opening remarks, Reimers opened the discussion to questions from the audience. Many of these questions had "-isms" in schools as their focus – racism, sexism, and nationalism. In response to these questions, Costello said the country needed to confront its racist history. "We can be midwives to a new birth of this country," she said. Kanter added that leadership was necessary to help people speak out against these -isms: "The only thing that gets us out of the problem of tribalism is pluralism."

In their closing remarks, the presenters stressed the importance of developing civics curriculum and learning opportunities outside of the school

"The only thing that gets us out of the problem of **tribalism** is **pluralism**."

Rosabeth Moss
Kanter

building. They also highlighted the need to involve parents and communities. Reimers convened the forum, acknowledging that democracy is still a project in the making. “Democracy is a project that is only two-hundred years old. Public schools were invented to advance that project.”

“**Democracy** is a project that is only two-hundred years old.
Public schools were invented to advance that project.”

Fernando Reimers



Bridget Terry Long

ACCESS TO HIGHER EDUCATION & DEMOCRACY

On the second day of the Education, Democracy, and Human Rights Deep Dive, Professor Bridget Terry Long of the Harvard Graduate School of Education examined challenges with access and persistence in higher education. She also presented some possible solutions for addressing these challenges. Long made the case that access to postsecondary education was critical not just to individuals but to societies more broadly.

Long launched the discussion by sharing the facts around access to higher education in the US. She explained that college enrollment had grown significantly since the 1970s but that there were serious gaps in enrollment rates between high- and low-income students. In addition, persistence rates were significantly lower for students in the bottom 20% of the income distribution. Even after controlling for the quality of a student's academic preparation, there were serious drop-offs in college persistence rates for low-income students.

Long made clear that students needed higher education to reach a middle-class standard of living. Unfortunately, the variability in outcomes led many to think that college was a risky investment. Her research showed that even the most selective colleges had considerable variation in graduation rates for low-income students.

Addressing these issues of access and persistence had impacts far beyond earnings and competitiveness. Long explained that higher education had both personal and public benefits: those with postsecondary degrees had higher volunteering rates, more reported tolerance of human rights, and better health outcomes. Increasing access and degree completion, therefore, could benefit both individuals and their communities.

Nonetheless, students who successfully completed postsecondary degrees still faced considerable challenges. For these students who graduated from college, the debt incurred to pay for their degree could severely limit their career choices. "They start master's programs with big ideas but are more often doing jobs they hate to meet their monthly payments," Long said.

Long highlighted three major challenges in the postsecondary pipeline: affordability, academic preparation, and navigating a complex system. First, she explained that the cost of a postsecondary degree had increased at a rate that outpaced income growth. While more financial aid was available, it also had not kept pace with the increasing costs

of tuition. Next, she explained that 35-40% of students were taking remedial courses. Finally, she noted that the process to apply to college was incredibly complex and many students were unsure how to navigate enrollment. Only by addressing these issues, she argued, could students have increased access and persistence in higher education.

Long proposed several solutions to these three challenges. To help with affordability, she advocated for easy-to-understand, transparent financial aid programs. Even small amounts of financial aid were shown to have significant impacts on access and persistence. To assist with academic preparation, Long encouraged the adoption of “mainstreaming” and “modules” – extra courses that supported students while they learned college-level content. Finally, to promote simplification, she cited her research that showed combining financial aid applications with tax filing increased enrollment by 26%. She also encouraged guidance counselors to work with students through the summer to help with the enrollment process.

To end her session, Long emphasized the need for strong leadership to address leaks in the postsecondary pipeline. At each point in the process of obtaining a college degree – connection, entry, progress, and completion – ALI Fellows could drive meaningful impact.





Roberto Gonzales

WHAT CAN WE LEARN FROM DACA?

Professor Roberto Gonzales of the Harvard Graduate School of Education brought an ethnographer’s perspective to the Deep Dive. Gonzales shared his insights on the Deferred Action for Childhood Arrivals (DACA) program and its implications for undocumented youth and their families. He tracked the program from its inception and helped ALI Fellows consider the students who were often forgotten in the American education system.

Gonzales began by offering some basic facts about the DACA program and immigration status in the US. DACA was a policy that provided children of undocumented parents access to K-12 education. On September 5, 2017, Attorney General Jeff Sessions announced the end of the DACA program. At the time, there were roughly eleven million people living with undocumented status, more than two million of whom had lived in the US since childhood. With the announcement of the end of the program, many families and communities were left facing uncertainty and the fear of deportation.

Gonzales argued that for the DACA youth, their documentation status had become their “master status” – the trait that defined them and eclipsed the rest of their characteristics. He described a “transition to illegality” for these students as they moved from adolescence into adulthood. “They moved from a protected to unprotected status, from inclusion to exclusion, from de facto legal to illegal.” These students grew up in a complicated set of circumstances where their postsecondary education and life after high school was in limbo.

Gonzales spent twelve years studying a group of 150 students in southern California to track the effect of this program on their daily lives. He reported seeing stigma and a change in social patterns as students confronted their undocumented status. In nearly every case, students reported feeling more stress and strained well-being. By 2012 some students had earned college degrees but “none were on a career path that matched their educational training or credentials.”

Shifting the conversation to action, Gonzales outlined a plan for addressing the needs of these students and their families. He encouraged more dialogue at the local level to engage community leaders who interact with undocumented youth in their everyday lives. He also stressed the importance of centering parents in these conversations. Only by engaging families and community leaders could any immediate progress be made to protect the rights and dignity of undocumented youth.

Following questions from the ALI Fellows, Gonzales made clear that undocumented youth were an essential part of American society. These students and their families often paid taxes and contributed to local economies through their own spending. “Behind the scenes,” Gonzales said, “people are telling the president that these workers are the engine of our economy.”





Nonie Lesaux

EARLY EDUCATION TODAY: CHALLENGES & OPPORTUNITIES

The next session of the Education, Democracy, and Human Rights Deep Dive examined challenges and opportunities in early childhood education (ECE). Professor Nonie Lesaux of the Harvard Graduate School of Education (HGSE) led a discussion of the landscape and policy context surrounding ECE. She also shared the science behind early childhood development before describing an innovative approach at HGSE to address challenges in ECE.

Lesaux explained that six out of ten students had enrolled in some learning environment before kindergarten. For those students, however, there was tremendous variability in the quality of their ECE; these differences in quality had significant lasting impacts for students. In part, Lesaux explained, these impacts were because early childhood marked a “sensitive period” where students developed important neural pathways and architecture. “In a system that aims to build human capital, we would do well to invest in the early years,” Lesaux said.

Given this period of rapid development, she highlighted ECE as a high-impact lever for change. Unsurprisingly, federal and state policy makers had started to focus significantly on ECE, with an aim to improve both the quality and the quantity of programs. A growing marketplace, however, presented challenges: “How do we simultaneously push for expansion and improvement, and how do we link science and policy to improve the sector?” Lesaux asked.

She explained that three scientific observations were critical to creating effective policies. First, adult competencies were critical for strong learning environments. Namely, educators who had high skills in executive functioning, emotional regulation, and interpersonal skills tended to be the best teachers. Second, learning environments were critical to children’s behavior regulation. “The same ‘poorly-behaved’ child looks totally different in a high-quality instructional environment,” Lesaux said. Finally, small sources of stress could have a big impact on childhood development. Effective policies, therefore, must: develop ECE educators; create learning environments that reduce behavioral challenges; and, focus on micro-interactions and micro-processes in childhood development.

Given these criteria, policy makers and ECE leaders faced serious challenges in advancing the sector. Lesaux highlighted the difficulties of achieving quality at scale, building the skills of educators, and sharing knowledge about childhood development with parents. The persistence

of the economic opportunity gap only further complicated these challenges – high-income parents often had access to better information and higher quality educators.

In order to address these challenges, Lesaux stressed the need for innovation. “We need to have collective action driven by innovation in science, in policy and in models of professional learning.” Only through innovation could best-practices move from science to policy, she added. As an example, Lesaux and her colleagues with the Zaentz Early Education Initiative at HGSE were working to generate research around adult competencies, the ECE learning environment, and early stress.

To drive action, the Zaentz Initiative had also developed a fellowship program to build leaders in ECE and launched a national innovation challenge in the sector. Bringing her session to a close, she encouraged ALI Fellows to get involved with the Initiative’s work at HGSE. “We are looking for new ideas, for pilots, and for ways to scale for impact.”





Julie Reuben

THE ROLE OF HIGHER EDUCATION IN DEMOCRACY

In the following session of the Deep Dive, Professor Julie Reuben of the Harvard Graduate School of Education asked Fellows to consider the role of higher education in promoting democracy. Her session presented a historical overview of the connections between American postsecondary education and democratic institutions. She also raised questions about how to build consensus around the definition of civic education and highlighted ways that ALI Fellows might engage with this work moving forward.

Reuben started her presentation with a poll to better understand the views Fellows held towards higher education's role in politics. From that poll, it was clear that Fellows believed universities should do more to advance civic engagement and diversity of thought among students. In response, Reuben noted that a significant challenge facing institutions of higher education has been how to strike a balance between civic engagement and partisan indoctrination.

As she explained, the nation was founded under the political policy of republicanism, and universities had a clear role in this system. Universities were meant to educate citizens, and particularly citizen leaders, on political issues. As a result, many saw higher education as an elitist pursuit.

With the onset of the industrial period, however, the view of universities shifted considerably. Higher education established itself as a democratic institution with the aim to promote openness, freedom, and the development of practical knowledge. University presidents became more involved in issues of civic engagement. This shift started to raise questions about the appropriate involvement of higher education in politics.

During and following World War II, universities took an even more active role in supporting democracy. As the US evolved into a beacon for worldwide democracy, universities were devoted to service to the nation, conducting research to support the military and the government. At the time, there was general consensus that in supporting the US government, universities were above partisan politics.

Yet, this consensus on the role of universities in politics would shift dramatically again post-1968 and the Vietnam War. In reaction to the unpopular military conflict, there was tremendous upheaval and student activism on campuses around the country. The public saw students as “too politically engaged,” and universities responded by moving away

from preparing democratic citizens. “At this time there was a retreat to academic and vocational education,” Reuben said.

In the subsequent years, the level of civic education in universities dropped precipitously and by the 2000s, there was real concern that higher education was not doing enough to prepare democratic citizens. Many saw students as apathetic and pushed universities to re-engage with issues of citizenship; however, as Reuben explained, “these efforts often get caught up in the culture wars and the partisan divide that we find ourselves in today.”

Given these challenges, Reuben closed her session by asking the ALI Fellows important questions on the role of higher education in promoting democracy: What is civil discourse? What does it mean to be inclusive on college campuses? She urged the Fellows to engage with these questions and help find answers. “The problem won’t just be solved on the university level. We need to build public support and a public consensus about what constitutes a civic education.”

“We need to build public support and a **public consensus** about what constitutes a **civic education**.”

Julie Reuben



Monica Higgins

SCALING INNOVATION IN EDUCATION: THE CASE OF CITIZEN SCHOOLS

ALI Faculty Co-Chair and Harvard Graduate School of Education Professor Monica Higgins presented ALI Fellows with a practical example of an organization making a difference in the education sector. Using the case of Citizen Schools, Higgins helped Fellows understand how to scale effective innovations in education. She also highlighted challenges in effective scaling and provided tools for staying mission-focused in the process.

In her presentation, Higgins showed Fellows what it would look like to truly pursue entrepreneurial ideas in the education sector. She started by defining entrepreneurship as “the relentless, but not reckless, pursuit of opportunity without regard to resources currently controlled.” She also helped define the different roles they could play in scaling entrepreneurial innovations, whether during launch, growth, or maturity of the ideas.

To give Fellows a real-world example of this process, she shared the case of Citizen Schools, an organization that sought to impact students by tapping into the community around them. Citizen Schools developed an apprenticeship model working with leaders in the business community to help students learn practical skills. They believed this model would help students graduate from high school and have success in college and beyond.

From its start in 1995 to the present, Citizen Schools saw three phases of growth in scaling their innovation. The organization launched in Boston, then expanded to an affiliate model before finally establishing national branches. The life cycle of the organization followed a maturation process that, at times, presaged trends in the education sector and, at others, moved too quickly.

The case of Citizen School highlighted the importance of staying mission-focused and scaling with fidelity. Through its maturation process, the organization constantly referred back to its defining characteristic: its unique apprenticeship model. By simplifying and refocusing on the element of its model that helped drive its initial success, Citizen Schools was able to scale effectively.

Even so, Higgins pointed out that there was often a tension between “scaling deep” and “scaling out.” Entrepreneurs had to decide whether to increase the impact of their work in their home community or to spread their impact to new communities. The true challenge, she explained, was deciding how and where to focus these efforts.

In making these choices around scaling, Higgins urged the Fellows to consider questions around organizational identity. As organizations scale, they needed to think through how their identity would shift, and how new roles and activities would tie to their original purpose. Ultimately, Higgins highlighted the tremendous opportunity that ALI Fellows had to make a difference in leading scaling efforts in the educational sector. “This is only a taste of the possibilities in this space.”





Diana Eck

EDUCATING FOR RELIGIOUS DIVERSITY

In the next session of the Deep Dive, Professor Diana Eck of the Harvard Divinity School and the Harvard Faculty of Arts and Sciences shared her perspective on education and religion in the US. Eck examined the state of increasing religious diversity in the country and the opportunity for education to promote tolerance. She gave Fellows a glimpse into the history of religious tolerance in the US and shared potential challenges and opportunities in promoting religious diversity.

Eck's involvement in the study of religions began as a personal journey to understand people of different faith traditions. Through extensive study in India, she began to see parallels to her own religious upbringing in the spiritual traditions of other people. This launched what Eck described as the challenge of our lives: "Not just to understand the ideas, texts, and philosophies but to begin to understand what they mean to people." She started a lifelong journey to understand how other people encountered the world around them and imagined the transcendent.

Eck argued that the encounters that she sought out in India were now an inescapable part of our world today. With the passage of the 1965 Immigration and Nationality Act, the religious makeup of the country changed significantly. The bill abolished the quota system that had been the basis for American immigration policy since the 1920s and marked the beginning of a shift towards increasing religious diversity.

The immense diversity resulting from this law led to controversy and conflict as people of different backgrounds and faith traditions started living together. "The realities of this law have changed forever the 'we' that we articulate in the 'we the people of the United States of America,'" Eck said. To address some of the conflict stemming from religious diversity, she helped launch the Pluralism Project in 1991. "I started the project to explore and interpret what was happening to America religiously," she said.

As part of the Pluralism Project, Eck and her colleagues adapted the case study method for teaching about religious diversity. The case method helped "bring slices of reality to classrooms" and encouraged critical thinking and creative response. She said that this initiative was one of many across the country to help educate individuals to interfaith issues.

In her work on the Pluralism Project, Eck saw that there was almost no place in the country where issues of ethnic, cultural, and religious diversity did not cause controversy. Yet, there were also reasons to celebrate: "Our public life is changing. There is more and more recognition of other

religions.” Eck described an awakening that was happening on a rolling basis in cities and towns around the country.

Eck encouraged the Fellows to learn more about the conflicts and connections between different religious traditions. She explained that these were not just religious issues but civic issues. “Part of what we need to do is become more literate about the ways in which conflicts and ruptures take place in our society, and the ways in which connections are being built as part of the interfaith infrastructure.”



CROSS THEMES AND IMPLICATIONS FOR ADVANCED LEADERSHIP

At the close of the Education, Democracy, and Human Rights Deep Dive, Professor Fernando Reimers helped the ALI Fellows synthesize the content of the two-day conference. Following a productive conversation of key takeaways, several themes emerged:

- **The importance of civic education.** Fellows highlighted the need to promote civic engagement and encourage participation in politics at the national level.
- **Early education has lasting impacts.** Interventions designed to impact early childhood education could have positive benefits well into the future.
- **Social-emotional learning is critical for long-term success.** Developing interpersonal skills in students is essential to prepare them for the future of work.

Reimers noted that innovations in education beginning in the industrial era had transformed the functioning of our global society; now, he said, the challenge was in educating every child. He offered a final word of encouragement to the Fellows engaging in this work: quoting Margaret Mead, “Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has.”



APPENDIX – SPEAKER BIOGRAPHIES

Roger Brooks

Facing History and Ourselves

Roger Brooks serves as President and CEO of Facing History and Ourselves, an international nonprofit educational organization that seeks a world guided by knowledge and compassion, not bigotry or prejudice. Facing History trusts students to wrestle with complex moments in human history and their connections to current events, helping them become engaged, informed, and compassionate citizens. Worldwide, Facing History reaches more than 70,000 teachers and millions of students each year.

Roger joined Facing History in 2014. Under his leadership, the organization launched an ambitious strategic plan to dramatically increase its reach to new audiences and areas. He established a diversity and inclusion program, with emphasis on hiring of diverse candidates and building a world-class workplace culture. Facing History is strengthening its core work in schools and classrooms, scaling its impact with a broader network of educators, and raising its voice as a thought leader in education.

Roger came to Facing History following a long and distinguished tenure at Connecticut College as the Elie Wiesel Professor in the department of Religious Studies (1991-2014). He also has a longstanding partnership with the Holocaust Education Foundation at Northwestern University, which prepares collegiate faculty to teach courses and curriculum related to the Holocaust and genocide. He received their Distinguished Achievement Award from in 2014. An expert in early rabbinic culture, Roger is author or editor of six books and numerous articles.



Maureen Costello
Southern Poverty Law Center

Maureen Costello brings nearly 40 years of education and publishing experience to her roles as director of Teaching Tolerance (TT) and member of the Southern Poverty Law Center’s Senior Leadership Team. Since joining TT in 2010, she has grown the program significantly, adding new initiatives such as: the Teaching Tolerance Award for Excellence in Teaching; the Teaching Tolerance Social Justice Standards; the Teaching the Movement project; the Perspectives text bank and custom Learning Plan Builder; and the Educator Grants Program supporting anti-bias programming in classrooms, schools and districts. Under Costello’s leadership, Teaching Tolerance magazine went from two to three issues a year and has garnered dozens of awards, including the AAP’s Golden Lamp Award. She wrote two groundbreaking reports on the impact of the 2016 campaign and election on American schools and helped name the phenomenon “The Trump Effect.” She also held a lead role in the production of student-friendly documentaries *Bullied* and *Selma: The Bridge to the Ballot*.

Before joining the Southern Poverty Law Center, Costello worked for Scholastic, Inc. and directed the Newsweek Education Program. She began her career as a history and economics teacher at Notre Dame Academy High School in Staten Island. Throughout her career, Costello has been committed to fostering the ideals of democracy and citizenship in young people. She is a graduate of the New School University and the New York University Graduate School of Arts & Sciences. She lives in Montgomery, Alabama.



Professor Chris Dede

Harvard Graduate School of Education

Chris Dede is the Timothy E. Wirth Professor in Learning Technologies at Harvard's Graduate School of Education (HGSE). His fields of scholarship include emerging technologies, policy, and leadership. From 2001-2004, he was Chair of the HGSE department of Teaching and Learning. 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. From 2014-2015, he was a Visiting Expert at NSF, Directorate of Education and Human Resources.

Chris has served as a member of the National Academy of Sciences Committee on Foundations of Educational and Psychological Assessment, a member of the U.S. Department of Education's Expert Panel on Technology, and a member of the 2010 National Educational Technology Plan Technical Working Group. In 2013, he co-convened a NSF workshop on new technology-based models of postsecondary learning; and in 2015 he led two NSF workshops on data-intensive research in the sciences, engineering, and education.

Chris also was an International Steering Committee member for the Second International Technology in Education Study, and he has participated in technology-based learning initiatives for various Global South countries. He leads the adult capacity building strand of the Reaching Every Reader initiative at Harvard and MIT.

His edited books include: *Scaling Up Success: Lessons Learned from Technology-based Educational Improvement*, *Digital Teaching Platforms: Customizing Classroom Learning for Each Student*, and *Teacher Learning in the Digital Age: Online Professional Development in STEM Education*, and *Virtual, Augmented, and Mixed Realities in Education*.



Professor Diana Eck

Harvard Divinity School

Harvard Faculty of Arts and Sciences

Diana L. Eck is Professor of Comparative Religion and Indian Studies at Harvard University, Frederic Wertham Professor of Law and Psychiatry in Society, and Director of the Pluralism Project. She is also Faculty Dean of Lowell House, one of Harvard's twelve undergraduate residences. As a scholar of India, she has published *Banaras, City of Light* and *Darsan: Seeing the Divine Image in India*, and *India: A Sacred Geography*. With the Pluralism Project, she has turned her attention to the U.S. and has produced an extensive web-based resource for basic religious literacy, *On Common Ground: World Religions in America*. She has written *A New Religious America: How A 'Christian' Country Has Become the World's Most Religiously Diverse Nation* and *Encountering God: A Spiritual Journey from Bozeman to Banaras*. In 1998, she received the National Humanities Medal from President Clinton for her work on religious pluralism in America.



Stacy Davison
Anti-Defamation League

As director of training for the Anti-Defamation League, Stacy Davison manages the development and implementation of antibias training programs for a national civil rights agency. For more than 15 years, Davison has provided educators, students, and families with educational tools and resources to better understand and effectively address bias-related issues in their schools and communities. She has a master's of arts degree in intercultural relations from Lesley University, and her areas of interest are cultural competency and creative arts in learning. She taught English in Barcelona, Spain, and speaks Spanish fluently.



Professor Roberto Gonzales

Harvard Graduate School of Education

Roberto G. Gonzales is professor of education at Harvard Graduate School of Education. His research centers on contemporary processes of immigration and social inequality, and stems from theoretical interests at the intersection of race and ethnicity, immigration, and policy. In particular, his research examines the effects of legal contexts on the coming of age experiences of vulnerable and hard-to-reach immigrant youth populations. Since 2002 he has carried out one of the most comprehensive studies of undocumented immigrants in the United States. His book, *Lives in Limbo: Undocumented and Coming of Age in America* (University of California Press), is based on an in-depth study that followed 150 undocumented young adults in Los Angeles for twelve years. To date, *Lives in Limbo* has won five major book awards, including the Society for the Study of Social Problems C. Wright Mills Award, the American Education Research Association Outstanding Book Award, and the Law and Society Association Herbert Jacob Book Award. It has also been adopted by several universities as a common read and is being used by a couple dozen K-12 schools in teacher and staff training. In addition, Professor Gonzales' National UnDACAmented Research Project has surveyed nearly 2,700 undocumented young adults and has carried out 500 in-depth interviews on their experiences following President Obama's Deferred Action for Childhood Arrivals (DACA) program. This fall, he is teaming up with several colleagues to investigate educator responses to school climate issues stemming from immigration policies.

His work has been featured in top journals, including the *American Sociological Review*, *Current Anthropology*, and the *Harvard Educational Review* as well as in the *New York Times*, *Washington Post*, *Los Angeles Times*, *Wall Street Journal*, *TIME* magazine, *U.S. News & World Report*, and *Chronicle of Higher Education*.

Gonzales is an associate editor for the journal *Social Problems* and a research affiliate of the Institute for Research on Poverty at the University of Wisconsin-Madison, where he also participates in a transition to adulthood research network. Prior to his faculty position at Harvard, Gonzales held faculty positions at the University of Chicago and at the University of Washington. He received his B.A. from the Colorado College, an M.A. from the University of Chicago, and an M.A. and Ph.D. in Sociology from the University of California Irvine. His research is supported by the John D. and Catherine T. MacArthur Foundation, the Bill and Melinda Gates Foundation, the WT Grant Foundation, the Spencer Foundation, and the Heising-Simons Foundation, and the James Irvine Foundation.



Professor Monica Higgins

Harvard Graduate School of Education
Co-Chair, Harvard Advanced Leadership Initiative

Monica Higgins is the Kathleen McCartney Professor of Education Leadership at the Harvard Graduate School of Education, where her research and teaching focus on the areas of leadership development and organizational change. In education, Professor Higgins is studying the effectiveness of senior leadership teams in large urban school districts across the United States and the conditions that enhance organizational learning in public school systems. In addition, she is leading an initiative at Harvard Graduate School of Education called Scaling for Impact, which focuses on helping entrepreneurial organizations with a proven track record scale their work to enhance social impact. Prior to joining HGSE in 2006, she spent 11 years as a member of the faculty at Harvard Business School in the Organizational Behavior Unit. She has also taught in leadership programs for The Broad Foundation and for New Leaders for New Schools and was an appointee to former Secretary of Education, Arne Duncan, under President Obama from 2009-2016.

Before academia, Professor Higgins held marketing and organizational consulting positions at American Express Travel Related Services, BankBoston, Bain & Company, and Harbridge House. She earned her BA in policy studies and her MBA from Dartmouth College, her MA in psychology from Harvard University, and her Ph.D. in organizational behavior jointly from the Harvard Business School and the Harvard University Graduate School of Arts and Sciences. She and her husband, Michael, have three daughters and live in Cambridge, Massachusetts.



Professor Nancy Hill

Harvard Graduate School of Education

Nancy Hill is developmental psychologist. Her research focuses on ethnicity, culture and context and identifies unique and interactive ways in which these constructs influence parenting beliefs, parenting practices, and children mental health and academic adjustment. Recent and on-going projects include a researcher-practitioner partnership focused on familial and school-based relationships that support adolescents' emerging sense of purpose, academic engagement, achievement and post-secondary school transitions; Project Alliance/Projecto Alianzo, a multiethnic study of parental involvement in education during adolescence; and collaboration with a local school district focused on school choice policies to examine equity and access to high quality schools, along with demographic variations in parental priorities and experiences with these policies. She is the co-founder of the Study Group on Race, Culture, and Ethnicity, an interdisciplinary group of scientists who develop theory and methodology for defining and understanding the cultural context within diverse families. She is on the leadership team of the Boston Area Research Initiative (BARI), which catalyzes original research that is on the cutting edge of social science and policy through forging mutually beneficial relationships between the region's researchers, policymakers, practitioners and civic leaders and merging and sharing large scale administrative data sets to address policy-relevant research questions.

Hill was a recipient of the William T. Grant Foundation's Distinguished Faculty Fellowship to support her engagement with the Massachusetts' Executive Office on Education on "Improving adolescents' academic achievement holistically: Inter-agency collaborations at the state and local levels." Her research has been funded by the National Institute of Child Health and Human Development, National Science Foundation, the Spencer Foundation and numerous other agencies and foundations. She has served on the Governing Council and as Secretary of the Society for Research in Child Development (2009-2015); Member and Chairperson of the Board of ChildFund International, an iNGO serving Children and families in 25 nations globally; and on numerous other boards.



Professor James P. Honan

Harvard Graduate School of Education
Co-Chair, Harvard Advanced Leadership Initiative

James P. Honan has served on the faculty at the Harvard Graduate School of Education (HGSE) since 1991. He is also a faculty member at the Harvard Kennedy School and a principal of the Hauser Center for Nonprofit Organizations at Harvard University. He is Educational Co-Chair of the Institute for Educational Management (IEM) and has also been a faculty member in a number of Harvard's other executive education programs and professional development institutes for educational leaders and nonprofit administrators.

These include the Harvard Seminar for New Presidents, the Management Development Program, the ACRL / Harvard Leadership Institute, the Principals' Center, and the Harvard Institute for School Leadership at the Harvard Graduate School of Education; Governing for Nonprofit Excellence, Strategic Perspectives in Nonprofit Management, NAACP Board Retreat, and Habitat for Humanity Leadership Conference (Faculty Section Chair) at the Harvard Business School (HBS); and Strategic Management for Charter School Leaders, Achieving Excellence in Community Development, American Red Cross Partners in Organizational Leadership Program and US / Japan Workshops on Accountability and International NGOs at the Kennedy School of Government. He has served as Faculty Co-Chair of the Performance Measurement for Effective Management of Nonprofit Organizations program, an institute developed by the Initiative on Social Enterprise at HBS and the Hauser Center for Nonprofit Organizations at Harvard University and served as Educational Chair of HGSE's Management Development Program from 1995 to 1998. He has also taught in executive education programs and professional development institutes in Barbados, Brazil, Canada, Chile, China, Ireland, Jamaica, Japan, Mexico, The Netherlands, New Zealand, Singapore, Thailand, United Arab Emirates, and Venezuela. He has served as a consultant on strategic planning, resource allocation, and performance measurement and management to numerous colleges, universities, schools, and nonprofit organizations both nationally and internationally.



Professor Deborah Jewell-Sherman
Harvard Graduate School of Education

Deborah Jewell-Sherman is the first woman professor of practice at the Harvard Graduate School of Education (HGSE). She served as superintendent of the Richmond (VA) Public Schools from 2002 to 2008 and built a reputation as one of the most successful urban district superintendents in the country. Since returning to her alma mater in 2008, Jewell-Sherman has served as the director of the Urban Superintendents Program and currently, she serves as core faculty for the Doctorate of Education Leadership Program (Ed.L.D.). In addition to her work nationally with educational leaders and her yearly chairing of Institutes through Programs in Professional Education, Jewell-Sherman has done extensive work in South Africa as the principal investigator for an initiative between HGSE faculty and the University of Johannesburg. She also has collaborated with the Qatar Education Foundation on leadership, communication, and strategic planning. In 2009, Jewell-Sherman was named Virginia Superintendent of the Year and in 2013 she received the Dr. Effie Jones Humanitarian Award, both from AASA, the School Superintendents Association. Additionally, in 2015, she received the Morningstar Family Award from HGSE in recognition of teaching excellence.



Professor Stephanie Jones
Harvard Graduate School of Education

Stephanie Jones' research, anchored in prevention science, focuses on the effects of poverty and exposure to violence on children and youth's social, emotional, and behavioral development. Over the last ten years her work has focused on both evaluation research addressing the impact of preschool and elementary focused social-emotional learning interventions on behavioral and academic outcomes and classroom practices; as well as new curriculum development, implementation, and testing. Jones is a recipient of the Grawemeyer Award in Education for her work with Zigler and Walter Gilliam on *A Vision for Universal Preschool Education* (Cambridge University Press, 2006) and a recipient of the Joseph E. Zins Early-Career Distinguished Contribution Award for Action Research in Social and Emotional Learning. Jones' research portfolio emphasizes the importance of conducting rigorous scientific research, including program evaluation, that also results in accessible content for early and middle childhood practitioners and policymakers. Her developmental and experimental research investigates the causes and consequences of social-emotional problems and competencies; strategies for altering the pathways that shape children's social-emotional development; and programs, interventions, and pedagogy that foster social-emotional competencies among children, adults, and environments. Her policy-driven research with colleague Nonie Lesaux focuses on the challenge of simultaneously expanding and improving the quality of early childhood education, at scale (*The Leading Edge of Early Childhood Education*, Harvard Education Press, 2016). Jones serves on numerous national advisory boards and expert consultant groups related to social-emotional development and child and family anti-poverty policies, including the National Boards of Parents as Teachers and Engaging Schools. She consults to program developers, including Sesame Street, and has conducted numerous evaluations of programs and early education efforts, including Reading, Writing, Respect and Resolution, Resolving Conflict Creatively, SECURE, and the Head Start CARES initiative. Across projects and initiatives, Jones maintains a commitment to supporting the alignment of preK-3 curricula and instructional practices.



Professor Rosabeth Moss Kanter

Harvard Business School

Chair and Director, Harvard Advanced Leadership Initiative

Rosabeth Moss Kanter holds the Ernest L. Arbuckle Professorship at Harvard Business School, where she specializes in strategy, innovation, and leadership for change. She is also Chair and Director of the Harvard University Advanced Leadership Initiative, an innovation that helps successful leaders at the top of their professions apply their skills to national and global challenges in their next life stage. A collaboration across all of Harvard, the Advanced Leadership Initiative aims to build a new leadership force for the world. Her latest book, *MOVE: Putting America's Infrastructure Back in the Lead*, a New York Times' Book review Editor's Choice, is a sweeping look across industries and technologies shaping the future of mobility and the leadership required for transformation.

Her strategic and practical insights guide leaders of large and small organizations worldwide, through her teaching, writing, and direct consultation to major corporations and governments. The former chief Editor of Harvard Business Review, Professor Kanter has been repeatedly named to lists of the "50 most powerful women in the world" (Times of London), and the "50 most influential business thinkers in the world" (Thinkers 50). She has received 24 honorary doctoral degrees, as well as numerous leadership awards, lifetime achievement awards, and prizes. These include the Academy of Management's Distinguished Career Award for scholarly contributions to management knowledge; the World Teleport Association's "Intelligent Community Visionary of the Year" award; the International Leadership Award from the Association of Leadership Professionals; and the Warren Bennis Award for Leadership Excellence.

She is the author or coauthor of 19 books. Her book *The Change Masters* was named one of the most influential business books of the 20th century (Financial Times). *SuperCorp: How Vanguard Companies Create Innovation, Profits, Growth, and Social Good*, a manifesto for leadership of sustainable enterprises, was named one of the ten best business books of 2009 by Amazon.com. A related article, "How Great Companies Think Differently," received Harvard Business Review's 2011 McKinsey Award for the year's two best articles. *Confidence: How Winning Streaks & Losing Streaks Begin & End* (a New York Times business bestseller and #1 Business Week bestseller), describes the culture of high-performance organizations compared with those in decline and shows how to lead turnarounds, whether in businesses, schools, sports teams, or countries. *Men & Women of the Corporation*, winner of the C. Wright Mills award for the best book on social issues and called a classic, offers insight into the individual and organizational factors that promote success or per-

petuate disadvantage; a spin-off video, *A Tale of 'O': On Being Different*, is a widely-used tool for diversity training. A related book, *Work & Family in the United States*, set a policy agenda; later, a coalition of university centers created in her honor the Rosabeth Moss Kanter Award for the best research on work/family issues. Another award-winning book, *When Giants Learn to Dance*, showed how to master the new terms of competition at the dawn of the global information age. *World Class: Thriving Locally in the Global Economy* identified the rise of new business networks and dilemmas of globalization, a theme she continues to pursue in her new book *MOVE* and the Harvard Business School U.S. Competitiveness Project.

Through her consulting arm, Goodmeasure Inc., she advises numerous CEOs and has partnered with IBM on applying her leadership tools from business to other sectors as a Senior Advisor for IBM's Global Citizenship portfolio. She has served on many business and non-profit boards, such as City Year, the urban "Peace Corps" addressing the school dropout crisis through national service, and on a variety of national or regional commissions including the Governor's Council of Economic Advisors. She speaks widely, often sharing the platform with Presidents, Prime Ministers, and CEOs at national and international events, such as the World Economic Forum in Davos, Switzerland. Before joining the Harvard Business School faculty, she held tenured professorships at Yale University and Brandeis University and was a Fellow at Harvard Law School, simultaneously holding a Guggenheim Fellowship. Her Ph.D. is from the University of Michigan.



Professor Nonie Lesaux
Harvard Graduate School of Education

Nonie K. Lesaux is Academic Dean and the Juliana W. and William Foss Thompson Professor of Education and Society. Her research focuses on promoting the language and literacy skills of today's children from diverse linguistic, cultural and economic backgrounds, and is conducted largely in urban and semi-urban cities and school districts. Lesaux's work has earned her the William T. Grant Scholars Award, and the Presidential Early Career Award for Scientists and Engineers, the highest honor given by the United States government to young professionals beginning their independent research careers. She has served on the U.S. Department of Education's Reading First Advisory Committee, and the Institute of Medicine and National Research Council's Committee on the Science of Children Birth to Age 8. In addition to her faculty appointment at HGSE, Lesaux currently serves as the chair of the Massachusetts' Board of Early Education and Care. Lesaux's developmental and experimental research on school-age children and youth investigates language, reading, and social-emotional development; classroom quality and academic growth; and strategies for accelerating language and reading comprehension. Her research on our youngest children, with colleague Stephanie Jones, focuses on the challenge of simultaneously expanding and improving the quality of early childhood education, at scale (*The Leading Edge of Early Childhood Education*, Harvard Education Press, 2016). Lesaux's research appears in numerous scholarly publications, and its practical applications are featured in three books: *Teaching Advanced Literacy Skills* (Guilford Press, 2016), *Cultivating Knowledge, Building Language: Literacy Instruction for English Learners in Elementary School* (Heinemann, 2015), and *Making Assessment Matter: Using Test Results to Differentiate Reading Instruction* (Guilford, 2011). She is also the author of a widely circulated state literacy report, *Turning the Page: Refocusing Massachusetts for Reading Success*, that forms the basis for a Third Grade Reading Proficiency bill passed in Massachusetts.



Professor Meira Levinson
Harvard Graduate School of Education

Meira Levinson is Professor of Education at Harvard. After earning her doctorate in political theory from Nuffield College, Oxford, but prior to joining the Harvard faculty, Meira spent nearly a decade as an eighth grade teacher in the Atlanta and Boston Public Schools. In part as a consequence, she is interested in youth empowerment, civic and multicultural education, educational ethics, urban schools, and race. She is the author or co-editor of six books, including *The Demands of Liberal Education*, *Making Civics Count*, and *No Citizen Left Behind*, which has won awards from the National Council for the Social Studies, American Educational Studies Association, American Political Science Association, and North American Society for Social Philosophy. In addition to conducting research on civic education, Meira has contributed to numerous policy and practice initiatives in civics, including most recently *youthinfront.org*, an online learning initiative designed to support student activists and adult allies, and the “College, Career, and Civic Life (C3) Framework for Social Studies State Standards,” which has guided state standards revisions in over a dozen states.

Meira’s current research, which has been supported by a Guggenheim Fellowship and by the Spencer Foundation, combines case studies and philosophical analysis to develop a new field of educational ethics. Modeled after bioethics, educational ethics is intended to give educators and policy makers tools for making ethical decisions in their own work, and also to push political theorists to develop theories of justice that are robust enough to address complex dilemmas that arise in classrooms, schools, and systems. Her most recent book, *Dilemmas of Educational Ethics: Cases and Commentaries*, co-edited with Jacob Fay, features one approach to this work, bringing together educators, policy makers, social scientists, and philosophers to address six case studies of dilemmas of educational ethics. They are also co-editing a second case study book that focuses in particular on civic ethical dilemmas that arise in fragile democracies such as the United States. Many of these case studies are shared on justiceinschools.org. This project, like her previous research, reflects Meira’s commitment to achieving productive cross-fertilization—without loss of rigor—among scholarship, policy, and practice.



Professor Steven Levitsky
Harvard Faculty of Arts and Sciences

Steven Levitsky is David Rockefeller Professor of Latin American Studies and Professor of Government at Harvard University. His research interests include political parties and party-building, authoritarianism and democratization, and weak and informal institutions, with a focus on Latin America. He is author of *Transforming Labor-Based Parties in Latin America: Argentine Peronism in Comparative Perspective* (Cambridge University Press 2003), co-author of *Competitive Authoritarianism: Hybrid Regimes after the Cold War* (Cambridge University Press, 2010) and *How Democracies Die* (Crown, 2018), and co-editor of *Argentine Democracy: The Politics of Institutional Weakness* (2005), *Informal Institutions and Democracy: Lessons from Latin America* (2006), *The Resurgence of the Left in Latin America* (2011), and *Challenges of Party-Building in Latin America* (2016). He is currently writing a book (with Lucan Way) on the durability of revolutionary regimes.



Professor Fernando Reimers

Harvard Graduate School of Education
Co-Chair, Harvard Advanced Leadership Initiative

Fernando Reimers is the Ford Foundation Professor of Practice in International Education, Director of the International Education Policy Program and of the Global Education Innovation Initiative at the Harvard Graduate School of Education. His research focuses on educational innovation and on the impact of education policy, education leadership, and professional development of the quality and relevancy of education to develop twenty-first century skills and expand opportunity for socially disadvantaged children and youth.

He is currently studying and evaluating innovative education programs globally that are successfully developing twenty-first century skills. He teaches a course on educational innovation and social entrepreneurship at the Harvard i-Lab in which students design innovative education ventures, and a course on comparative education policy. He also co-teaches a University-wide course on social innovation in South-Asia. At the Harvard Graduate School of Education, he chairs a group overseeing the growth of global executive education leadership programs involving blended technologies and a group that has developed a global strategy for the school. He directs a collaborative project with the Universidad Federal de Juiz de Fora to support education leadership development in Brazil, and a collaborative program of leadership development for senior UNICEF staff, both using blended technologies, and both aligned with a twenty-first century skills framework.

At Harvard he serves on numerous governance boards, including the boards of the South Asia Initiative, the Harvard China Fund and the Harvard Advanced Leadership Initiative. He is a member of the Massachusetts Board of Higher Education and of the State Commission on Teacher Preparation and twenty-first century skills. He serves on the boards and as an advisor of numerous educational and social development organizations in the United States, and other countries, including as co-chair of the board of directors of LASPAU, a Harvard-affiliate organization supporting higher education development in Latin America.



Professor Julie Reuben

Harvard Graduate School of Education

Julie Reuben is a historian interested in the intersection between American thought and culture and educational institutions and practice. Her book, *Making of the Modern University* (1996), examines the relation between changing conceptions of knowledge, standards of scholarship, and the position of religion and morality in the American university during the late 19th and early 20th centuries. She has published articles on the history of academic freedom, affirmative action, student activism and the history of civics in public schools. She is currently researching changing forms of political education mid-twentieth century American universities.



Professor Bridget Terry Long
Harvard Graduate School of Education

Dr. Bridget Terry Long is the Saris Professor of Education and Economics and former Academic Dean of the Harvard Graduate School of Education. She is a Research Associate of the National Bureau of Economic Research and member of the Board of Directors for MDRC, a nonprofit, social policy, research organization and the Society for Research on Educational Effectiveness. Long has been a presidential appointee and served as Chair of the National Board for Education Sciences, the advisory panel of the Institute of Education Sciences at the U.S. Department of Education. She has also been a Visiting Fellow at the Federal Reserve Bank of Boston and recipient of the National Academy of Education/Spencer Postdoctoral Fellowship. Long received her Ph.D. and M.A. from the Harvard University Department of Economics and her A.B. from Princeton University.

Long is an economist who focuses on education with an emphasis on the transition from high school to higher education and beyond. Her research examines factors that influence college access, choice, and degree completion, as well as other measures of postsecondary success. Much of her work investigates education policy and institutional programs, and recent projects apply insights from behavioral economics to education.

Several current studies examine the roles of information and assistance in promoting the multiple steps towards postsecondary success, including college savings behavior, the completion of financial aid forms, and the likelihood of enrolling in college full-time. Long and co-authors have developed a series of interventions and are working with multiple schools and agencies to evaluate the promise of such programs using large-scale field experiments. Her other projects examine the effects of financial aid; the impact of postsecondary remediation; and the role of instructor quality, class size, and support programs on student outcomes.

Long has testified multiple times before Congressional Committees on education issues and was awarded the Robert P. Huff Golden Quill Award from the National Association of Student Financial Aid Administrators. In 2017, she was selected to give a Centennial Lecture as part of the 100-year anniversary of the American Education Research Association. She has also won numerous research grants, including major awards from the Bill & Melinda Gates Foundation, the U.S. Department of Education, and the National Science Foundation. Long has served as an advisor to many organizations, including the College Board, Bill & Melinda Gates Foundation, American Council on Education, Massachusetts Board of Higher Education, Ohio Board of Regents, and the I Have a Dream Foundation.



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14 Story Street, Suite 100, Cambridge, MA 02138
advancedleadership.harvard.edu

