

Brandeis

Heller

{ A MAGAZINE FOR THE
HELLER SCHOOL FOR
SOCIAL POLICY AND
MANAGEMENT }

SIMULATED SOCIETY

REAL LESSONS



SUMMER 2018



A SUSTAINABLE COOKSTOVE DEMONSTRATION IN ASSAM, INDIA. FELLOWSHIP RECIPIENT JARNAIL SINGH, MA SID'13, HAS WORKED FOR OVER A DECADE IN ENVIRONMENTAL CONSERVATION, FROM INSTALLING NEW TECHNOLOGIES IN RURAL VILLAGES TO ORGANIZING GLOBAL CONFERENCES ON ENERGY ACCESS. PHOTO BY JARNAIL SINGH

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FOSTERING BOLD INQUIRY DURING DISORIENTING TIMES

We live in disorienting times. It can feel like standing on shifting sands to survey the economic, social and political world in which we live. No statistic encapsulates the changed world we inhabit more than one closely linked to the aspirations of most parents: the hope that our children will do better than we did, and that as a result they will be happier, better educated and more secure. For many in the previous century, that aspiration coincided with reality. U.S. children born in 1940 had a 90 percent chance of earning more than their parents by the time they arrived at prime working age, according to a recent Stanford study. These findings are consistent with the fact that growth in per capita GDP and productivity grew at the same rates as real earnings from the end of World War II to the late 1970s.

That reality changed dramatically in the late 1970s. Productivity and real per capita GDP continued to grow, but real earnings no longer moved upward with that growth. This separation of economic growth and earnings heralded a change in the prospects facing children in the emerging new era. Children born in 1980 — a year before the official beginning of the millennials' generation but indicative of their coming challenges — faced a coin toss's chance of doing better than their parents. That's a reduction from 90 percent to 50 percent in a short span of economic history.

A shift of that magnitude arises from many sources. Between the two eras described above, U.S. employment moved away from manufacturing and towards hospitality, retail, health care and other service-based industries. Technologies changed the demand for skills and the structure of wages. Membership in labor unions declined dramatically. The structure of businesses changed too, particularly following the Great Recession, as leading companies shifted work out to contractors, third-party managers and staffing agencies. This often resulted in lower earnings, reduced benefits and workers' increased exposure to greater risks in the ups and downs of the economy.

Researchers and faculty at Heller — for example, at our Institute on Assets and Social Policy and the Lurie Institute for Disability Policy — examine many of the components of growing inequality and disparities in the U.S. and globally. But given the effects of growing inequality on economic, social and political opportunity and outcomes, there has never been a more important moment to redouble our intellectual efforts to understand what President Barack Obama called the “defining challenge of our time.” We will redouble our efforts at Heller to understand and address that challenge going forward.

In this edition of the Heller magazine, you will read stories of how our Heller community is examining and addressing issues related to inequality and disparities. This includes University Professor Anita Hill's leadership in tackling sexual harassment in the entertainment industry and Robert Kuttner's new book examining the political economy of global capitalism. You will also read about the inspiring efforts of some of our recent international graduates who are tackling social justice problems around the world, as well as about the critical support past and current students have received from members of our community, like Elinor Gollay, MSW'71, PhD'77, and the late Sy Bluestone. And you will read about how we are equipping our current students to engage in the often-difficult conversations necessary to examine questions at the root of social inequalities through the initiation of our Sankofa Community Conversations.

Yes, we live in disorienting times. But this is precisely the moment that requires our community to probe deeply into the roots of questions like inequality, and seek creative, bold and tractable approaches to address them. I hope you will be inspired by what you read in these pages and I look forward to sharing our continuing exploration of such fundamental challenges in future editions of the Heller magazine and in the work of our school.

A handwritten signature in black ink, reading "Paul Wil". The signature is fluid and cursive, with a large initial "P" and "W".

Dean and Professor

ANITA HILL CHAIRS COMMISSION ON SEXUAL HARASSMENT AND ADVANCING EQUALITY IN THE WORKPLACE

BY BETHANY ROMANO, MBA'17

Industries across the U.S. grappled with revelations of widespread workplace sexual harassment over the past year — none more so than the entertainment industry. In response to the many high-profile stories that had finally become public through the #metoo movement, Hollywood leaders came together in December 2017 to create and fund the Commission on Sexual Harassment and Advancing Equality in the Workplace.



ANITA HILL

University Professor Anita Hill was named the commission chair, and will lead the organization in an effort to tackle an industry-wide culture of power abuse. The high-profile announcement came from top executives in the entertainment industry and workplace equity experts, including Kapor Capital partner and Heller alumna Freada Kapor Klein, PhD'84; Lucasfilm president Kathleen Kennedy; Nike Foundation founder and co-chair Maria Eitel; and talent attorney Nina Shaw.

The commission is charged with leading the entertainment industry in developing workplace norms that are more equitable, accountable and safe for all — especially for women and other marginalized groups. To do this, it will develop and distribute evidence-based best practices to its member organizations and hold them responsible for adhering to those best practices. Through its leadership, the commission hopes to generate an industry-wide culture of respect and equality.

“I am happy to be working with industry leaders who have stepped up and declared that sexual harassment is unacceptable,” Hill says. “The challenges we face include eliminating abusive behavior, transforming cultures that foster it and dismantling the structures that allow abuses to go unaddressed. But in this moment of reckoning, we have the opportunity to put into place the policies and practices to rid our workplaces of sexual harassment.”

Under Professor Hill's leadership, the commission reconvened after the new year to begin building a staff for its Los Angeles-based office and to continue defining its mission, scope and priorities.

HELLER EMBRACES NEW SANKOFA COMMUNITY CONVERSATION SERIES

BY **BETHANY ROMANO, MBA'17**

This year, the Heller Office of Equity, Inclusion and Diversity launched Sankofa Community Conversations, a new series of semi-structured events to promote dialogue across boundaries.

The spirit of Sankofa respects the Ghanaian (Twi) concept of remembering the past to prepare for the future. These events provide an opportunity for frank, intimate conversations and can take the form of guest speakers, panel discussions or peer-led group conversations. Creativity abounds and the sky is the limit on topic proposals. In December 2017, the inaugural Sankofa event brought

together different generations to share stories of social movements from Boston's "Tent City" to Brandeis' Ford Hall. The community welcomed renowned politician, writer, community organizer and MIT faculty member emeritus Mel King. A panel joined King on stage, including special guest and Heller alumnus Christian Perry, MA SID/ MBA'17; Professor Joel Cutcher-Gershenfeld; and Associate Dean for Equity, Inclusion and Diversity Maria Madison.

The panel conversation explored King's many decades of social justice activism in the Boston area, including his involvement with the 1968 Tent City protests in Boston and the South End Technology Center, which he founded. The conversation then turned to Perry's experiences as a Heller student involved with the Ford Hall 2015 protests at Brandeis. For more information on Ford Hall, please visit bit.ly/HellerFordHall, which chronicles several Brandeis student movements over time.

Subsequent Sankofa events have examined questions of inclusion and representation, the intersection of global equity and art, and the #metoo movement in response to sexual harassment and sexual assault. Several events have included elements of audience participation and artistic performance, including spoken-word poetry, song and

mindfulness exercises. Each Sankofa event is cosponsored and organized by a coalition of student working groups, faculty members and Heller administration.

Madison says, "It is exciting to see how these conversations help turn the tide on so many narratives by promoting a diverse community. I am reminded of the Zimbabwean proverb: 'Until the lion tells his side of the story, the tale of the hunt will always glorify the hunter.'"



LEFT TO RIGHT: JOEL CUTCHER-GERSHENFELD, CHRISTIAN PERRY, MA SID/MBA'17, MEL KING, MARIA MADISON

BRANDEIS RECEIVES \$8.4 MILLION BEQUEST GIFT FOR SOCIAL JUSTICE INITIATIVES

BY **ABIGAIL KLINGBEIL**

Seymour S. “Sy” Bluestone, a former rehabilitation doctor who visited Brandeis just once but felt a strong connection to its social justice values, left the university an \$8.4 million bequest gift in January 2018.

Bluestone, who died in September at age 96, carried a calling card that included his name, contact information and two other words: “One World.” The phrase reflected his belief that many of the world’s challenges can be solved only on a global level; that people suffering anywhere on the planet should be a concern of people everywhere.

At Brandeis, Bluestone found many examples of his philosophy in action, and he chose the university to continue his legacy of, in his words, doing “good for the human race.”

“Sy Bluestone’s bequest will help Brandeis continue to attract talented students of all backgrounds and perspectives,” President Ron Liebowitz said. “This gift will strengthen our ability to stay true to our mission as a university founded on openness, academic rigor and inclusiveness.”

Bluestone, who had lived in Clearwater, Florida, began making small gifts to Brandeis in the 1990s at the request of family friends. He visited the campus just once, in 2000, and learned about a number of Brandeis programs. Over lunch, he and Professor Laurence Simon, the founding director of Heller’s Sustainable International Development (SID) program, began a discussion about poverty and other global issues that would last for years. “Sy connected with

the quest at Brandeis to act on values and issues of social justice,” Simon said.

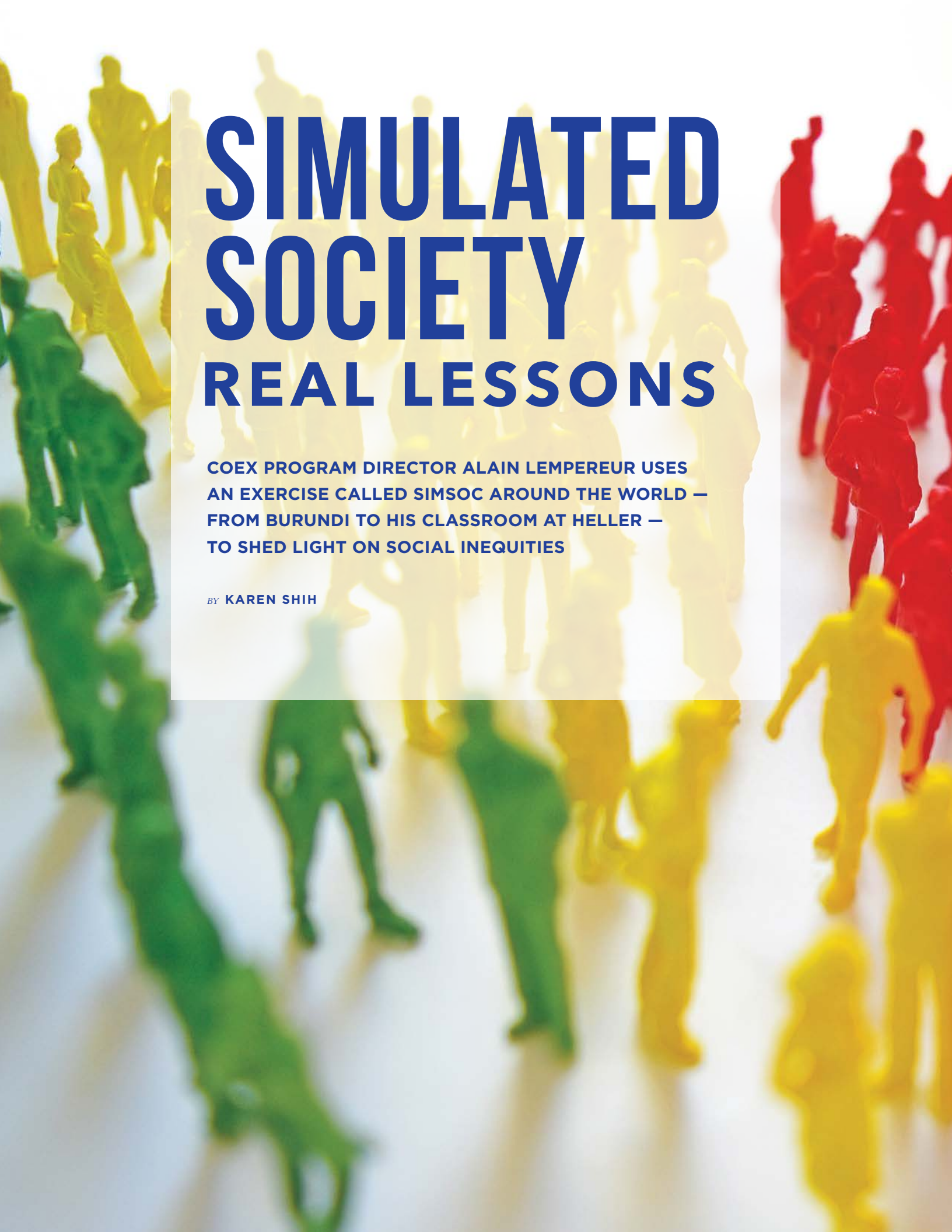
In 2001, Bluestone created the Jesse F. and Dora H. Bluestone Scholarship in memory of his parents, to support students in the SID program, along with the Myra Kraft Transitional Year Program (MKTYP). Bluestone’s bequest will provide financial aid for four to five students in the SID program in future years, and support research and program development in the Center for Global Development and Sustainability, also at the Heller School. The gift also will help students enrolled in MKTYP.

“Like Sy, the Heller School is committed to making positive social change,” Dean David Weil said. “His gift will help strengthen the Heller School’s efforts to prepare our graduates to address global issues effectively.”

Zamira Korff, senior vice president of institutional advancement, said she is proud that people like Bluestone look to Brandeis when they want to see their values in action. “I am immensely grateful that Sy chose Brandeis—an institution committed to creating a fair and just society—to address the issues that were so important to him,” Korff said.

Born in Brooklyn in 1921, Bluestone credited his parents with providing him ethical guidance. His mother was an artist; his father was a businessman and, at one time, a member of the Pennsylvania General Assembly.

A graduate of Cornell University and the New York University School of Medicine, Bluestone served as a medical officer in the U.S. Army in Korea from 1945-47, reaching the rank of captain. Later, he held a number of medical positions, including serving for 10 years as director of the New York State Rehabilitation Hospital, where he expanded medical and research services, and promoted staff education.



SIMULATED SOCIETY

REAL LESSONS

**COEX PROGRAM DIRECTOR ALAIN LEMPEREUR USES
AN EXERCISE CALLED SIMSOC AROUND THE WORLD —
FROM BURUNDI TO HIS CLASSROOM AT HELLER —
TO SHED LIGHT ON SOCIAL INEQUITIES**

BY KAREN SHIH



THE POLITICAL, MILITARY AND RELIGIOUS LEADERSHIP OF A COUNTRY RAVAGED BY GENOCIDE AND CIVIL WAR. A COHORT FULL OF IDEALISTIC STUDENTS NEARING THE END OF THEIR FIRST SEMESTER IN GRADUATE SCHOOL.

WHAT COULD THE TWO GROUPS POSSIBLY HAVE IN COMMON?

A complex, thought-provoking simulated society exercise that's half a century old, says Alain Lempereur, director of the MA in Conflict Resolution and Coexistence program (COEX) at the Heller School and an internationally known negotiation expert.

"I don't know any society where you don't have people at the bottom of the ladder and people at the top," he says. This exercise "brings us back to the reality of these inequalities."

Called SIMSOC, the simulation can temporarily render the powerful powerless and turn the most progressive minds to self-preservation.

"This tool is anchored in sociology," Lempereur says. "Negotiation often over-emphasizes individuals' free will and psychology. SIMSOC shows that a lot of people's behaviors are also determined by where they start — whether they are rich or poor — which impacts the way they negotiate."

In SIMSOC, participants are split into four groups, roughly representing four different economic classes. They must find a way to work together to create a functional — even thriving — society in which people are not only fed, but working productively to improve the economy and investing in public welfare and the environment.

Lempereur has taken the simulation around the world, and he believes nearly everyone could benefit from the exercise, from children in elementary schools to leaders of Fortune 500 companies.

"The dream is to mainstream this kind of tool," he says. "It creates awareness and empathy with others, and forces

people to get creative in terms of finding solutions to work with the other side and act responsibly."

WHAT IS SIMSOC?

SIMSOC begins with a flurry of colors and acronyms, as participants are quickly given an overview of the rules before being dispatched to separate rooms to work within their regions.

Typically, the green region is the richest, with a high concentration of the heads of society's important institutions like the mining industry, a political party, a nongovernmental organization and the judiciary, as well as access to plentiful food tickets. (Every organization is given a nickname or acronym, like "MASMED" for mass media, "EMPIN" for the employees' union, or "BASIN" for basic industry.) The blue and yellow regions are the two middle or working classes, with a few institutional leaders and some food tickets. The red region, the poorest, has no institutions, no food and no way to communicate with the other regions. Members of each region are deliberately sequestered, allowed only to interact with people from other groups if they have a travel pass.

Over three or four rounds, the region members must find a way to work together. The minimum requirement at the end of each round is for all participants to have food through a subsistence ticket, which can be obtained directly from someone who has one or through employment; otherwise, people eventually "die" within the exercise. "Inevitably, some of you will do better than others in achieving your goals, but unlike some games, SIMSOC has no clear winners or losers," writes SIMSOC creator William Gamson, a professor of sociology at Boston College, in the rulebook's introduction.

Even if one region successfully creates a productive industry and feeds and employs all its members, if the other regions are left behind for too many rounds, the whole society collapses, and the game ends.

TRAINING GLOBAL LEADERS TO LEAD

Since Burundi gained independence from Belgium in 1960, an estimated 400,000 people have been killed, another 800,000 forced to flee the country, and tens of thousands more have been internally displaced, due to the Hutu-Tutsi ethnic conflict in the small, landlocked African country. In 2000, after years of negotiation, both groups signed the Arusha Accords, which signaled the possibility of a peaceful future under a new power-sharing agreement.

But warring parties have signed treaties all over the world — and many go right back to fighting.

“It can all fall apart in the implementation,” Lempereur says. “We knew that if we didn’t follow up top-level negotiations with leader training [in Burundi], it wouldn’t work.”

He was part of a team assembled by the late U.S. Rep. Howard Wolpe to support the Burundi Leadership Training Program. From 2003 to 2007, they successfully trained more than 8,000 leaders through a series of retreats during that crucial time of transition. The team had three major goals: one, to create unlikely meetings between former enemies that could build or rebuild relationships; two, to provide frameworks and tools for more effective communication during the peace process; and three, to address the pressing problems of the moment, such as physical and administrative rebuilding of the country’s key structures.

Wolpe and Lempereur sought to reflect Burundian society in the trainings, working to include every political faction, people from far-flung provinces and the diaspora as well as women and youth.

“SIMSOC was one of the cornerstones of these retreats,” says Lempereur, who was introduced to the simulation by Wolpe. “We would split the Hutu and Tutsi among the regions. And we’d put the rich and powerful — military



leaders and bishops — in the poorest regions. For them, this was a moment of awareness: Whether you have power or not, you need to work on your contribution to society. Even if you have all the money and power, it’s all at risk if you don’t empower the most vulnerable. And if you’re the most vulnerable, violence isn’t the way to accomplish what you want.”

Lempereur and Wolpe later took their leadership retreats to the Democratic Republic of the Congo — which faced the same ethnic clashes as in Burundi, exacerbated by the

Congo's larger size and greater natural resources — but found they didn't have the same impact.

In Burundi, Lempereur was able to work with those at the highest levels of government, including the president and his cabinet, as well as trainers in military and police academies, who could spread the concepts to a new generation. Their work in Burundi reached a "critical mass," while in the Congo, the retreats didn't reach some leaders who needed it the most.

"High-level leaders were not questioned, and they were not questioning themselves," he says. "SIMSOC is a great questioning tool. We are never finished learning how we can do better."

"IDEALISTIC BUT STILL REACTIONARY"

Take a group of Heller COEX students — many of whom have served in the Peace Corps, worked for NGOs, and learned plenty about negotiation and peacebuilding during their classes — and drop them into SIMSOC. Surely, of all people, they'll be able to create a functional simulated society, right?

"Heller students are among the most progressive crowds I've ever been with," Lempereur observes. "You can't say these people don't want to do good. But they fall into the same trap."

Those in the green region, for example, become patronizing as they decide how to distribute resources, while those in the poor red region become frustrated and angry with the lack of communication.

Lempereur has been using SIMSOC with his COEX students at the end of their first semester since he came to Heller in 2011, calling it an effective way to pull together everything they've learned.

Some cohorts are more successful than others. Last year's students benefited from a tech wizard who wrote a program to dramatically boost the productivity of one of

their industries, spreading riches throughout their society. This year's students neglected economic development in favor of distributing food aid directly, leading to the first societal collapse Lempereur had seen in his many years of using the exercise.

But no matter the outcome, it's a chance to learn essential lessons without any risk to real people in conflict areas, before the students take their skills into the real world. After a long, tense day in December 2017, students reflected on their experiences.

The simulation reinforced "the importance of the media to shed light on problems we didn't know were happening," said Isaac Cudjoe, MA COEX'19. With limited travel tickets, most participants relied on communication from the game's designated head of mass media (who could visit any group at any time) or reports from their own region members to figure out what was happening down the hall.

"I realized how powerful it is to travel to other regions and see what is on the ground in other areas," said Kate Fahey, MA COEX'19.

Because of the haphazard nature of travel and communication, participants' intentions were often lost. "Paranoia runs high in this game," Lempereur says.

The situation became particularly fraught between the green and the red regions.

"We came with a human approach to give you jobs and food. You just needed to sign up for our political party and NGO," remarked green region member Hauke Ziessler, MA COEX'18, to the red region. "But the moment I entered your room everyone tried to grab the food tickets. Later, when we found out only one person signed up for the NGO, we thought you guys had stabbed us in the back and made a deal with someone else."

Every group succumbed to regionalism, prioritizing the immediate needs of their members to the long-term prosperity of the society.

“SIMSOC showed us how hard it is to change systems,” noted Marine Ragueneau, MA COEX’18. “We were idealistic but still reactionary when we had the chance to create our own society. It’s discouraging but invigorating.”

A GLOBAL TEACHING TOOL

From the Gaza Strip to primary school classrooms in France, Lempereur believes SIMSOC can help create lasting change.

“People want to know about these methods,” he says. “Let’s give them tools to negotiate a better way out of a situation that can incorporate social development and political cohesion.”

The simulation has a visceral effect on national leaders, who can immediately connect it to their current context, forcing them to rethink how they treat those in need or how they react to violence in underserved communities. But Lempereur believes SIMSOC, through nonviolence and coexistence tools, can help create lasting change. He’s advocated for it to be part of the French school curriculum, and he’s used it with undergraduate and graduate students, hoping it will inspire the next generation to build bridges and create equitable societies.

Many of his former students still email him, years after they graduate, about how they’re applying what they learned in the simulation to their work.

Ultimately, the main question of SIMSOC is: “Can you reconcile self-interest with the interest of everyone?” Lempereur says. “For overall social change to work, it’s not enough to have great leaders at the top. Change must come from key actors throughout society.”



TOP LEFT: ALAIN LEMPEREUR.
PHOTO BY MIKE LOVETT

OTHER PHOTOS ON THIS PAGE AND PAGE 9:
HELLER STUDENTS IN THEIR REGIONS DURING
THE 2017 SIMSOC EXPERIENCE. PHOTOS BY
KAREN SHIH



PHOTO BY MIKE LOVETT

OPTIMISM OF THE HEART

PROFESSOR ROBERT KUTTNER ON
HIS LATEST BOOK, THAT INFAMOUS
PHONE CALL FROM STEVE
BANNON, AND A LIFETIME ON THE
LEFT EDGE OF THE POSSIBLE

BY **BETHANY ROMANO, MBA'17**



Will unchecked global capitalism continue to skew income inequality and economic opportunity to such a degree that it undermines democracy itself?

THE BIG QUESTION

In 2007, as George W. Bush was wrapping up his second term as president and the economy began to careen toward the crash of 2008, journalist and professor Robert Kuttner started pondering a frightening question: Will unchecked global capitalism continue to skew income inequality and economic opportunity to such a degree that it undermines democracy itself?

“My lifetime project as an intellectual,” Kuttner says, “is to figure out how you marry an efficient economy to a socially just society to a strong democracy.”

He had begun working on a book — at the time, his eighth — on the question of global capitalism and democracy, then set the project aside for several years to write three other volumes. “What finally caused me to move this book to the front burner is that some of the things I had been worrying about started coming true,” he says.

Over the years, as free market capitalism continued to surge, Kuttner saw the last vestiges of a socially just economy slip away. Far-right nationalist politicians began to gain power in countries once considered strongholds of Western democracy, such as Great Britain, France and Austria. By the time Donald Trump won the Republican nomination in July 2016, Kuttner put aside his other work to finish what he had started years before. “Can Democracy Survive Global Capitalism?,” his 11th book, was published in April.

The rise of President Trump and his political counterparts in Turkey, Hungary, the Philippines, Egypt and even Western Europe has fueled rampant speculation on the future of democracy. In Kuttner’s view, that conversation is incomplete without a thorough examination of free market capitalism.

“What you have is a double assault on democracy,” he says. “It’s being pummeled on both sides: first by global capitalism, and then by the reaction to global capitalism.”

THE FORTRESS OF JOURNALISM

From an early age, Kuttner located himself at the intersection of political science and economics. “You really can’t understand politics without understanding power, and you can’t understand power without understanding economic power,” he explains.

With that in mind, he pursued training as a political economist. Kuttner graduated from Oberlin College with a degree in political science and spent a year abroad at the London School of Economics. From there he went to the University of California Berkeley, where he enrolled in a doctoral program in political science. “It was the chaos and tumult of the ’60s,” he says. “The civil rights movement, the anti-war movement, 1968, the Berkeley Free Speech Movement. The world was coming apart. I grew restless. So I took my master’s degree and ran to Washington.”

In Washington, D.C., young Kuttner got a job with I.F. Stone, whom he describes as “one of my absolute heroes.” Stone was an independent radical journalist and publisher of I.F. Stone’s Weekly, a popular newsletter among progressive circles. “I.F. Stone was kind of a blogger 50 years before blogging,” Kuttner muses. The position as Stone’s assistant was his first foray into journalism, and he was hooked.

Kuttner became a prolific writer, working at points in his career for The Village Voice, The Washington Post, Businessweek and The New Republic, as well as on assignments as a freelance journalist in radio, television and print. He published the first of his books, on the taxpayer revolt, in 1980. Other than a three-year stint on Capitol Hill as the chief investigator for Sen. William Proxmire’s banking



THE THREE CO-FOUNDERS OF THE AMERICAN PROSPECT IN 1997 (LEFT TO RIGHT): PAUL STARR, ROBERT KUTTNER AND ROBERT REICH.

committee, Kuttner has focused primarily on journalism, complemented by intellectual activism.

In 1986, Kuttner teamed up with friends who were dissatisfied with the imbalance of political think tanks in Washington. “There was the Brookings Institution,” Kuttner says, “which people thought was a liberal think tank, but it really wasn’t. Meanwhile, there was a proliferation of well-funded right-wing think tanks: the American Enterprise Institute, the Heritage Foundation, the Cato Institute, and so on.” Together, Kuttner’s group founded the Economic Policy Institute (EPI), which he calls the “first truly progressive economic think tank.”

A few years later, spurred by yet another Democratic loss in a presidential election when George H.W. Bush succeeded two-term President Ronald Reagan, Kuttner co-founded The American Prospect with health policy expert Paul Starr of Princeton and fellow political economist (and eventual Heller professor) Robert Reich.

“The conventional wisdom was that liberals hadn’t learned from the success of conservatives, and needed to become more like them,” says Kuttner. “I and a kindred group of people disagreed. We said the problem is that liberals had lost credibility with working people, the kind of people who put Roosevelt into office.”

The goal of the magazine is to put forward progressive ideas and connect policy to politics with in-depth explainer articles. “Mike Harrington, the great anti-poverty

crusader, used to talk about the need for ‘politics on the left edge of the possible,’ and that’s us,” says Kuttner.

Today, Kuttner remains co-editor of The American Prospect, serves on the board of EPI, and continues to write regular opinion columns in the Huffington Post, and occasional pieces for The Boston Globe, The New York Times and The New York Review of Books. “When you publish an article that interprets something complicated to a larger audience in the form of narrative analysis, that has real people in it and that draws from different fields — that’s a real high,” he says. “I prefer my fortress to be journalism and make incursions into academia, rather than to have my fortress be academia and make incursions into journalism.”

PAYING IT FORWARD

Somehow, among his myriad responsibilities, Kuttner finds time to teach at Heller, where he’s been the Meyer and Ida Kirstein Visiting Professor in Social Planning and Administration for six years.

“Heller is the only public policy school I know of that advertises itself as a social justice graduate school. That means there’s a self-selection on the part of students: They’re not just here to get a credential, but to gain a deeper set of insights so that they can do social justice work more effectively. That’s what I love about teaching here,” he says. He teaches two courses per year: a module whose topic has varied, and his core semester class titled The Political Economy of the American Welfare State.

“What you have is a double assault on democracy,” he says. “It’s being pummeled on both sides: first by global capitalism, and then by the reaction to global capitalism.”

He brings the spirit of pragmatic idealism that drives The American Prospect into his teaching philosophy, pushing his students to consider not just the policies they want to see in the world but also the political feasibility of their ideas. “In three hours, my class could define a great set of policies that would carry out the welfare state in the United States. That’s the easy part. The hard part is figuring out who is going to support it, and how you’re going to get Congress on board, and how you get a broad public consensus behind your ideas,” he says.

Kuttner feels strongly that he owes a great deal to his roots in journalism and activism. “I’d like to think that each part of my career nourishes the other. The fact that I’ve been in the trenches, I think, makes me a more interesting and better-informed teacher, and the fact that I’m a teacher and a scholar creates some depth to my journalism.

“If there were more hours in the week, I would do more of all of it.”

A PHONE CALL FROM STEVE BANNON

In August 2017, Kuttner and his wife, both fans of classical music, rented a home in the Berkshires for the Tanglewood music festival. It might have been the last place he’d expect to get an email from Steve Bannon’s assistant with an invitation to the White House. It turned out that Bannon had read Kuttner’s recent piece on U.S.-China trade policy, and loved it.

Kuttner suggested a phone call instead, explaining he had very little in common with the White House chief strategist and that he was on vacation. Ten minutes later, the phone rang. Thirty-five minutes after that, Kuttner had the biggest scoop of his life.

“Bannon is a personally weird guy, a far-right white nationalist but also an economic nationalist and a populist. And he’s looking for allies wherever he can find them,” Kuttner says. Throughout the conversation, Bannon trashed his colleagues and his enemies in government, openly disagreed with the administration’s stance on North Korea, dismissed the far right as “irrelevant” and “clowns,” and explained he was using identity politics and racism to “crush” the Democrats.

“I had taken the trouble to record the call,” Kuttner says. “And about five minutes in, I realized he’d never bothered to say if any of this was off the record. The ground rules are, if a high government official calls you and doesn’t say it’s off the record, it’s on the record.”

Kuttner consulted with his colleagues and board chair at The American Prospect, and put out the story the next day. “Then the phone started ringing off the hook. Every network, every newspaper,” Kuttner says. He found a studio an hour away at the University of Massachusetts Amherst and stayed there all day doing interviews.

“I’d never experienced anything like this. Then, of course, 24 hours later, Bannon was fired.”

The funny thing, Kuttner notes, is “I’ve been doing this work for over 40 years, and people who may not have read my serious work all of the sudden know who I am because of some cheesy piece of luck that made me a celebrity for three days. It shows you how random life is sometimes.”

THE FUTURE OF DEMOCRACY

As a journalist, Kuttner’s role in Steve Bannon’s downfall is a highlight — but it is more the product of luck than

any strategic move to create systematic change. While “Make America Great Again” motivates Trump-style white supremacists and populists, Kuttner takes a much different view of our nation’s history.

“Can Democracy Survive Global Capitalism?” grounds itself in the historical patterns of the U.S. political economy. For a unique three-decade period after World War II, the West, led by the United States, enjoyed an era of efficient, managed capitalism that delivered broad prosperity and reinforced democracy. That achievement, Kuttner argues, was undone by a restoration of elite power using globalization as the instrument.

“I think the most alarming echo is the 1920s,” Kuttner says. “When you have a prolonged period of time where the economic security and living standards of ordinary people drop, dictators gain credibility and democracy loses credibility. That was the story in Nazi Germany and other countries in Europe, and it led to war.”

If the 2018 and 2020 elections break the trend of right-wing nationalism, Kuttner says, there may be an option to avert disaster. Even so, he views a Roosevelt-style recovery as a long shot. “In the 1940s, the stars were in alignment. We had a government with an immense amount of prestige from having cured the Depression and won the war. We had a public willingness to have very high progressive taxes. We had an administration that was willing to put tight regulation on finance. And people believed in the government. None of that’s true right now.”

Still, Kuttner refuses to leave it at that. He’s already writing a sequel on what it will take to redeem a strong democracy. When asked if he’s an optimist or a pessimist, he quotes the Italian Marxist Antonio Gramsci: “Pessimism of the mind, optimism of the will.”

Meaning, “Based on what you know, you have to be a pessimist. But based on your hopes and dreams, you have to be an optimist. I like to translate that a little differently. I see it as ‘pessimism of the mind, optimism of the heart.’ I think if I have a credo, that’s my credo.”

IN THE NEWS

Here are some highlights of Robert Kuttner’s recent public engagement activities:

THE AMERICAN PROSPECT

“Steve Bannon, Unrepentant.” Aug. 16, 2017

THE AMERICAN PROSPECT

“Steve Bannon, Unleashed.” Oct. 6, 2017

WBUR’S ON POINT

“Steve Bannon Goes Another Round.”
Oct. 10, 2017

NPR’S MORNING EDITION

“Steve Bannon’s ‘War’ Against Establishment Republicans.” Oct. 25, 2017

HUFFINGTON POST

“The 2018 Election and the Margin of Theft.”
Nov. 26, 2017

THE NEW YORK TIMES

“Trump Ran for the ‘Forgotten.’ Then He Forgot Them.” Nov. 29, 2017

HUFFINGTON POST

“The Bitcoin Hoax.” Dec. 24, 2017

THE AMERICAN PROSPECT

“Saving the Free Press From Private Equity.”
Dec. 27, 2017



IN PURSUIT OF SOCIAL JUSTICE: AN EVOLUTION OF ECONOMIC THINKING

As Robert Kuttner's latest book "Can Democracy Survive Global Capitalism?" is about to be published, we look back through his previous publications.



THE HELLER SCHOOL RISES TO EIGHTH IN THE NATION FOR SOCIAL POLICY

U.S. NEWS & WORLD REPORT ALSO NEWLY RANKS HELLER ELEVENTH FOR HEALTH POLICY AND MANAGEMENT



The Heller School is among the best graduate schools for public affairs, according to the 2019 U.S. News & World Report rankings. Heller jumped two spots to number eight among schools of social policy, and was ranked for the first time among schools of health policy and management, at number 11, based on a survey of deans, directors and department chairs at 282 graduate schools.

“We are delighted that our peers have recognized our deep commitment and excellence in providing graduate students with tools and frameworks to pursue careers in social policy,” Heller Dean David Weil says. “We will continue to pursue new ways to achieve our mission of ‘knowledge advancing social justice.’”

The rankings for social policy and health policy and management are specialty areas within the public affairs category, where Heller ranks number 52. Heller is among the top three graduate schools ranked for public affairs in New England.

When Heller was founded in 1959, it offered a pioneering doctoral program focused on cultivating equity through domestic social policy research. Heller’s academic scope has

since expanded to include six master’s degrees in both U.S. and global policy, all with a common focus on social issues such as inequality and health.

“Heller provides its students with the practical training and skills required to solve the most challenging problems, such as economic inequality, health care access and the opioid epidemic,” Brandeis President Ron Liebowitz says.

Today, Heller is a nationally recognized research and educational institution shaped by the social justice roots it shares with Brandeis University. The school is home to 10 research centers and institutes, known for their applied interdisciplinary research and active public engagement.

“In these challenging times, graduate schools like Heller are more important than ever,” Brandeis Provost and former Heller Dean Lisa Lynch says. “Heller has a unique reputation for its commitment to addressing critical social issues through rigorous research and active public engagement.”

IN HONOR OF HELLER’S NEW NUMBER EIGHT RANKING, STUDENTS SHARED THE TOP EIGHT REASONS WHY THEY LOVE THE SCHOOL.

WATCH HERE: [YOUTU.BE/RJ5EFEWSRO4](https://youtu.be/RJ5EFEWSRO4)



CHANGING THE FUTURE THROUGH FELLOWSHIPS

HOW CRITICAL FINANCIAL SUPPORT FROM
HELLER ALUMNI AND FRIENDS HELPS STUDENTS —
ESPECIALLY INTERNATIONAL ONES — TRANSFORM
THEIR LIVES AND THE COMMUNITIES AROUND THEM

BY KAREN SHIH

**A SICK FAMILY MEMBER.
A SUDDEN LANDLORD CHANGE.
A DROP IN THE VALUE OF A COUNTRY'S CURRENCY.
ANY OF THESE REASONS COULD CUT SHORT A
PROMISING STUDENT'S GRADUATE EDUCATION.**

Her carefully calculated budget could go out the window in an instant, forcing her back to her home country without the skills, connections and experiences to create social change she could have gained at Heller.

But it doesn't have to be that way, says Elinor Gollay, MSW'71, PhD'77.

Gollay knows firsthand the impact a scholarship can have on a student. While she was at Heller pursuing her PhD — when the school offered only doctoral degrees — every student received a full fellowship. Last year, she set up a scholarship to help students who would not otherwise be able to attend or remain at Heller, especially international students.

“These extraordinary young people show up with all the hopes in the world of becoming better professionals, with the hopes of their communities and families,” she says. “It's not acceptable for them to come all this way and be sent home because they can't come up with \$200 or \$1,000.”

Gollay reconnected with Heller in recent years when her old friend Marty Krauss, PhD'81, became the interim dean in 2014. Gollay discovered how much the school had changed since her time as a student: Heller now had five master's degree programs, and the increased diversity of the student body — which draws applicants from across the United States and around the world — was striking.

“These students have a vision for their country, for their people, and it inspires me,” says Gollay, who emphasizes the need to give the dean flexibility with funds to handle unexpected circumstances. “My hope is that the students I support can go out into the world and make it a better place.”

Dean David Weil is thankful for Gollay's support, as well as that of generous alumni and friends who give Heller students opportunities to succeed. Their donations are critical, as traditional sources of graduate funding, including government fellowships, have declined. Through named fellowships and other scholarships, they empower new generations of development professionals, public policy analysts and nonprofit leaders.

“Because many of our students come from areas of the world with a great deal of social conflict and economic instability, it means they face enormous challenges in supporting their studies,” Weil says. “We want students here to be able to focus on their studies, on gaining the skills and abilities to go out into the world and undertake the kind of social justice work that drew them to us — then take it to a higher level.”

At a time when America's leaders are advocating pulling back from global engagement, it's essential for institutions like Brandeis University to step up, he says.

“They're saying the world's problems are not our problems, but for so many people in our community, that's the wrong message,” he says. “This is a particularly poignant moment to create those international connections.”

Today there are over 4,100 Heller alumni, and roughly 20 percent of them live outside of the United States. Every year, about one-third of incoming students travel from another country to earn a degree from Heller.

Here are the stories of three alumni whose lives were transformed by their Heller experiences:

FELLOWSHIP RECIPIENT JARNAIL SINGH, MA SID'13, WALKS ALONG A STREAM IN RANTHAMBORE NATIONAL PARK IN NORTHERN INDIA. AS PART OF HIS WORK WITH THE ENERGY AND RESOURCES INSTITUTE (TERI), HE PARTNERED WITH TIGERWATCH, AN ANTI-POACHING NGO, TO PROVIDE SOLAR LIGHTING TO LOCAL VILLAGES.



As a donor, you're investing in the future for the planet. To face the challenges of global catastrophes... we need to invest in these key leaders.” — Jarnail Singh, MA SID'13

**FARIDA MUSHI, MS'16
(NAMIBIA AND TANZANIA)
TECHNICAL SPECIALIST, INTRAHEALTH INTERNATIONAL**

“My career had reached a brick wall,” Farida Mushi says.

As a pharmacist in Tanzania, her home country, and Namibia for more than a decade, she had peaked in what she could do with her existing skills.

“I wanted more knowledge on policy change, systems strengthening,” she says. “I saw gaps in areas like maternal mortality and reproductive health, and felt like something more could be done. That’s why I thought global health policy could equip me to go in that direction.”

She learned about Heller from a friend who had met MS Program in Global Health Policy and Management Director Diana Bowser, and decided the nine-month program was the best fit, though she didn’t know if she would be able to manage it financially.

Thanks to the Charles, PhD’78, and Fran Rodgers Endowed Fellowship, which covered part of her costs, Mushi was able to take the year off and come to the United States.

“I got more than I expected at Heller,” Mushi says. “Everything from the classes and the professors, to the optional training in Excel, to the Career Development Center staff and website.”

Now, Mushi says her current role at IntraHealth International ideally combines her pre-Heller career and the skills she learned at Heller. She works in supply chain management for anti-retroviral medicines for HIV, which takes advantage of her experience managing drug and supply

inventories, as well as the data analysis and reporting she learned through classes and research experience with Bowser.

None of this would have been possible without her fellowship.

“Potential donors might not know how much they are changing society,” she says. “Their support might be helping a mother back in a village in Namibia or Tanzania, because they’re helping one person to have the knowledge to go and change or implement policy.”

**JARNAIL SINGH, MA SID’13 (INDIA)
INDIA DIRECTOR, THE CLIMATE GROUP**

Just five years after graduating from Heller, Jarnail Singh is the head of all Indian operations for the Climate Group, a London-based organization dedicated to accelerating global climate action.

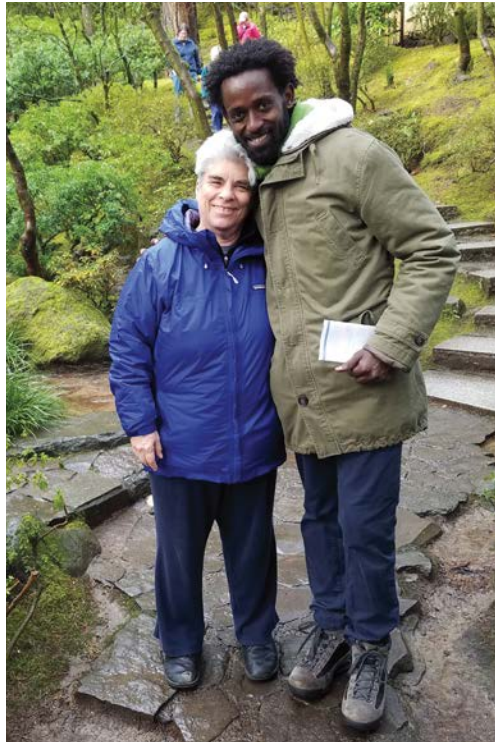
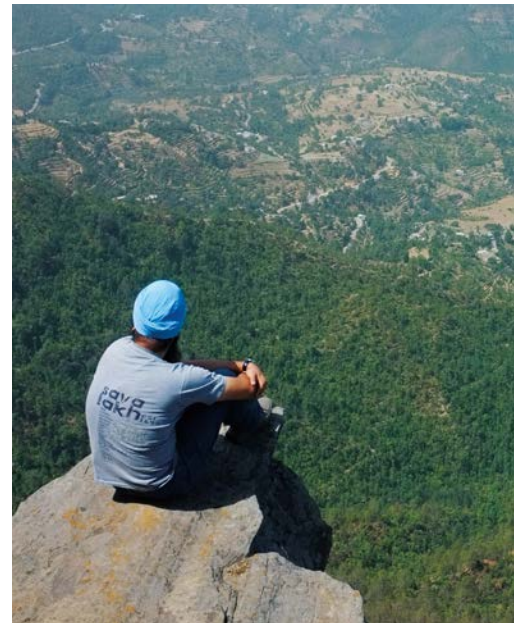
That’s something he never could have imagined before earning his master’s degree in sustainable international development.

“The skills I gained at Heller allowed me to grow within the organization,” he says. “The Climate Group wanted a strategist who could look beyond the obvious. The leadership traits I picked up during my time at Heller — coupled with technical knowledge — that’s what did the trick.”

PHOTO COLLAGE: A GLIMPSE INTO THE WORLDS OF FELLOWSHIP RECIPIENTS FARIDA MUSHI, JARNAIL SINGH AND MEGAN CASEY.

BOTTOM CENTER PHOTO: ELINOR GOLLAY, MSW’71, PHD’77, WITH ROBA BULGA, MA SID’18, FROM ETHIOPIA, ONE OF THE STUDENTS SHE SUPPORTS WITH HER SCHOLARSHIP

PHOTOS BY JARNAIL SINGH AND COURTESY OF JARNAIL SINGH, ELINOR GOLLAY, FARIDA MUSHI, USAID, DOMINIC CHAVEZ/WORLD-BANK, RIGHT TO HEALTH, EDWARD STOOP/MEDIATORS BEYOND BORDERS INTERNATIONAL, LUKE P. THELEN/DVIDSHUB





TOP:
FARIDA MUSHI,
JARNAIL SINGH
BOTTOM:
MEGAN CASEY

Of all the initiatives he oversees, which include unlocking barriers to energy access financing and working with multinational corporations to achieve 100 percent renewable electricity, he's most proud of the India Energy Access Summit. It has become a major event endorsed by the Indian government and attended by global philanthropic organizations.

"I had a critical role in its conception, and it's very exciting that it's grown to be recognized," Singh says.

He first became interested in environmental conservation in college. After earning a master's degree in environmental studies, he went to work for The Energy and Resources Institute in India, shifting rural communities from using kerosene lamps to solar energy.

"I realized that energy is one of the key drivers for development that happens on the ground," he says. "That's when I thought I needed to learn and explore development more."

But since he was the primary breadwinner for his family, leaving India to pursue a graduate degree seemed out of reach — until he received the Feldman Foundation Endowed Fellowship at Heller, which fully covered his expenses, including travel and tuition, for the two-year program.

Singh hopes to be able to give back one day as well.

"As a donor, you're investing in the future for the planet. To face the challenges of global catastrophes, from epidemics to war to climate change, we need to invest in these key leaders and make sure they make their impact, irrespective of finances."

MEGAN CASEY, MA COEX'18 (IRAQ)
COMMUNICATIONS AND OPERATIONS MANAGER,
MEDIATORS BEYOND BORDERS INTERNATIONAL

"When I found out about the coexistence and conflict resolution program at Heller, I thought it was out of my own imagination," Megan Casey says. "It seemed created for me."

The Baghdad native knows firsthand the horrors of war. She had just started law school in Iraq in 2003 when her father was killed, forcing her to stop her studies and provide for her family. The best-paying option: become a translator for the U.S. Army.

"It was terrifying. I was seen as a traitor, cooperating with the 'infidels,'" she says. "But as I worked with the soldiers, I realized they weren't just there to kill people. They brought communities food and medical assistance.

"Through that experience, I got to see how language and communication can make a difference."

That's why she's dedicated her career to creating dialogues, especially in communities or countries where there are limits on conversation about taboo or difficult topics.

Casey came to the United States in 2009 on a special immigrant visa for Iraqi and Afghan translators. She got a scholarship to Queens College in New York City, where she studied history, focusing on human rights and genocide. She worked with a program called Places of Pilgrimage, which helps women from the Middle East and North Africa discuss topics like rape, leaving their religion, and women's independence through intensive writing and theater workshops. While she was at Queens, a colleague forwarded her an email about Heller's COEX program — and she knew she had to go.

She shared her workshop experiences with her COEX cohort through her Capstone presentation, and she is now developing monologues and scenes that came out of the workshop that reflect her own experiences as a queer Iraqi woman, which she hopes will one day be performed throughout the Arab world.

She's grateful for all the support she received at Heller, both financially and emotionally.

"I'm thankful there was the Topol Fellowship" in Nonviolence Practice, she says, which fully funded her tuition. "Otherwise, Heller would have remained a dream.





"I never would have met my classmates, who had so much love. Everybody wanted everybody else to succeed. They'd say, 'I want you to be whatever you want to be in the world. I'm going to cheer you on.' That spirit — it's what the world needs. It touched me in a deep way. I am changed forever because I have these people now in my life."

WANT TO GET INVOLVED?

We're eager to welcome all alumni back to Heller. In addition to creating or supporting existing scholarships, there are many ways to stay engaged with the Heller community. Here are just a few examples:

1. Introduce a friend or colleague to Heller's graduate programs. "There's no more powerful way for a prospective student, doing great work in their home country, to learn about our programs," Dean David Weil says.
2. Open up your office for an employer visit, mentor a current student in your field or connect with the Career Development Center to post an internship opportunity.
3. Come to campus for a visit. Sit in on a class, chat with students and meet with faculty. "What I'm trying to convey to my fellow alumni, especially those who went years ago, is this is a richer, broader, more interesting school now than the one we attended," says Elinor Gollay, MSW'71, PhD'77.
4. Follow the Heller School to stay up to date on the accomplishments of students, faculty and alumni. See something you like? Share it with your network.

Find us at:

-  **FACEBOOK:** facebook.com/thehellerschool
-  **TWITTER:** twitter.com/thehellerschool
-  **INSTAGRAM:** instagram.com/thehellerschool
-  **LINKEDIN:** bit.ly/HellerLinkedIn

Contact Courtney Lombardo, associate director of development and external relations, at clombard@brandeis.edu or 781-736-3808 for more information.





A COMMUNITY
FOR LIFE

BY SARAH C. BALDWIN

THE ELI J. & PHYLLIS N. SEGAL CITIZEN LEADERSHIP PROGRAM CELEBRATES ITS 10TH ANNIVERSARY

In the fall of 2008, Susan Curnan, P'21, received a phone call from then Provost Marty Krauss, PhD'81, asking if she would consider taking on the development and oversight of a new program at Heller's Center for Youth and Communities (CYC), which Curnan had directed for 20-some years. The purpose of the program was to create future generations of "citizen leaders" committed to a lifetime of contributing to the common good.

"The CYC is all about preparing young people for college, work and life, with a big emphasis on civic life, so the mission match was perfect," Curnan admits. But she was so busy with that program she was reluctant to take on more.

Lisa Lynch, who had just arrived as dean of Heller, recalls, "I was convinced that we had to tap into the expertise of folks who knew how to bring students into the field and build networks of people engaged in community-based activities, and apply their knowledge to the creation of the Segal program. Susan's program was the obvious place to do that." Lynch soon convinced Curnan to take it on, so when the provost made that call, Curnan answered, "The question isn't if, it's when. How soon can you make this happen?"

The program was the brainchild of Phyllis Segal '67 and a large network of friends and family. Her husband, Eli Segal '64, had died the year before from mesothelioma. In addition to being a JD-carrying businessman, Eli had dedicated his life to social change and public service. He is perhaps best known for having served as chief of staff of Bill Clinton's successful 1992 presidential campaign, and for crafting what are widely considered that administration's greatest accomplishments: AmeriCorps and the Welfare to Work Partnership. He was also the founding CEO of the Corporation for National and Community Service.

To honor Eli's legacy and his passion for citizen engagement, Phyllis, along with friends from across her and Eli's lifetime together — including their Brandeis days — conceived of a program that would create an ever-growing network of citizen leaders seeking solutions to society's most pressing problems. The network would also include Founders — Segal family members and friends who would provide the Fellows with coaching and mentoring as well as access to meaningful work experiences in mission-driven private, nonprofit and public organizations.

For Phyllis, the question of where to plant the seeds was a no-brainer. Brandeis is where she and Eli met, where they demonstrated against the Vietnam War and for civil rights, and where they developed a community of lifelong friends. Lynch, who had served as chief economist at the U.S. Department of Labor in the '90s, says she was an ardent supporter of bringing the program to Heller, not only because of the quality of her colleagues but for personal reasons as well.

"I worked with Eli as he advanced Welfare to Work," she says. "I watched how he pulled people together to make things happen." Indeed, there is a Russian-doll neatness to the Segal program's location within the Center for Youth and Communities, which in turn is housed at the Heller School, founded to advance careers committed to social change, which is part of Brandeis, a university dedicated to social justice.

By December 2007, a celebration was planned, and the Eli J. Segal Citizen Leadership Program was announced. The keynote speaker was former President Bill Clinton.

SPECIAL DELIVERY

The day after Curnan's call from the provost, a cardboard file box arrived at her door.

"What's this?" she asked.

"It's all you need to know about the Segal program" was the answer.



SUSAN CURNAN, LEFT, JOINS SEGAL PROGRAM FOUNDER
 PHYLLIS SEGAL AT AN EVENT IN HER HONOR ON OCT. 23, 2016.
 PHOTO BY ILENE PERLMAN

The contents of that box — the endowment agreement with the university, a memo about the management team, Phyllis’ articulated vision for the program — coupled with the energy and resolve of Curnan and Toni Burke, a Heller MPP’09 graduate whom Curnan hired as a management fellow, and then director, would soon turn into a road map for the program.

“The Segal family is known for a lot of things, but they’re best known for turning ideas into action,” Burke recalls. “We wanted to do just that.”

The challenge, Burke says, was to “create a program that would be sustainable and pragmatic and worthy of the ecosystem we were trying to build.”

Each year, the program welcomes approximately 10 new Fellows — six from Brandeis (undergraduates and Heller Master’s in Public Policy candidates) and one or more from each of the other four “streams”: AmeriCorps alums, City Year, Service Year Alliance, and the Corporation for National and Community Service. Each new Fellow is paired with a veteran Fellow and with a mentor from the Segal network. Brandeis Segal Fellows begin with a summer internship in an organization that maps to their interests and attend workshops built around the program’s Citizen Leadership Curriculum. An annual retreat enables all Fellows to hone their leadership skills, build relationships and strengthen their sense of community. Other in-person and virtual offerings allow Fellows to connect and grow in an ongoing manner beyond the retreats.

Today, the Segal program receives far more applications than it can accommodate; indeed, it has become the most sought-after fellowship at Brandeis. It’s also a draw for applicants to Heller’s Master’s in Public Policy program, according to its director, Michael Doonan, PhD’02. “We wish we could have a Segal experience for all our students. The Segal program sets an example for what the highest level of experiential learning looks like.”

Unlike many service programs, central to Segal is the commitment to becoming a Fellow forever — by continuously striving to be the best citizen leader possible and by remaining actively engaged with the program. This means serving as a buddy to new Fellows, helping with recruitment efforts, and participating in the monthly virtual “convenings” initiated by Susanna Flug-Silva, who became director in 2017.

The Segal program is also unique in its intergenerational, cross-sector nature; that is, the notion that citizen leaders can help each other from any point in their careers and from any sector or discipline, be it education, the environment, government, business, criminal justice, tech, the arts or even ecotourism.

According to Phyllis Segal, “What a leader does is enable others. It’s not just what they accomplish themselves. You can lead for a better society from whatever perch you sit on.”

THE NEXT DECADE — AND BEYOND

Ten years after its founding, the program has come a long way from that cardboard box. The network comprises 106 Fellows and 600 Founders and supporters, as well as an advisory board. (Phyllis and Eli’s daughter, Mora Segal, is the chair.) There are plans to expand programming in Washington, D.C. And the program recently got a new name — one that includes Eli’s partner of 40 years.

“Today the program runs like a business should, with its timelines and standard cadence,” Burke says. “But it still has Eli’s entrepreneurial spirit.”

This June, the Segal program will celebrate its first 10 years of accomplishment with an event in Washington, D.C., highlighting “The Impact of Together” for Fellows, Founders and friends. This anniversary celebration will raise awareness and support as the Segal program continues to grow and foster lifelong leaders into the future.

Flug-Silva thinks a lot about the challenges that come with such success.

“We grow by 10 Fellows every year,” she says. “I want to create depth and meaning for everyone, whether you’ve been a Fellow for one year or 10 or 20. And I want to expand and strengthen the partnerships for sustainability, so Fellows feel ownership of the program and Founders feel engaged as well.”

This sense of ownership is in keeping with Phyllis Segal’s original vision of a “self-perpetuating” program, one that “generates itself into the future.”

Tam Emerson, a City Year Fellow from the first cohort, a Management Fellow at the CYC, and director of the Segal program from 2014 until 2017, agrees, referring to the Segal network as her “brain trust.”

“I’m ready to throw down the ladder for people coming after me,” she says, “and I will call on the network for the rest of my life.”



A portrait of a woman with short, dark hair with grey highlights, wearing glasses and a white scarf. She is smiling slightly and looking off to the side. She is wearing a brown jacket. The background is a soft, out-of-focus light grey.

EXCELLENCE RISING

BY MARIA MADISON, ASSOCIATE DEAN
FOR EQUITY, INCLUSION AND DIVERSITY

A FRESH START ON EQUITY, INCLUSION AND DIVERSITY AT HELLER

The 2011 Heller Strategic Plan recommended developing “programs, policies and procedures that would embed equity, inclusion and diversity in the fabric of Heller’s academic and work environment.” In January 2012, Dean Lisa Lynch established a Diversity Steering Committee, first chaired by Professor Anita Hill and composed of students, faculty, staff and alumni, that was charged with developing programs that would bring diversity of all types — racial, gender, sexual orientation and identity, national origin, ethnic, socioeconomic and intellectual — to the faculty, research staff, administration and student body at Heller. In addition, the Committee was asked to play a lead role and coordinate initiatives that would foster an inclusive and welcoming environment for all members of the Heller community. My position as the first associate dean for equity, inclusion and diversity has its roots in these discussions.

The school launched diversity programs as far back as 2014 that included training sessions, curriculum assessment and research review. The Heller community had entered a new world, and was experiencing an intense desire to better realize its motto of “knowledge advancing social justice.” Both the Strategic Plan and Diversity Steering Committee came on the heels of another cyclical era of tense relationships between law enforcement and minorities in this country that included the deaths of Trayvon Martin, Oscar Grant, Rodney King and Rekia Boyd, among others.

Between 2014 and 2015, violence against people of color mounted, including the deaths of Michael Brown, Laquan McDonald, Sandra Bland and Tanisha Anderson, among others. That crisis was our crisis and helped to create a second Ford Hall movement at Brandeis in 2015. Rapid efforts and results were needed to express that the campus cared about all of its members, particularly at a time of a growing national schism. Members of the movement presented a list of demands, which are part of our current

path toward building an atmosphere of trust and “excellence rising” at Heller.

SAMPLE OF HELLER-RELATED FORD HALL 2015 DEMANDS AND CURRENT PROGRESS

1. Increasing the diversity of our faculty, staff and student body. Initial progress includes aiming for a 10-15 percent improvement on 2015 levels, with a goal of retention through a supportive community culture.
2. Implementing educational pedagogies and curricula that increase racial awareness and inclusion. Initial progress includes having established and sustained courses on critical race theory, world history and cultures, LGBTQIA, and disability and gender studies.
3. Mandating yearly diversity and inclusion workshops for all faculty and staff, with optional workshops offered consistently throughout the academic year.
4. Employing additional clinical staff of color within the Psychological Counseling Center to provide culturally relevant support to students of all backgrounds. Initial progress includes embedding a diversity counselor onsite at Heller.
5. Increasing funding for black and diverse student organizations and programs. Initial progress includes collaborative, cross-affinity working group discussions and educational programming for the entire community.
6. Appointing an associate dean for equity, inclusion and diversity. Progress: Begun! I am honored to take on this role and combine this list of demands with the recommended best practices from the American Association of Colleges and Universities’ Higher Education Excellence in Diversity (HEED) criteria.
7. Appointing a University Office of Ombuds. Initial progress includes the naming of three ombuds officers, with one embedded in Heller.

According to Forbes Insights, diversity is a key driver of innovation and a critical component of success on a global scale.

As Heller's associate dean for equity, inclusion and diversity, I have adopted these goals as guideposts. I am working with faculty, staff, students and alumni throughout the Heller community and taking an evidence-based approach to pursuing these areas. Our community is passionate about local and global social justice, and we have a strong academic purpose. Evidence-based research shows that the changes demanded in Ford Hall will improve outcomes for the entire community as well as individual outcomes and future success.

WHEN THERE IS STRONG MULTICULTURAL COMMUNITY IDENTITY, research shows that people generally do get along with each other, share the same values and interests and have a greater potential to excel.

WHEN THERE IS COHESION, people congregate inside and/or beyond this community, relate and talk with "others" often during the week, attend a ceremony organized by "others" and learn each other's culture.

WHEN THERE IS GROUP ORIENTATION, people will bring news from outside of Heller back into the school, to connect each other to a better understanding of the world and our role within a global context.

The concept "excellence rising" is neither polemical nor noncontroversial. It is simply what happens when a community promotes equity, inclusion and diversity (EID). Evidence of this abounds, and as our tagline suggests, it is imperative that we utilize evidence and knowledge to advance social justice — especially within our own building.

EXAMPLES FROM THE LITERATURE THAT SHAPE THIS APPROACH

SHARED VALUES AND ACADEMIC PERFORMANCE

Researchers including Jason Okonofua have created brief interventions that stress the power of empathy. For example, a teacher who makes students (and their culture or experiences) feel heard, valued and respected shows them that school is fair and that they can grow and succeed there. The researchers gave teachers and students information about things they shared, such as a passion for music, a wry sense of humor or similar values. Half a semester later, the teachers felt closer ties with their students, especially those whom they might have initially perceived as being dissimilar. The researchers found that when teachers were convinced they are actually like their students, student performance improved significantly. Empathy has the potential to improve academic performance for all students.

EID RETURN ON INVESTMENT: A BETTER YIELD ON THE BOTTOM LINE

According to Forbes Insights, diversity is a key driver of innovation and a critical component of success on a global scale. Senior executives are recognizing that a diverse set of experiences, perspectives and backgrounds are crucial to innovation and the development of new ideas. Many corporate leaders agree that diversity is crucial to encouraging different perspectives and ideas that foster innovation. This research also notes that to have real meaning, EID plans must demonstrate accountability and oversight, particularly among leadership.

CAVEATS OF EID WORKSHOPS AND TRAINING

While mandatory workshops on diversity and inclusion are an excellent goal, they can backfire if not done thoughtfully. Research shows that talking about bias and stereotype prevalence, for instance, can lead to greater stereotyping. According to Sheryl Sandberg and Adam Grant, reinforcing the idea that people want to conquer their biases and that there are benefits to doing so, sends a more effective message. One proven example is adding the phrase “a vast majority of people try to overcome their stereotypic preconceptions.” With this adjustment, discrimination can vanish. When we communicate that a vast majority of people hold some biases, we need to ensure that we’re not legitimizing prejudice.

EID WORKSHOPS CAN REDUCE BIAS

Among other researchers, Patricia Devin and colleagues demonstrated in 2012 that long-term reduction in implicit race bias is possible. Examples of effective interventions included recognizing stereotypical responses, labeling them and replacing them with non-stereotypical responses. Counter-stereotypical replacement is another intervention, whereby individuals imagine examples of out-group members who counter popularly held stereotypes. Ultimately, there are data demonstrating that increasing meaningful contact and exposure to other group members has the potential to reduce bias.

EID WORKSHOPS CAN EMPOWER THOSE IMPACTED BY BIAS

Leading psychologists, including Howard Stevenson of the University of Pennsylvania, have demonstrated how “in the moment” responses to bias incidents are easier to implement than eradicating racism, especially with practice. The Racial Empowerment Collaborative, for example, promotes concepts conceived by sociologist France Winddance Twine, who describes racial literacy as “a form of racial socialization and antiracist training that ... parents of African-descent children practiced in their efforts to defend their children against racism.” It is the ability to read, recast and resolve racially stressful encounters. Stevenson further adopts

the Racial Encounter Coping Appraisal and Socialization Theory, or RECAST, which proposes that racial socialization is most effective in that it buffers the negative influence between racial stress and racial coping by bolstering racial encounter self-efficacy or confidence.

OUR RESPONSIBILITY TO ONE ANOTHER

Philosopher Maureen Linker, in her work on intellectual empathy, suggests that to combat social inequalities and their institutional and structural sources we need to develop five skills. These include: understanding privilege and intersectionality, using cooperative reasoning, applying conditional trust and recognizing mutual vulnerability. Through programs and processes focusing on these five areas, we can move from conversations to coalitions.

Ultimately, Linker suggests that through knowing ourselves, better understanding the situations and circumstances others face, and working toward removing obstacles, we can think more critically about social justice. To begin developing these skills, we must look at how our beliefs are formed in relation to social systems of power, identity, difference and inequality. The challenge starts with self-reflection, building a deep understanding of our spheres of influence and how we make sense of the world.

EID AND YOU

Ultimately, to foster a community where excellence is rising, we must promote inclusion despite setbacks. In her aptly named book, “On Being Included,” social theorist Sara Ahmed shows how diversity workers generate knowledge of institutions, structures, psychology and behaviors in attempting to transform them. While my goal is to help generate this knowledge, we know that hiring an associate dean for equity, inclusion and diversity at Heller is only a small part of the school’s journey. The journey requires your participation and commitment.

Together with you, I look forward to continuing this long march toward excellence rising, using evidence-based approaches.

ANNE DOUGLASS' INNOVATIVE APPROACH TO EARLY CHILDHOOD EDUCATION

BY **KAREN SHIH**

For 15 years, Anne Douglass, PhD'09, saw daily the stress faced by low-income families throughout the Boston area. As a preschool teacher, program director and education consultant, she worked primarily with children and families who were homeless and experiencing significant trauma.

“There is no policy investment that offers a bigger return on investment than high-quality early care and education. Children who would otherwise be excluded from this opportunity are able to perform alongside their more advantaged peers,” she says. “The more I saw this firsthand, the more I wanted to address those inequities at a broader scale.”

She turned to the Heller School to make that possible. “It attracted me because of its interdisciplinary perspective and its deep commitment to applied work,” she says. Today, as an associate professor and the executive director at the Institute for Early Education Leadership and Innovation at the University of Massachusetts Boston, Douglass trains hundreds of early-childhood educators per year in entrepreneurial leadership and small-business innovation. Most are teachers who are now pursuing a bachelor's degree, while others are college graduates earning a post-master's certificate or doctorate.

“This is my dream job,” she says. “For years, I resisted the temptation to go into academia because I didn't want to be in an ivory tower thinking about things that would never be implemented. But our leadership development program is like a laboratory. Our students develop ideas about how to improve the quality of early education, test them in

classrooms and report results to drive greater change.” Too often, policies to improve the quality of early care and education are created without input from the educators themselves, Douglass says.

“The work I'm doing at the institute is really trying to change that,” she notes. “Our students come to see themselves as leaders and innovators. Instead of leaving the field, as many early educators do, they stay and become agents of change.”

For example, one student designed an app that allowed teachers and parents to share songs they sang in the classroom and at home, often in a variety of languages. This helped cultivate children's early language skills. Through the support and connections of the institute, that alumna is now planning to expand the idea throughout Massachusetts.

Being open to new ideas is key in both her work today and throughout her studies, Douglass says.

“I went into Heller to pursue what I was most passionate about and learned things I knew nothing about before, like organizational theory with Jody Hoffer Gittel. The immersion in organizational science research and theories of leadership have proved to be most influential in shaping my ideas and bringing them to fruition.”

CHARLEY FRANCIS IS TRANSFORMING AFFORDABLE HOUSING IN RHODE ISLAND

BY **KAREN SHIH**

As the assistant director of the Division of Leased Housing and Rental Services for Rhode Island Housing, Charley Francis, MPP'10, says he still uses what he learned at Heller every day.



TOP:
ANNE DOUGLASS
BOTTOM:
CHARLEY FRANCIS

He serves 17,000 low-income households across the state, overseeing about 20 staff members to implement Section 8 and resident services programs.

His goal is to be an “enlightened practitioner” — a common phrase at Heller — not just to administer programs but to seize opportunities to improve the lives of his residents.

“We’re in the early stages of transforming our family self-sufficiency program from just a housing authority program into an asset-building program,” he says. “I’m in a position right now where I can make that happen because I understand its value. Without Heller, where I got the background on asset building, I wouldn’t have known or understood how important that was. It all comes around.”

Francis first became interested in social policy as an undergraduate student, when he took a class that evaluated a public housing program. It spurred him to apply for AmeriCorps VISTA, which sent him to Utica, New York. He worked there for four years on housing issues, doing community organizing and re-integrating ex-offenders. He realized a public policy degree could help give him the analytical framework to make a bigger difference in similar communities across the United States.

“When I was applying, I didn’t see any other program that had the sense of mission and purpose that Heller had,” he says.

After earning his MPP, Francis became a Presidential Management Fellow, working for the U.S. Department of Housing and Urban Development for five years, then serving as director of policy for the Massachusetts Department of Housing and Community Development for a year before taking on his current role at Rhode Island Housing.

“I like issues that have a big impact but might not be an issue everyone is focusing on, like housing,” he observes. “It’s a niche policy area, but if you think about it, it’s so basic. It’s not only about survival but about outcomes like health, employment and more. There’s a lot of work to be done.”

In addition to the new asset-building initiative, he’s also proud of a new push to get broadband internet into public housing statewide — something that’s never been done — and the creation of a centralized waitlist for Rhode Island’s housing voucher program, which is administered by 27 different housing authorities across the state.

LISETTE ANZOATEGUI’S DEDICATION TO GIVING BACK

BY KAREN SHIH

“If you have the motivation and the desire to make change happen, you can pull people together to really make an impact,” says Lisette Anzoategui, MA SID/COEX’15.

That’s what she’s been doing, first locally in Los Angeles as a teenager, then globally through international development initiatives since college. As the daughter of Nicaraguan immigrants, she’s acutely aware of the privileges she’s been afforded in the United States, and her goal is to give back in countries struggling with poverty and conflict.

As a program manager at Social Impact, she leads impact evaluations for two USAID programs: one on improving nutrition for women and children to reduce child stunting in Laos, and the other for a sports-based workforce development program that targets at-risk youth in Guatemala and Honduras. Since graduating from Heller, she has worked to develop quantitative and qualitative evaluations for both development and conflict and peacebuilding programming.

“When you witness dollars that could have been used more effectively, you want to understand how a program could be improved,” she says. “We look at program intentions, ask questions and see if we’re meeting those needs. If we get better data, we can improve our design and implementation.” Her passion for social justice started when she was in



LISETTE ANZOATEGUI



RODRIGO MORAN

junior high, where she was an activist and volunteer. “Growing up in LA, I became highly attuned to the inequalities and injustices that existed within minority communities,” she says.

In college, Anzoategui went to Tanzania to teach about HIV/AIDS, and with fellow students founded a nonprofit to build an orphanage.

“A lot of that experience was diving headfirst into international development,” she says. She joined the Peace Corps after graduation for a “more grounded experience in practical tools and how best to work with local partners.”

The Peace Corps sent her to Honduras to work on a property tax system, female entrepreneurship and community banking.

“Throughout my time there, I saw constantly the interaction between violence prevention, and conflict and peacebuilding, and development,” she says. “That was a huge part of why I chose Heller, where I could do the dual degree in sustainable international development and coexistence and conflict to make those linkages.”

Heller provided critical support for her interests. In class, she shared firsthand experiences with fellow development professionals about education and conflict in countries as far-flung as Afghanistan and Honduras. She also conducted six months of independent research for her master’s thesis on the “barras bravas,” soccer-fan supporter groups in Honduras commonly associated with gangs.

“Embrace uncertainty and failure,” she advises students. “It opens a door to the unknown, and only from the unknown can we begin to imagine a meaningful life and success.”

RODRIGO MORAN HARNESSES THE POWER OF TECHNOLOGY FOR SOCIAL CHANGE

BY KAREN SHIH

Growing up in El Salvador, Rodrigo Moran, MA SID’16, saw how gang violence dominated headlines and conversations. “Everyone knew a case where a family member or co-worker had been extorted or robbed,” he says. “In some neighborhoods, just getting to school or home safely is a big deal.”

But Moran believes it doesn’t have to be this way. He’s taking what he learned about sustainable international development and conflict resolution at Heller back to his home country to create change for a new generation.

“I have witnessed youth being incredibly resilient and creative when given the proper tools,” says Moran, who throughout his career has used technology to give young people safe outlets for expression. “I want violence-prevention solutions to come from communities and not from an office in Washington, D.C.”

Now, he’s working on a series of technology outreach modules for Creative Associates International, an implementer for agencies like USAID and the World Bank, that he calls “CREABlocs.” These blocs are modular learning units, which will be co-designed by experts in topics such as digital fabrication, multimedia and video games, alongside communities and users. To illustrate the potential of technology for development, he highlights an example in which participatory digital fabrication can serve as a tool for makers to work with elders, youth and community leaders to design and 3-D print urban furniture to reclaim their public spaces. With other blocs, users can

learn potential job skills, like how to design — not just play — video games, as well as how to use video and audio recording equipment to tell stories important to them.

He points to a group of students who created an internet of things device to automatically send a text message to parents when their children arrived at and left school — based on a sensor in their IDs — as the type of hyper-local innovation he hopes to see across the country.

“I’m definitely a tech geek — video games are actually what helped me learn English,” Moran says. He credits Heller with bridging the gap between his passion for technology and for youth development, especially a seminar with Professor Francisco Belda. “It really opened my mind to the use of appropriate technologies for community development.”

“I still reach out to many of my classmates for advice. What Heller does is generate the spaces for conversation,” Moran adds. For example, during his time at Heller he developed a video game-based intervention with MBA and MPP students for at-risk youth. “Even though we didn’t succeed in getting funding for that project, it’s what inspired my current work. I’ve brought that whole model and adapted it to the Salvadoran reality.”



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BACK COVER(AGE)

*Greed can
get people to
rationalize pretty
bad behavior.*

ANDREW KOLODNY IN THE NEW YORKER ON THE SACKLER FAMILY, OWNERS OF PURDUE PHARMA, PRODUCER OF OXYCONTIN

*Unfortunately,
we know that
numbers matter.*

I just hope that we can get to the point where a woman can come forward on her own and one voice is valued.

ANITA HILL IN THE NEW YORK TIMES MAGAZINE IN A CONVERSATION ABOUT WORK, FAIRNESS, SEX AND AMBITION

*The United States
doesn't like to talk
about it,*

*but we have a very shameful history
when it comes to women with
disabilities.*

PHD CANDIDATE AND RESEARCH ASSOCIATE **ROBYN POWELL** IN DIVIDED STATES OF WOMEN

*The administration
is giving a windfall
to restaurant
owners —*

*out of the pockets of tipped workers —
and trying to hide that fact by talking
about it as if they're helping back-of-
the-house workers.*

DAVID WEIL IN A CO-AUTHORED OPINION PIECE IN THE GUARDIAN AGAINST THE PROPOSED TIP RULE CHANGE BY THE TRUMP ADMINISTRATION'S LABOR DEPARTMENT
