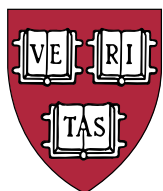

THE FUTURE
OF CITIES
DEEP DIVE

MAR. 28-29, 2019
CAMBRIDGE, MA



HARVARD

Advanced Leadership Initiative

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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 have the potential to 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.

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Executive Summary

The 2019 Future of Cities Deep Dive used cities as a laboratory to explore complicated, cross-sector problems and potential solutions to address those problems. Fellows examined the greatest challenges facing cities of the future and how leaders around the world are responding.

Over the course of the two day event, ALI Fellows heard from experts in law, policy, urban planning, public health, and education who brought distinct perspectives to the discussion and raised important questions for the group to consider. The cohort also heard from practitioners facing these challenges head on and developing solutions for the future of cities.

The Deep Dive also gave fellows an in-depth look at one particular challenge com-

mon to many cities around the globe: urban education. Fellows considered how city leaders and educators ensure both excellence and equity in classrooms around the world.

Deep Dive presenters included Professors Jorrit de Jong, Quinton Mayne, and Ron Ferguson of the Harvard Kennedy School, Marc Draisen of the Metropolitan Area Planning Council, Brian Golden of the Boston Planning and Development Agency, Professor Jerold Kayden of the Harvard Graduate School of Design, Professor Susan Crawford of Harvard Law School, Mayors Jon Mitchell of New Bedford, Massachusetts, Nan Whaley of Dayton, Ohio, and former Mayors Mick Cornett of Oklahoma City, Oklahoma, and Setti Warren of Newton, Massachusetts, Professor John

J-H Kim of Harvard Business School, Professor Joseph Allen of the Harvard T.H. Chan School of Public Health, Professor Jim Honan of the Harvard Graduate School of Education, and musician Karen Cueva from Carnegie Hall.

Synthesizing the content of the Deep Dive, ALI Fellows identified equity as the most pressing problem facing cities around the world. While there was disagreement about the best means to effect change, the group agreed that underlying all issues facing cities were profound challenges of inequity.

Fellows also recognized the importance of tying initiatives together, involving community members, and activating government at the local level.

Leading Collaboration in Cities

Leading off the Future of Cities Deep Dive, Professor Jorrit de Jong of Harvard Kennedy School examined the challenges mayors around the world face in leading collaborative, cross-sector problem solving efforts. Through a case discussion, de Jong discussed the dilemmas and trade-offs in these cross-sector collaborations and the organizational capabilities required to enable high performance. He also shared how the Bloomberg Harvard City Leadership Initiative works with city leaders to build these capabilities.

De Jong explained that effective city leadership required exercising both formal and informal authority in environments with constrained resources. Mayors often must adapt to changing circumstances and cannot rely on traditional “com-

mand and control, blueprint leadership.” De Jong added that mayors must ask themselves a series of questions in order to advance their cities:

- How to drive government performance?
- How to use data and evidence in decision-making?
- How to facilitate cross-silo and cross-sector collaboration?
- How to run experiments and implement innovations?
- How to lead change in large and complex bureaucracies?
- How to engage citizens and build community?

To illustrate the challenges facing mayors, de Jong led fellows through a case discussion of Louisville, Kentucky Mayor Greg Fischer. The case examined Fischer’s efforts to effect system

change in education from “cradle to career” through wraparound services and scholarship guarantees for graduating high school students. Challenges around collaboration and trust were central to the case—Fischer was working to build trusting relationships across sectors.

De Jong explained that in cross-sector collaborations, mayors often must strike a balance between speed, quality, and consensus. All stakeholders want a quality outcome, though it can be difficult to agree on what that quality outcome looks like; consensus is important to establish legitimacy and produce outcomes; mayors must address these needs in a timely manner to satisfy stakeholders. Through his research, de Jong observed that mayors often focus on two of these three elements

at the expense of the third.

De Jong added that mayors needed to build organizational capabilities to drive performance in the cross-sector work essential to cities. By expanding performance review capabilities, collaborative capabilities, and data-analytic capabilities, mayors could implement effective solutions in their communities. De Jong emphasized performance reviews, guiding principles established through consensus, and key performance indicators as essential to this work. “You need a set of indicators that will tell you that you’re moving in the right direction.”

He concluded his session by describing his work with the Bloomberg Harvard City Leadership Initiative to promote effective leadership in cities. Through his

work with the initiative, de Jong worked with more than 240 mayors from around the world and their top two senior staff. The initiative provided in-person programs and yearlong virtual classes to help these mayors evaluate their work, develop their organizations, and develop their leadership skills. “The goal is to have more effective, efficient, equitable, innovative, and responsive city government,” de Jong said. “Our model is to connect practice, teaching, curricular materials, and research, to put all of these components in conversation with each other.”



Planning and Developing the Cities of the Future

To gain a practical understanding of the planning and development behind cities, fellows heard from Marc Draisen, the Executive Director of the Metropolitan Area Planning Council, which serves the residents of the 101 cities and towns surrounding Boston, Massachusetts, and Brian Golden, the Director of the Boston Planning and Development Agency. Professor Jerold Kayden of the Harvard Graduate School of Design moderated the conversation, adding important perspective and asking probing questions. The two panelists acknowledged the many challenges cities face in planning and development but expressed optimism at the progress of the region and the possibility of public-private partnerships to drive meaningful change.

Each of the panelists opened

the session with individual remarks. In his comments, Draisen talked about the importance of the public and private sectors working together to help with city development. “I feel that the collaboration between the public and private sector is better now than in earlier years,” he said, adding that the private sector often pushes government to make changes at a faster rate. Nonetheless, he said that there were persistent problems facing cities in the Massachusetts region. In particular, housing, growth, and inequality were problems that cities had not fully addressed for over 50 years.

In his opening remarks, Golden built on the comments of Draisen, discussing the rapid change and unique circumstances of the city of Boston. He highlighted the important role of Boston’s

mayors in the development process and explained that the city had seen tremendous growth in the 21st century. “Between 2010 and 2019, we’ve added 60,000 people to the city’s population,” he said, “We’ve made changes to city planning to respond to this exponential growth.” Even so, he acknowledged that the city also wrestled with serious issues around affordability, transportation, and equity.

Following their opening remarks, Kayden noted the tremendous challenges planners face in attempting to develop a strategy to confront the uncertainties of the future. How do planners think about the future, he asked. Golden said that comprehensive assessment was essential to planning—Imagine Boston 2030 was a plan that attempted to address where the city stood

and where it aimed to go. He also highlighted the importance of involving the broader ecosystem of state, federal, and other city agencies in order to get things done. Draisen added that cities can never fully predict how technology will impact planning and development; instead, they must respond with appropriate regulation in the face of change, and they must be prepared to revisit their regulatory plans.

Kayden noted Draisen's suggestion that the private sector could act more quickly in the face of change and asked if this rang true. Golden explained that it was important to involve outsiders well-versed in creative thinking and innovation. He emphasized the City of Boston's partnership with the MIT Media Lab and its Office of New Urban Mechanics as critical tools for

developing innovative ideas. Draisen noted that larger cities are often better positioned to address challenges of innovation; he added that smaller cities sometimes have no full-time planners to address these challenges.

ALI Fellows then had a chance to ask questions of the panelists. Their questions were wide-ranging, touching on the importance of strong mayoral leadership, digital inequality, low-income housing, and homelessness. Through the panelists' responses, it became clear that political culture played an important role in planning and development. Cities and regions with strong leadership and collaboration across sectors were more prepared to adapt and address pressing challenges. "These problems cannot be solved only by the city of Boston," Draisen

said, "Homeless people don't just come from Boston; they go to Boston."

Kayden said that the variety of topics in the fellows' questions spoke to the breadth of issues facing cities. "There is an enormous number of issues that we are dealing with," he explained. He concluded the session by highlighting the need for planners to work across cities and regions, and to involve stakeholders from various sectors to address these issues. He also encouraged fellows to think about the many issues missing from this conversation: "It is always interesting to see what doesn't come up when discussing planning and development in cities."



The Progressive and Technical Turn in Cities

Professor Susan Crawford of Harvard Law School addressed one the largest challenges facing cities: developing fiber-optic Internet infrastructure. Crawford explained that fiber was critical for cities' ability to communicate; she also said that cities were the most likely candidate to drive change on infrastructure development. She highlighted the importance of fiber as a public good, describing it as a non-partisan issue that needed broad support in the United States.

Crawford explained that the U.S. lagged far behind other countries in the adoption of fiber. Compared to other OECD countries, the U.S. ranked 27th in adoption and 27th in overall infrastructure readiness. While fiber does exist in the U.S., there is little in place in the "last mile"—the distance that di-

rectly links the utility to individuals' homes and offices.

In part, an extraordinarily consolidated and non-competitive market for high speed Internet access contributed to the lag in adoption across the country. She added that the U.S. had no national plan to upgrade to world class connectivity, and that Internet service providers faced little competition or oversight—essentially, these Internet providers had local monopolies in cities and towns around the country.

Policy decisions were leading to a digital divide both among Americans and between the U.S. and other countries. "Everyone needs an inexpensive, persistent, high capacity data connection to compete in the 21st century," Crawford said. She explained that fiber is both

basic infrastructure and essential to every city policy and issue.

Crawford then highlighted the potential benefits of broad adoption of fiber-optic Internet. With reliable, high-speed Internet, individuals could access high-quality education regardless of location; people could work where they live and reduce their transportation burden; cities and states could see dramatic savings in healthcare; new industries and new ways of making a living could come into being. She also added that the technology was sustainable: "Once it's in the ground, fiber will last for 40 to 50 years."

Chattanooga, Tennessee presented a positive example of what was possible with increased adoption of fiber-optic Internet.

The city's electrical utility helped improve service and competition around the Internet; in turn, there was increased adoption of fiber and decreased costs for the utility provider. Crawford explained that this infrastructure investment helped the city address other issues, like improving high school education. "Fiber is part of the movement in Chattanooga to care about all citizens."

Crawford explained that state laws made it virtually impossible to roll out fiber on a larger scale. These laws restricted the role of government to compete with the private sector around Internet infrastructure development. While some states had started the process of rolling these regulations back, there was little progress at the national level. Crawford stressed the importance

of high-speed Internet as a public work. "This would have spillover and multiplier effects to education and healthcare," she said.

Fellows asked Crawford about strategies that have worked to address some of the political challenges around the development of high-speed Internet infrastructure. She said that strong leadership was essential to supporting the adoption of fiber. "It takes political courage," she added, "You need to find a leader who takes a long-term view." Developing this infrastructure and overcoming the political hurdles required both political will and long-term vision. "The whole idea of smart cities without a head involved doesn't make sense."

Fellows also noted that American companies

seemed to be falling behind international competitors; Crawford said this was even more reason to develop strong leaders in government. "My mission in life is to get great people into government." This sort of leadership was necessary to drive the adoption of fiber-optic Internet and address systemic inequality in the process. "Lives can be transformed by quality Internet access."



Cities on a Hill?

Professor Quinton Mayne of the Harvard Kennedy School pushed ALI Fellows to consider how cities can advance democratic politics and realize their potential as engines of change. He explored sources of optimism in cities and challenged idealistic notions of cities. Mayne also helped fellows think about how to evaluate cities, how to address the structural challenges in cities, and how they might be able to operate as agents of change in their own cities.

Mayne started by listing the many reasons why cities are sources of optimism. He said that people see cities as creative, democratic, pragmatic, solidaristic, diverse, networked, experimental, and “at eye level.” For many, cities are places that underpin the knowledge economy, where democratic citizenship is realized, where

community is solidified, and where the everyday needs of the people are met.

Nonetheless, Mayne explained that it was necessary to approach each of these conceptions of cities with skepticism. He started by interrogating the notion of cities as creative and the linchpin for the knowledge economy. “The fundamental truth is that there are far fewer cities that enjoy this creativity than not.” Some cities are better able to attract, retain, and support large numbers of “creative class” workers. Moreover, cities may generate knowledge-based economic growth, but that growth is unequally distributed.

Next, he challenged the notion of cities as home to strong communities and supportive of diversity. While cities are certainly

diverse, few cities experience solidaristic politics rooted in cross-class, multi-racial coalitions. “They may be more diverse, but they are not necessarily more cohesive,” he said, “There is segregation along ethnic, racial, and economic lines, and high levels of wealth and income inequality.”

He also challenged the notion of cities as networked and interconnected. Some “superstar” cities experience interconnectedness, but most do not. Often, cities compete with each other in ways that do not maximize public value. “Even when cities are connected, they are not sufficiently cooperative,” he said. He also noted that cities often have a hard time connecting with the municipalities in their immediate vicinity.

Finally, Mayne took on the

idea that cities address the everyday needs of the people. He explained that cities are often limited by their ability to raise revenue and the unwillingness of state and national governments to transfer fiscal resources to cities in need. Further, cities often compete with each other to attract business in ways that weaken their fiscal position. “There are profound limitations on the ways in which citizens can demand the goods they need.”

With these complicating factors in mind, Mayne provided fellows with a framework for evaluating cities and determining where they could make a difference. First, fellows could evaluate cities on problem nomination and policy responsiveness—what problems does a city respond to, and whose interests do they serve? Sec-

ond, fellows could evaluate cities on their accountability and clarity of responsibility—their ability to check power holders for failure and reward them for success. Third, cities could be evaluated on their efforts toward community building—do they generate and maintain a sense of cohesion among citizens? Fourth, cities could be evaluated on levels of citizen participation—both the quantity and quality of civic engagement and grassroots activism.

Mayne encouraged fellows to think through how they might be able to position themselves with respect to these four guiding principles. He said that fellows could push for addressing new problems, holding those in power to account, building a sense of the public, and mobilizing and organizing communities.

He explained that each of these efforts was intended to help cities realize their potential. Cities should strive to make sure the right kinds of problems are addressed; that it is easy to hold those in power to account; that there are cohesive communities and a strong public spirit; and that there is an engaged, informed, and well-organized civil society.

Mayne noted that a number of profound structural obstacles stood in the way of cities realizing their potential: political, operational, and societal obstacles. He then focused on the political obstacles associated with voting. In the U.S. and other parts of the world, turnout rates for local elections are very low; there are significant gaps in turnout by age, income, and race; and there is a lack of partisan competition.

He asked the fellows if they saw the political obstacle of voting as a serious problem. The group was unanimous in its conclusion that yes, low turnout was a serious problem preventing cities from realizing their potential. Low voter turnout indicated that individuals did not believe in the system of democratic politics. Individuals were more concerned with their daily needs and felt that they did not have a voice. “They are imaginatively demobilized.” Mayne added.

He ended the session by highlighting the need to mobilize communities to address these issues. “We need to be more deliberate in demanding that cities be engines of democracy,” he said. He emphasized the need for negotiated pragmatism and the ability of ALI Fellows to influence the structural



obstacles preventing cities from realizing their full potential. “We need actors who are willing and able to challenge authority and the status quo.”

Leading Cities Forward

To close the first day of the Future of Cities Deep Dive, ALI Fellows heard from Mayors Jon Mitchell of New Bedford, Massachusetts, Nan Whaley of Dayton, Ohio, and former Mayor Mick Cornett of Oklahoma City, Oklahoma. Setti Warren, former mayor of Newton, Massachusetts and executive director of the Shorenstein Center on Media, Politics, and Public Policy at Harvard Kennedy School, moderated the session. The mayors detailed their work to drive change in their communities, outlined the greatest challenges for cities of the future, and responded to questions on the important role mayors play in the development of cities.

Whaley kicked off the session by describing her efforts to restructure the economy and retool the education

system in Dayton. Beginning in the 1960s, her city saw tremendous population loss in the face of increasing automation in the manufacturing industry. Whaley also described the city's challenges in dealing with the opioid crisis. To address these pressing issues, she relied heavily on collective impact models to involve multiple stakeholders and galvanize her community. "To galvanize a community, you have to be specific," she explained. "Our citizens want and deserve answers."

Mitchell then shared his efforts to sustain the economy of New Bedford. "The challenges of cities are distinct," he said, "and they all require different skill sets." In New Bedford, Mitchell focused on the fishing industry to drive economic growth. "Our strategic advantage is the fishing industry—how

do you leverage that to sustain our economy," he said. He also explained the importance of working with the business community to promote economic growth and ensure the city was making smart investments.

Cornett highlighted the importance of a strong predecessor for a mayor's future success. "We have had clean handoffs from one mayor to the next," he said, "They have continued the initiatives of the previous leader." This continuity contributed to successful policies. Cornett also highlighted the need to attract younger generations to keep the city strong. These younger generations, however, often had different visions of a city—less traffic and more environmental regulations. "If you can attract them, you will most likely attract a good economy."

Following their opening remarks, Warren asked the mayors what they saw as the biggest challenges facing their cities in 10 years. Cornett said that his biggest concern was that elected officials were driving people apart instead of bringing them together. In contrast, Mitchell saw macroeconomic challenges looming for New Bedford—how to compete, stay relevant, and shift to a knowledge-based economy. Whaley similarly described the greatest challenge of Dayton as retaining talent and building intellectual capital.

The mayors then answered questions from the ALI Fellows on their efforts to protect the environment and promote sustainable energy. Mitchell shared his work to build a solar program in New Bedford widely recognized as one of the leaders in

his state. Whaley discussed the importance of building climate resiliency in her city through a suite of transportation and energy policies. Cornett described the recent efforts of Oklahoma City to become a leader in generating wind energy. In their own way, each of the mayors was driving change toward sustainable energy use.

During the question and answer portion of the session, a clear theme emerged around the important convening power of mayors. In their efforts to battle the opioid epidemic in Dayton, the obesity epidemic in Oklahoma City, and the mental health crisis in New Bedford, all three mayors brought together stakeholders in the community to drive change. They worked with the private sector, nonprofits, and citizens to define problems and solutions.

The mayors also stressed the importance of promoting local business in each of their communities. Government in each of the three cities was working with private sector to encourage development and create policies to draw corporate investment. These thriving store fronts were critical to the success of their communities: “We have to start with the basics,” said Mitchell, “safe, clean infrastructure; walkability; and community building events.”

In response to a fellow’s question on what motivated her to take on this challenging work, Whaley said, “The ability to make a difference in my community is such an honor and I can’t wait to do that.” Warren concluded the session by lauding the mayors for their efforts to revitalize and strengthen their communities and for their willingness to convene

and share ideas. “These are the types of conversations that need to be happening around the nation.”



Making Life the Program

The second day of the Future of Cities Deep Dive began with a careful look at one major issue facing cities around the world: urban education. Professor Ron Ferguson of Harvard Kennedy School shared his research on achievement gaps in education and his work to address those gaps. Through his “Basics” program, Ferguson aimed to create an early childhood development system to support caregivers and raise life trajectories at scale. He also shared the early successes and challenges of operationalizing the program around the U.S.

Ferguson began his session by explaining the science behind the developing brain. While most education interventions focused on prekindergarten, children formed a dense neural network by the age of two. The density of brain tissue for a two-year-

old was strikingly similar to that of an adult, and the quantity and quality of the neural networks depended on the quantity and quality of interaction with the outside environment. “Genes provide the blueprint, but experiences shape the process,” he explained.

Moreover, while the brain reached about 80% of adult size by age three, racial, ethnic, and socio-economic skills gaps were clear in national data by age two. There was a six-month gap in language process skills by age two between less advantaged and highly advantaged children; 82% of children who were prepared for kindergarten are likely to master basic skills by age 11, while only 45% of children who were not prepared for kindergarten are likely to master these same skills. Ferguson explained that these differ-

ences translate to lifelong outcomes: “If we can help to narrow these early gaps, we can make a huge difference for individuals and society.”

To help address these gaps, Ferguson and his colleagues created an early childhood development system to help caregivers prepare their children for kindergarten. “The idea is to saturate communities and make life the program,” Ferguson said. He distilled the science on early education to five practical things caregivers can do to improve outcomes for their children:

- Maximize love, manage stress;
 - Talk, sing, and point;
 - Count, group, and compare;
 - Explore through movement and play;
 - Read and discuss stories.
-

With the content established, Ferguson outlined the strategic emphases of the Basics program. First, the group defined a sectoral focus, looking at priority partners, like libraries and healthcare providers, to share information with caregivers. Next, they defined a spatial focus, organizing the program around neighborhoods in order to achieve saturation. Finally, the group defined an informational focus, developing a marketing and communications strategy to achieve broad awareness.

In order to support the roll-out of the program, Ferguson and his colleagues set out to give the Basics organization a clear structure. A national “backbone” group would support a local “backbone” organization; this local group would then lead marketing and communi-

cations to push content out through other intermediaries and front-line staffers. All the while, Ferguson and his team would monitor and evaluate the outcomes in each of these local environments. At the time of the presentation, the Basics program was actively working in 29 cities, with an additional 15 cities preparing to launch the program.

Following his initial presentation, fellows asked Ferguson how he was working to ensure that people were adopting the Basics practices. He explained that local, motivated, trusted service providers were key to disseminate information. These local service providers worked with established organizations to help achieve saturation in individual neighborhoods.

Despite the early success-

es, Ferguson explained that the organization’s greatest challenge was capacity. They needed more staff and resources to run the national backbone organization and support the many cities interested in adopting the Basics. Ferguson explained that each of the partner cities had contacted his organization without any direct outreach. “We’re not inviting people to participate,” he explained, “These are people who are reaching out because they want to test it as well.” He added that more staff would enable the Basics to develop a firm infrastructure and plan for scaling to cities around the country.

Ferguson wrapped up his session by explaining the importance of proving the effectiveness of the model. “The science behind the Basics is rock solid,” he said, “What we still need to prove



communities at scale and move the needle on kindergarten readiness.” At the same time, he recognized the importance of finding partners to build organizational capacity: “We hear ‘prove to me that your car goes fast,’ but I need you to help me build it so I can show just how fast it is.”

Can Entrepreneurship and Technology Save Urban Education?

Continuing the focus on education, Professor John J-H Kim of Harvard Business School challenged fellows to consider how entrepreneurship and innovation might address problems in urban education. Kim presented a look at the current state of education in the U.S. and shared ways that technology may be incorporated into the classroom and teaching to drive positive change. He also used a case discussion to examine practical ways that schools and school districts are attempting to use innovation to drive change.

Kim began with a quote from Horace Mann, the first American secretary of education who helped to establish a free public education system in America during the mid 1800s as an example of innovation in education: “Education then, beyond all other devices of human ori-

gin, is the great equalizer of the conditions of men, the balance-wheel of the social machinery.” Kim explained that by the end of 20th century, all developed and most developing countries in the world managed to achieve universal primary school enrollment; however, there were tremendous differences in the quality of education.

In the U.S., the report “A Nation at Risk”, which was commissioned in the early 1980s, served as a call to action for reforming public education in the country. The report compared U.S. performance in math and science to other countries and raised alarm bells against “a rising tide of mediocrity that threatens our very future as a Nation and people.” Across the U.S., leaders invested significant resources into public education mostly in the form of increased num-

ber of teachers per student and additional hours spent school per year in reaction to this report.

Despite these efforts, and the dramatic increase in spending, student outcomes still faltered. In 2015, only 36% of students in the U.S. were reading at or above proficiency levels in fourth grade. If by the end of fourth grade a student could not read, they were four times more likely to drop out of school before graduation. These numbers were even more alarming for students of color and low-income students.

While overall adult literacy competency in the U.S. had increased in the last decades, Kim explained a study led by Professor Michael Porter showed that international peers had made even more progress. “As a

nation, we've actually been doing better," he said, "The issue is every other country has been improving faster." To complicate matters, the new millennium presented new challenges for schools attempting to educate a 21st student—a student that would need skills in media and technology, innovation, life and career, in addition to traditional academic subjects such as math and reading.

Public schools, then, needed innovation. Kim defined innovation in education as the pursuit of pattern breaking performance improvement that can be scaled and sustained. In the U.S., recent innovation in public education was first concentrated around charter schools—schools that have the autonomy to design and operate their education programs in a way that they feel is

best for students. "Charter schools are one of the prominent examples of how people are working to improve upon a traditional school model," Kim explained.

Another type of innovation in education involved technology, Kim explained. Both in the U.S. and internationally, there was growing investment in education technology—more than 27 billion dollars in 2018. Even so, Kim cautioned against "EdTech 1.0"—merely digitizing a traditional model. For example, adding laptops to traditional classrooms did not fundamentally change the model of education. "Digitizing traditional classroom models is like putting a GPS on a Model T," he explained. True transformational change in education required more fundamental changes such as using technology to achieve the bene-

fits of one-to-one tutoring.

To fulfill the promise of "EdTech 2.0", Kim said school leaders needed to focus on data convergence, unbundling the teacher's role, and establishing new measures of student success. Schools could use data to customize student learning, teachers could focus on helping students develop strong non-cognitive skills to complement content mastery, and evaluations could focus on the competencies of a 21st century student rather than just traditional measures of test scores and college acceptance. Kim added that fulfilling EdTech's promise would require entrepreneurs to lead the way, policymakers to support risk-taking, and the creation of a global market for education.

To highlight a practical ex-

ample of a school's efforts to rethink education, Kim shared the case of Summit Public Schools. Despite outperforming neighboring schools and national averages, the K-12 public charter school network wanted to increase the number of its students attaining bachelor's degrees. To achieve this goal, Summit reworked its entire model, including using technology to personalize learning.

During the discussion of the Summit case, Kim encouraged fellows to consider the instructional core in any attempt to reform schools. The instructional core—a model developed by Harvard's Public Education Leadership Project—centered on teachers, students, and curriculum; any change to one element required thinking about how it affected the other two components.

At the time of the session, the effects of Summit's plan to rethink its model and to expand to other schools were still unknown. The organization had recently created a nonprofit to focus exclusively on sharing its model with new school districts. While outcomes were still uncertain, Summit exemplified a much-needed shift in thinking toward education reforms. "How do you overcome the bias of inaction toward change?" Kim asked. Perhaps technology was the answer.



Healthy Building Strategies to Boost Human and Business Performance

Professor Joseph Allen of the Harvard T.H. Chan School of Public Health shared with ALI Fellows how buildings impact the health of cities. Allen also discussed strategies to boost human and business performance through the design and operation of buildings, and the use of building materials. In the face of rapid urbanization and population growth, he explained that cities' decisions about buildings would determine the collective health of their citizens in the present and for generations to come.

Allen began by explaining the important connections between indoor health and economic health. People spend 90% of their time indoors and the indoor environment has a huge impact on cognitive function and, thereby, economic performance. Allen led forensic

investigations of “sick buildings” and learned that the amount of air brought into a space impacts the health of people in that space. Unfortunately, many modern buildings had stagnant air and met only the basic metrics for acceptable indoor air quality.

Allen's research showed that higher ventilation rates in buildings saw tremendous positive benefits on higher order decision-making processes. People who spent time in an optimized air-quality environment had significantly higher cognitive functioning scores as compared to when they spent time in traditional office spaces. Increasing ventilation in buildings was inexpensive and could have serious benefits to companies and individuals—his research showed a \$6,500 increase per person per year

for companies and an eight percentile increase in decision-making performance for individuals.

Equally as important as air flow, the materials used in buildings had a significant impact on the health of individuals. Allen explained that more than 80,000 man-made chemicals were used in the U.S., that only 300 of those were tested for safety, and that less than 20 were controlled through regulation. To complicate matters, manufacturers often worked around regulations by slightly modifying the chemicals used in their building materials. “They are playing chemical whack-a-mole,” Allen explained, “As soon as one chemical is regulated, another pop ups.”

Allen and his colleagues at Harvard were working to reduce the negative impact

of chemicals in building materials. He helped create the Harvard Healthier Building Materials Academy in order to empower buyers to influence the problem of “chemical whack-a-mole.” He added, “We have enough large corporate buyers on board who have the ability to influence suppliers.”

Allen also cited the importance of green buildings to promote public health. Energy efficient buildings reduce dependence on the grid, which in turn reduces the amount of pollutants released by energy providers, but there are also co-benefits associated with green buildings. Allen’s research indicated that for every \$1 saved on energy, green buildings saved an additional 77 cents through health benefits to individuals. “Green buildings lead to better energy performance, better



market performance, better occupant performance, and come with significant social benefit,” he added.

Concluding his remarks, Allen explained that due to urbanization, the decisions we make regarding our buildings have determining effects on our health. “Buildings represent one of the greatest public health and business opportunities we’ve ever had,” he said. The ultimate challenge was convincing people to take action on the construction of healthy buildings.

Synthesis



To tie together the sessions of the Future of Cities Deep Dive, ALI Executive Committee Member and Harvard Graduate School of Education Lecturer Jim Honan helped fellows synthesize the content of the two-day conference. He started the session by encouraging fellows to think through two questions: what were the big ideas, insights, or takeaways on the future of cities and urban education; and where are potential opportunities for advanced leaders?

Through their conversation, the group identified equity as the most pressing problem facing cities around the world. While there was disagreement about the best means to effect change—through infrastructure development, through education, through employment opportunities—the group agreed that each of these

solutions sought to address problems of inequity.

Honan noted that regardless of methods, cities were a promising location to take action: “Cities can be seen as levers for change,” he said, “At the local level we can make things happen.” While one-size may not fit all, taking action through mayors and city government was essential.

During the discussion, there was also a sense of optimism at the breadth of initiatives and solutions of the Deep Dive’s presenters. As one fellow put it, “There is reason to be encouraged that there are so many flowers blooming in the field.” Yet, the group also recognized the importance of tying initiatives together, involving community members, and activating government at the local level.

Arts in Education

Ending the Deep Dive on a high note, Karen Cueva, musician and Carnegie Hall Learning and Engagement Programs manager, inspired fellows with her work using music and the arts to improve urban education. Cueva performed for fellows, discussed the importance of arts education, and shared her work to promote diversity within the arts. She also described how the arts provided an opportunity to share and embrace the lived experience of marginalized communities.

Cueva started by performing Astor Piazzolla's "Café 1930" on violin. Piazzolla composed the striking piece in an attempt to make music that fully represented him. Cueva explained that Piazzolla's teacher encouraged him and "made more space for the musician to express himself." The piece reflected

the constant evolution that occurs in the arts and paralleled Cueva's work in arts education.

Following her performance, Cueva explained how great cultural institutions—the Kennedy Center and Carnegie Hall—had influenced and inspired her; now she worked to transform these establishments into diverse, generative spaces. She highlighted the importance of her family in her involvement in the arts and described the lack of people of color in professional orchestras across the U.S.

In response to the dearth of people of color in orchestras, Cueva co-founded the Du Bois Orchestra while she was a student at the Harvard Graduate School of Education. The Du Bois Orchestra performed to large, diverse audiences, and elevated un-

derrepresented composers by performing their works alongside works from the traditional classical canon. The creation of this group represented an important step in Cueva's work to change both how arts education is taught and who is represented in music.

At Carnegie Hall, Cueva's efforts now focused on supporting teachers in professional development around the arts. "We are working to empower teachers to have more culturally responsive classrooms," she explained, "We want to evolve music programs to include all students."

Cueva also oversaw a national grant program to support social infrastructure around arts education. Through PlayUSA, and effective local programs like Enriching Lives through

Music, she worked to support communities through music education, performance, and engagement. Parental involvement played an important role in this work.

Cueva concluded her session by calling for broader efforts to include more people of color in arts education. She encouraged fellows to think through ways they could create more entry points for all students to be able to experience art and to embrace their own lived experience through the arts. “There is so much more that is left to be said through the arts,” she said, “We are responsible for ensuring that our city’s arts ecosystems are representative of the collective humanity of our communities.”



Speaker Biographies

Joseph G. Allen



Dr. Joseph G. Allen is an assistant professor at the Harvard T.H. Chan School of Public Health. He began his career conducting forensic health investigations of sick buildings in several hundred buildings across a diverse range of industries, including healthcare, biotechnology, education, commercial office real estate and manufacturing. At Harvard, Allen directs the Healthy Buildings program where he created 'The 9 Foundations of a Healthy Building'. He is also the faculty advisor to the Harvard Healthier Building Materials Academy. He works with Fortune 100 companies on implementing Healthy Building strategies in their global portfolios and presents internationally on the topic of Healthy Buildings. His work has been featured widely in the popular press, including the Wall Street Jour-

nal, Harvard Business Review, National Geographic, Time, NPR, Newsweek, The Washington Post, Fortune and The New York Times. Allen is an Associate Editor of the Journal of Exposure Science and Environmental Epidemiology and an Associate Editor of the journal Indoor Air. He earned his Doctor of Science (DSc) and Master of Public Health (MPH) degrees from the Boston University School of Public Health, and a Bachelor of Science (BS) degree in Biology from Boston College. More information on his research can be found at: www.ForHealth.org.

Mick Cornett



Mick Cornett became Oklahoma City's 35th mayor on March 2, 2004, and served until April 10, 2018. He was the first mayor in the City's history to be elected to a fourth term, and at the end of his term was the longest-serving mayor among the 50 largest cities in America.

He has been honored by various organizations and publications as the top mayor in Oklahoma and the United States – and an international panel selected then-Mayor Cornett as the second-best mayor in the world. Newsweek magazine called him one of the “five most innovative mayors in the United States.” Governing magazine named him national “Public Official of the Year.” Politico placed him on the publication's Politico 50 list of “thinkers, doers and visionaries trans-

forming American politics in 2015.”

He was President of the U.S. Conference of Mayors from June 2016 to June 2017.

His leadership was instrumental in bringing the NBA to OKC, and he famously put the entire city on a diet to raise awareness on the national issue of obesity. During his time in office, Oklahoma City invested nearly \$2 billion in schools and infrastructure dedicated to improve the city's quality of life. That investment generated nearly \$6 billion in private sector investment.

Cornett provided oversight for the completion of MAPS for Kids, one of the nation's largest, citywide investments in public education. He championed the passage of MAPS 3, which includes a new convention

center, a 70-acre downtown park, modern streetcar system, the nation's most advanced whitewater rafting facility, senior wellness centers, hundreds of miles of new bike trails and sidewalks and a new fairgrounds expo building. MAPS 3 also raised the bar on civic engagement in OKC, from guidance in the selection of projects to the more than 70 citizens serving on subcommittees responsible for steering the projects toward completion.

Cornett is a popular international speaker on the topics of health and wellness, urban design, placemaking and walkable cities.

He produced, wrote and directed the award-winning documentary, "Oklahoma City: The Boom, The Bust and The Bomb." The documentary was released to

critical acclaim in 2015 and earned top honors at New Jersey's Golden Door Film Festival.

He earned a degree in journalism at the University of Oklahoma and an MBA from New York University.

Susan Crawford



Susan Crawford is the John A. Reilly Clinical Professor of Law at Harvard Law School. She is the author of *Captive Audience: The Telecom Industry and Monopoly Power in the New Gilded Age*, co-author of *The Responsive City: Engaging Communities Through Data-Smart Governance*, author of *FIBER: The Coming Tech Revolution—and Why America Might Miss It*, and a contributor to WIRED.com. She served as Special Assistant to the President for Science, Technology, and Innovation Policy (2009) and co-led the FCC transition team between the Bush and Obama administrations. She also served as a member of Mayor Michael Bloomberg's Advisory Council on Technology and Innovation and Mayor Bill de Blasio's Broadband Task Force. Crawford was formerly a (Visiting) Stanton Professor of the First

Amendment at Harvard's Kennedy School, a Visiting Professor at Harvard Law School, and a Professor at the University of Michigan Law School (2008-2010). As an academic, she teaches courses about cities, public leadership, technology, and communications policy. She was a member of the board of directors of ICANN from 2005-2008 and is the founder of OneWebDay, a global Earth Day for the internet that takes place each Sept. 22. One of Politico's 50 Thinkers, Doers and Visionaries Transforming Politics in 2015; one of Fast Company's Most Influential Women in Technology (2009); IP3 Awardee (2010); one of Prospect Magazine's Top Ten Brains of the Digital Future (2011); and one of TIME Magazine's Tech 40: The Most Influential Minds in Tech (2013). Crawford received

her B.A. and J.D. from Yale University. She served as a clerk for Judge Raymond J. Dearie of the U.S. District Court for the Eastern District of New York, and was a partner at Wilmer, Cutler & Pickering (now WilmerHale) (Washington, D.C.) until the end of 2002, when she left that firm to enter the legal academy.

Karen Cueva



Karen Cueva is a Peruvian-American musician, educator, and cultural worker based in New York City. As a violinist, she has been privileged to perform on numerous stages, namely Alice Tully Hall, Carnegie Hall, David Geffin Hall, The Kennedy Center, and the Royal Opera House of Muscat (Oman), under the batons of renowned conductors such as James DePreist, Lorin Maazel, Itzhak Perlman, and Esa-Pekka Salonen.

An advocate for social justice through classical music, Cueva launched her educational career as a teaching artist in various community-based organizations and schools throughout the east coast. Her zeal for disrupting structural inequities for youth of color in musical training led her to pursue graduate studies at the Har-

vard Graduate School of Education. While at Harvard, she co-founded the Du Bois Orchestra, a chamber orchestra devoted to fostering inclusive programming of music by historically marginalized composers. For her leadership through the Du Bois Orchestra, Cueva was awarded the 2017 McGraw-Hill Robert Sherman Award for Music Education and Community Outreach.

Cueva currently works as the Manager of Learning & Engagement Programs at Carnegie Hall's Weill Music Institute. At Carnegie Hall, she manages PlayUSA; a national grant program supporting community music organizations across the country that offer instrumental music education programs to low-income and underserved K-12 students. In 2019, Cueva was named a Sphinx LEADER

(Leaders in Excellence, Arts, & Diversity), joining a cohort of emerging leaders of color who are evolving the landscape of arts administrative leadership across the country.

In addition to her efforts to transform institutions, Cueva is a design team member for the Savanna School, opening in the fall of 2021. The Savanna School will be a small teacher-powered, project and design-based high school for youth exiting the justice system in New York City, and their siblings.

Cueva holds B.M. and M.M degrees in violin performance from The Juilliard School, as well as an Ed.M. in Arts in Education from Harvard University.

Jorrit de Jong



Jorrit de Jong is Lecturer in Public Policy and Management at Harvard Kennedy School (HKS). His research and teaching focus on the challenges of making the public sector more effective, efficient, equitable and responsive to social needs.

De Jong is the Faculty Director of the Bloomberg Harvard City Leadership Initiative, a joint program of Harvard Business School and Harvard Kennedy School, funded by and executed in collaboration with Bloomberg Philanthropies. It is the world's most comprehensive effort to advance effective problem-solving and innovation through executive education, research, curriculum development and field work.

De Jong is also Academic Director of the Innovations in Government Program

at the Kennedy School's Ash Center for Democratic Governance and Innovation. A specialist in experiential learning, de Jong has taught strategic management and public problem solving in degree and executive education programs at HKS and around the world. Before coming to Harvard, de Jong co-founded the Kafka Brigade, a social enterprise in Europe that helps governments diagnose and remedy bureaucratic dysfunction. Before that he was director of the Center for Government Studies at Leiden University and founding co-director of a consulting firm for the public sector in Amsterdam.

De Jong holds a PhD in Public Policy and Management (VU Amsterdam), a Master in Philosophy (Leiden) and a Master in Public Administration

(Leiden). He has written extensively, including the books *The State of Access: Success and Failure of Democracies to Create Equal Opportunities* (Brookings 2008, co-edited); *Agents of Change: Strategy and Tactics for Social Innovation* (Brookings 2012, co-authored); and *Dealing with Dysfunction: Innovative Problem Solving in the Public Sector* (Brookings, 2016). De Jong wrote over 25 teaching cases and designed numerous simulation exercises on collaborative governance, organizational behavior and innovation.

In 2014, de Jong launched the Innovation Field Lab, an experiential learning and outreach project sponsored by the Ash Center that connects HKS students with five cities in Massachusetts through real problem solving efforts. In addition to co-chairing executive pro-

grams for U.S. Mayors, international Mayors and their senior aides as part of the Bloomberg Harvard City Leadership Initiative, de Jong is the faculty co-chair of two open enrollment programs: Creating Collaborative Solutions and Innovations in Governance.

Marc Draisen



Marc Draisen has served as the Executive Director at MAPC since 2002. Draisen leads the agency's staff in their work to provide technical and professional services that improve physical, social, and economic health for the people who live and work in the Metro Boston region. MAPC's work covers a wide range of areas related to smart growth and regional collaboration, including transportation, land use, water resources, clean energy, public safety, public health, housing, economic development, and collective procurement.

Prior to joining MAPC, Draisen served as President and CEO of the Massachusetts Association of Community Development Corporations (MACDC), where he was responsible for supervising a staff of nine people and a \$1.2 million

annual budget. Some of his major successes at MACDC included the passage of a first-in-the-nation Insurance Industry Community Reinvestment Act, the development of an Affordable Housing Trust Fund, establishment of a program to fund and train community organizers at CDCs throughout Massachusetts, and tripling state operating support program for CDCs.

Draisen also served two terms as state representative from Boston and Brookline (11th Suffolk District), from 1991 to 1995. During this time, he served on the Joint Committee on Housing and Urban Development; the Joint Committee on Federal Financial Assistance; and as co-chair of the Progressive Legislators Group. Some of his major accomplishments included passage of the Condominium Reform Act

(1992), the Housing Bond Bill (1993), and the Pharmacy Freedom of Choice Act (1994). He was also chief sponsor of major economic development legislation, and actively involved in such topics as health care reform, regional development, housing, drug abuse, domestic violence, and environmental protection. In 1994, Draisen was the Democratic candidate for Lieutenant Governor of Massachusetts.

Draisen graduated from Brandeis University with a Bachelor's Degree in 1978, and from the Massachusetts Institute of Technology with a Master's Degree in City Planning in 1981.

Draisen represents MAPC on several boards, including the Board of Directors of the Massachusetts Smart Growth Alliance; Transportation for Massachusetts

Ronald F. Ferguson



Ronald F. Ferguson is an MIT-trained economist who focuses social science research on economic, social, and educational challenges. He has been on the faculty at Harvard's John F. Kennedy School of Government since 1983, after full time appointments at Brandeis and Brown Universities. In 2014, he co-founded Tripod Education Partners and shifted into an adjunct role at the Kennedy School, where he remains a fellow at the Malcolm Wiener Center for Social Policy and faculty director of the university-wide Achievement Gap Initiative (AGI).

During the 1980s and '90s Ferguson focused much of his attention on economic and community development. That work culminated in the social science synthesis volume *Urban Problems and Community Develop-*

ment (1999), which remains an important text in graduate policy courses.

By the late 1980s he had begun to study education and youth development because academic skill disparities were contributing to growing wage disparity. During the 1990s and early 2000s, his writings on the topic appeared in publications of the National Research Council, the Brookings Institution, the U.S. Department of Education, and various books and journals. In December 2007, Harvard Education Press published his book *Toward Excellence with Equity: An Emerging Vision for Closing the Achievement Gap*. A February 2011 profile of Ferguson in the New York Times wrote, "there is no one in America who knows more about the gap than Fergusonald Ferguson."

Ferguson's current focus as AGI director is an initiative entitled the Boston Basics that is spreading to other cities in a Basics National Network. It takes a socio-ecological saturation approach, collaborating with many partners to reach extended families with caregiving advice for infants and toddlers. In addition, Ferguson is co-authoring a book with journalist Tasha Robertson on the ways that highly successful people were parented.

Ferguson holds an undergraduate degree from Cornell University and a PhD from MIT, both in economics. He has been happily married for 38 years and is the father of two adult sons.

Brian P. Golden



Brian P. Golden is the Director of the Boston Planning & Development Agency (BPDA). He oversees all aspects of the organization and focuses on executing its core mission of responsible, community-engaged planning, and economic development. An attorney since 1993, Golden is a former member of the Massachusetts House of Representatives, where he served the Allston-Brighton neighborhood of Boston. He was also the New England Regional Director at the US Department of Health and Human Services, a Commissioner at the Massachusetts Department of Telecommunications and Energy, and a member of the Board of Directors at the Federal Home Loan Bank of Boston. Golden has served as a US Army officer, active duty and reserve, for more than twenty years. His military

experience includes duty in Bosnia, Iraq, and Israel/West Bank.

Golden is a graduate of the Boston Latin School and Harvard College. He received a Master's degree from the US Army War College and a law degree from the College of William and Mary's School of Law.

James P. Honan



James Honan's teaching and research interests include financial management of nonprofit organizations, organizational performance measurement and management, and higher-education administration. At Harvard, he is educational co-chair of the Institute for Educational Management (IEM) and is a faculty member in a number of executive education programs for educational leaders and nonprofit administrators. Honan 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. Previously, he served as institutional research coordinator in the Office of Budgets at Harvard and as a project analyst in the Harvard University Finan-

cial Aid Office. He has also been a research assistant at the Educational Resources Information Center (ERIC) Clearinghouse on Higher Education in Washington, D.C., and has served as executive assistant to the president of Lesley University in Cambridge, Massachusetts.

John Jong-Hyun Kim



John J-H Kim is a Senior Lecturer in the General Management unit of the Harvard Business School. Kim created and teaches the second-year course Entrepreneurship and Technology Innovations in Education, which explores ways in which entrepreneurs are pursuing the use of technology to transform education and achieve higher performance. He also co-teaches the Social Innovation Lab, a project-based course providing student teams an opportunity to build a social enterprise with the discipline of business tools and entrepreneurial techniques. Previously, he taught Entrepreneurship and Education Reform.

Kim also serves as the Co-Chair of the Public Education Leadership Project (PELP), a joint project of HBS and Harvard Grad-

uate School of Education. PELP was founded in 2004 to work with some of the largest urban districts in the U.S. to improve the management and leadership competencies and practices of public education leaders. Additionally, Kim teaches in several executive education programs including Performance Measurement for Effective Management of Nonprofit Organizations (PMNO) and Governing for Non-Profit Excellence (GNE).

Kim is the founder and CEO of The District Management Council (DMC), an organization that helps school districts achieve higher performance by improving their management practices. He is the founding editor of The District Management Journal, a publication which provides actionable insights related to leading and man-

aging public school districts. Previously, Kim founded and led several firms in the education sector including a school management company that served more than 20,000 students in ten states. Additionally, he served as an Executive Vice President of Rakuten, Inc (JASDAQ: 4755), a global Internet services company, and was a management consultant with McKinsey & Company.

Kim currently serves on several non-profit and corporate boards including the National Governing Board of BELL, a non-profit organization dedicated to improving the lives of disadvantaged youths.

Kim received an A.B. with Honors from Harvard College and an M.B.A. from the Harvard Business School.

Jerold S. Kayden



Jerold S. Kayden is the Frank Backus Williams Professor of Urban Planning and Design at the Harvard University Graduate School of Design. His teaching and scholarship address issues of land use and environmental law, public and private real estate development, public space, and urban disasters and climate change. His books include *Privately Owned Public Space: The New York City Experience*; *Urban Disaster Resilience: New Dimensions from International Practice in the Built Environment*; *Landmark Justice: The Influence of William J. Brennan on America's Communities*; and *Zoning and the American Dream: Promises Still To Keep*.

As urban planner and lawyer, Kayden has advised governments, non-governmental organizations, and real estate developers in the

United States and around the world. He has consulted for the World Bank, the International Finance Corporation, the United States Agency for International Development, and the United Nations Development Programme, among others, working principally in Armenia, China, Nepal, Russia, and Ukraine. Since 1991, he has served as principal constitutional counsel to the National Trust for Historic Preservation in Washington, D.C., and leads Advocates for Privately Owned Public Space, a non-profit organization based in New York City.

Among Kayden's honors are a Guggenheim Fellowship, multiple fellowships from the National Endowment for the Arts, and awards from the Association of Collegiate Schools of Planning, the Environmental

Design Research Association, the American Bar Association, and the American Society of Landscape Architects. At the Design School, where he served as co-chair of the Department of Urban Planning and Design, he was recognized schoolwide as “Teacher of the Year.” He earned his undergraduate, law, and city and regional planning degrees from Harvard, and subsequently was law clerk to Judge James L. Oakes of the U.S. Court of Appeals for the Second Circuit and Justice William J. Brennan, Jr. of the U.S. Supreme Court.

Quinton Mayne



Quinton Mayne is Associate Professor of Public Policy in the Kennedy School of Government at Harvard University, where he teaches courses on political institutions and urban politics. In 2016 he received the Kennedy School's Innovations in Teaching award. Mayne has a Ph.D. in Politics from Princeton University and a B.A. in French and German Literature from Oxford University. His dissertation, entitled *The Satisfied Citizen: Participation, Influence, and Public Perceptions of Democratic Performance*, won the American Political Science Association's Ernst B. Haas Best Dissertation Award in European Politics as well as the Best Dissertation Award in Urban Politics. Mayne's research and teaching interests lie at the intersection of comparative and urban politics, with a focus on public opinion and

social policy. He is particularly interested in how the design and reform of democratic political institutions affects how citizens think and act politically.

Jon Mitchell



Taking office in January 2012, Jon Mitchell is New Bedford's thirty-eighth mayor. In November 2013, he was the city's first sitting mayor since 1866 not to be opposed for re-election, and has won reelection two more times by decisive margins.

As mayor, Mitchell has sought to re-establish New Bedford as one of the leading cities in the Northeast. He has moved aggressively to reform the city's schools, modernize the port, solidify the downtown as the economic and cultural center of Southeastern Massachusetts, and to elevate the quality of life in every neighborhood.

Mitchell has made city government more efficient through effective management practices, and now the city has the highest bond rating in its history. His work in economic develop-

ment has emphasized careful planning, collaboration with the business community, and the need to exploit the city's major assets. The approach has paid off with thousands of new jobs, and a drop in unemployment that led all U.S. cities in 2016. These efforts have been complemented by reforms in the city's schools, where the dropout rate is now at a fifteen year low and test scores have risen steadily. And neighborhood quality of life is markedly better with a sharp drop in crime, the construction of five new parks along with the HarborWalk and CoveWalk, and the establishment of the state's first municipal arts fund.

Under Mitchell's leadership, New Bedford also has emerged as one of America's greenest cities. Among other initiatives, the city

also has doubled its recycling rate by modernizing its trash collection system, replaced over 10,000 street lights with LED bulbs, retrofitted dozens of city buildings with energy efficient features, and has Massachusetts's largest municipal fleet of electric vehicles. His aggressive cultivation of solar electricity production led the Wall Street Journal to report that New Bedford was first in the continental U.S. in installed solar capacity per capita. Mitchell has also strived to position New Bedford to become a leader of the American offshore wind industry through the New Bedford Wind Energy Center, the first municipal agency in America devoted to cultivating offshore wind, and he has promoted his approach to energy reform in his capacity as the Chairman of the U.S. Conference of Mayors' Energy Commit-

tee.

Mitchell attended Harvard College, where he funded his tuition with financial aid and by working in factories and warehouses back home during the summers. After graduating from Harvard with a degree in economics, he went to work in Washington, D.C., and remained there to attend law school at George Washington University. Upon graduation, Mitchell began work as a federal prosecutor in the United States Department of Justice, having been selected to the prestigious Attorney General's Honor Program. As one of the youngest federal prosecutors in the country, he successfully prosecuted both violent crime cases in the District of Columbia, as well as major white collar crime cases across the country.

After three years, Mitchell returned to Massachusetts, where he worked briefly at the Massachusetts Attorney General's office prosecuting public corruption cases, before leaving for private practice at a major Boston law firm. After paying off his remaining student loans, he returned to the role of federal prosecutor as an Assistant United States Attorney in Boston, in which he prosecuted cases in the areas of white collar crime, firearms, narcotics, environmental crime, and public corruption. Many of his cases were of national importance, including his service as the prosecutor on the task force searching for Boston mob boss James "Whitey" Bulger.

Nan Whaley



Nan Whaley is proud to choose Dayton as her home. Originally from Indiana, Whaley attended the University of Dayton where she graduated in 1998 and soon settled in the Five Oaks neighborhood where she and her husband Sam reside today.

Her career is distinguished by her commitment to public service, civic involvement and interest in local government. First elected to the Dayton City Commission in 2005, Whaley was the youngest woman ever chosen for a commission seat. She was proud to be elected as Dayton's mayor in 2013 by a double-digit majority. In 2017 she was re-elected mayor without opposition, a first in Dayton's history. As mayor, she has focused on the areas of community development, manufacturing, and women and children.

Whaley is a national leader among her peers serving on the Board of Trustees for the US Conference of Mayors as well as the Chair of the International Committee for the conference. She serves as a Vice Chair for the National League of Cities, Council on Youth, Education and Families. Whaley is also a founding board member for the Ohio's Mayor Alliance, a bipartisan coalition of Ohio's 30 largest cities.

Whaley has been committed to the political process in local, state and national elections. While in college, she served as Ohio Chair of the College Democrats. She currently serves as the Vice Chair of the National Conference of Democratic Mayors. Additionally, she is a four-time delegate to the Democratic National Convention.



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