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**AXE & TILLER**

11.19.18

# **Individual School Analysis**

Prepared for: Boston University Wheelock College of Education & Human Development

## Competitive Caveats

- Exercise in interpretation, subjective in nature.
- Reflects what is said, and what is communicated.
- Does not separate fact from fiction.
- A comparative snapshot of their brands in 2018.

## Schools Reviewed

- Boston College
- Columbia University
- Johns Hopkins
- Northwestern
- NYU
- University of Southern California
- University of Virginia
- University of Pennsylvania
- Vanderbilt

# Methodology

## Materials reviewed:

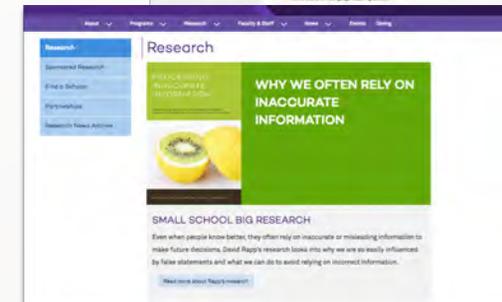
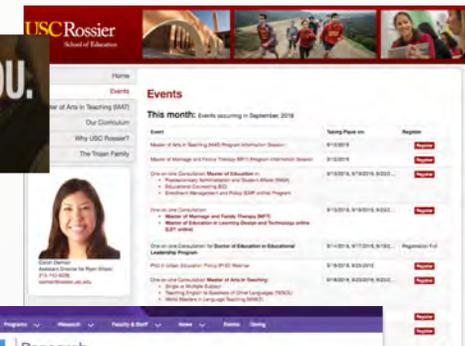
- Websites
- Dean's letters
- Strategic plans
- News and press releases
- Viewbooks
- Email messaging campaigns



By Pam Grossman

"Disruption" — the philosophy that's worked its way through so many industries — has become a buzzword among education reformers. Tear up the systems. Invent something new. Iterate through the failures until you find success.

But in education, disruption that ignores research about what works can disrupt children's lives and opportunities. As we have seen in the cities where these experiments are being tried on the biggest scale — Detroit, New Orleans, Philadelphia — when disruption fails, the consequences for children are devastating.



# Individual School Analysis

## Johns Hopkins: "The Startup"

The image shows a screenshot of the Johns Hopkins School of Education website. The background is a photograph of the Education Building at Johns Hopkins University, with a large blue sign in the foreground that reads "JOHNS HOPKINS UNIVERSITY EDUCATION BUILDING 2800 North Charles Street".

**Navigation Menu (Top):**

- CONTACT US
- INSIDE EDUCATION
- MYJHU
- GIVE
- JHU
- ABOUT US
- ADMISSION & FINANCIAL AID
- STUDENT RESOURCES
- ACADEMICS
- RESEARCH
- ALUMNI

**Header (Left):**

JOHNS HOPKINS  
SCHOOL of EDUCATION

**Header (Right):**

Feedback

**Main Content:**

# Education + Innovation

Leading the way with the latest research into how learning happens.

**Footer (Left):**

15TH INTERNATIONAL CONFERENCE ON HIGHER EDUCATION REFORM

**Footer (Right):**

APPLY NOW VISIT REQUEST INFO

**Left Sidebar:**

- G
- f
- Twitter
- Printer
- +

*This is now my fourth major research university, and it's **by far the most entrepreneurial place** I've been in... There's less of a fear of failure here than any other place I've been. Academics can be a risk-adverse bunch, but I get less of a sense of that here. I feel the sky is the limit."*



- Christopher Morpew, new dean as of August, 2017

## Overview

Johns Hopkins has offered teacher education since 1909, but the School of Education was established in 2007. This history defines the institution. It acts almost like a startup business, dreaming big and beyond industry mores. However, also like a startup, it's still determining what it stands for, how to differentiate, and how to clarify its messaging.



### Positioning

**Community focused.** Serving the community is a common thread throughout the school’s messaging. While physically based in both Columbia and Baltimore, it associates with Baltimore: “Johns Hopkins will forever be associated with the City of Baltimore.” The other city, Columbia, is a planned and affluent community, while perhaps Baltimore’s lower-income status better matches the school’s community-centered focus. The school mentions its high ranking, but doesn’t promote it the way it does the community theme.

**Research-minded.** While not as prominently articulated in the school’s messaging, research is a vital part of its identity. This is discussed more in later slides.

**Mission statement.** Its mission statement is lofty: *“To generate knowledge to inform policy and practice and educate society to address the most important challenges faced by individuals, schools, and communities.”* It also connects to the University’s mission: *“True to Johns Hopkins University’s mission to ‘bring the benefits of discovery to the world,’ the Johns Hopkins School of Education equips educators and communities—locally and globally—with the latest insight into how learning happens.”*

### Tagline

The school doesn’t use a tagline. It’s Twitter caption is “advancing knowledge, transforming lives.” Its website features headlines which reflect its startup identity and community focus:



### Community theme

The school's community focus is evident in how it partners with school districts and state agencies, as well as nonprofit and for-profit organizations. "Our students—and our faculty—are out in the field every day, serving as equal participants in a shared cause and learning as much as we teach."

Among the school's prominent outreach efforts is the Henderson-Hopkins K-8 public school and Weinberg Early Childhood Center in East Baltimore which takes a holistic approach that focuses on the behavioral, cognitive, and physical health of children.



### Research theme

Somewhat less overtly promoted on the school's website is its emphasis on conducting research. This notion comes through in its 10-year anniversary video, where David Steiner, executive director of the Johns Hopkins Institute for Education Policy, analogizes the school's current educational research to John's Hopkins' efforts in the 19<sup>th</sup> century to make medicine a research-based practice. The research theme is also evident in the various initiatives on the next slide.



Johns Hopkins School of Education at 10 Years

The website features multiple initiatives, many based in research and a few oddly described in the past tense

### Neuro-Education Initiative

"Furthers the understanding of how research findings from the cognitive and neurosciences has the potential to inform teaching and learning through research, collaboration, and advocacy."

### The Center for Research and Reform in Education

"Was a research center within Johns Hopkins School of Education...our major goal was to improve the quality of education for children in grades pre-K to 12 through high-quality research..."

### International Teaching and Global Learning

"The emphasis is to prepare educators to become skilled leaders capable of transforming schools, systems, and other fast-changing learning environments in their home countries."

New

*"Our centers...have been around for decades. We might be young, but our centers are in some cases 50 or more years old. **They have been doing the research-to-practice thing** for a long time."* -Christopher Morphew

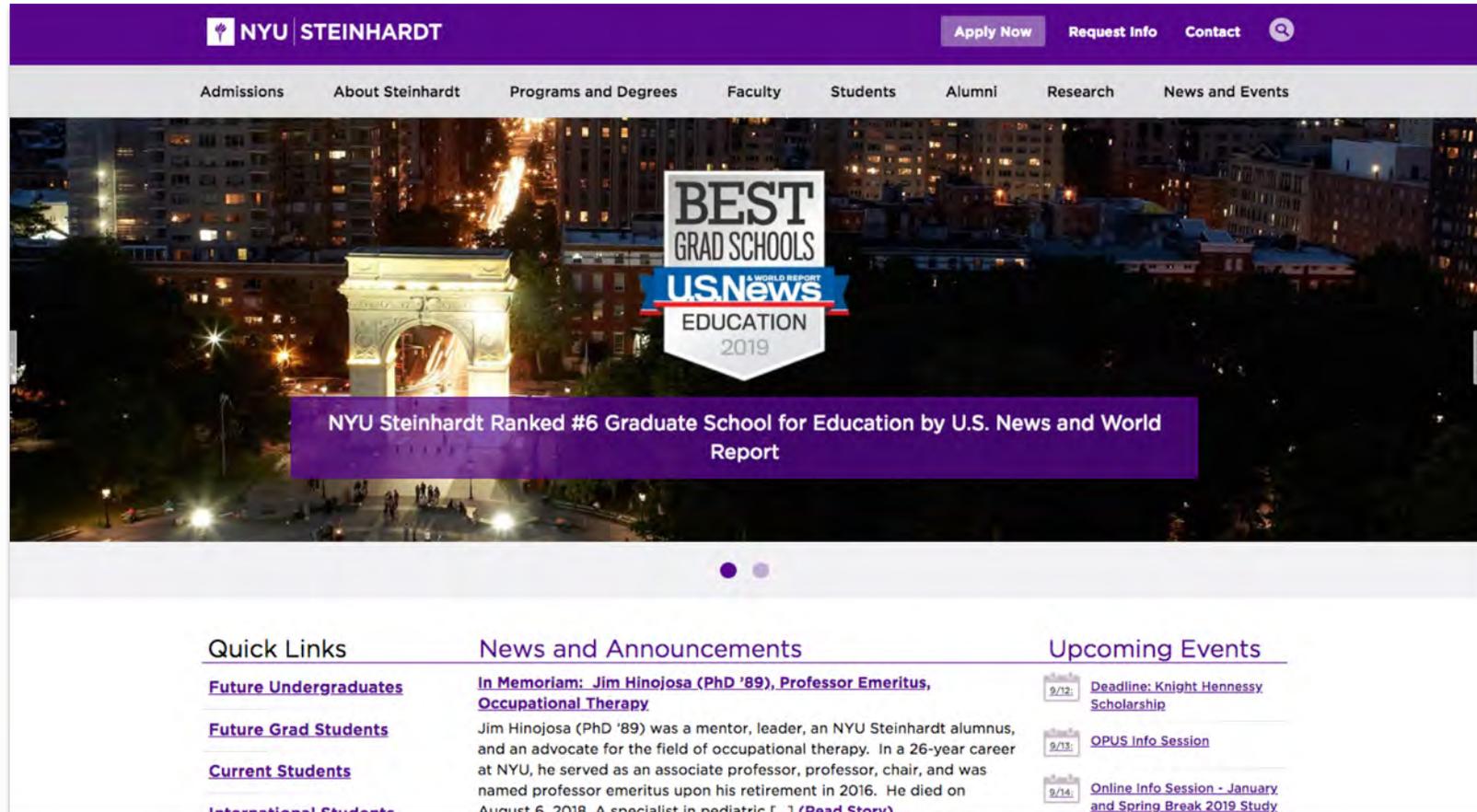
Still new in his role, Morpew intends to further refine the school's positioning

...We need to make some choices. In order to make these choices, you need to identify priorities. What is important to you? **Right now, I don't think we know exactly**...it's also very important to communicate to prospective students who we are. Why come here?"

-Christopher Morpew



## NYU Steinhardt: "The Everything"



**NYU STEINHARDT** Apply Now Request Info Contact

Admissions About Steinhardt Programs and Degrees Faculty Students Alumni Research News and Events

**BEST GRAD SCHOOLS**  
USNews & WORLD REPORT  
EDUCATION  
2019

NYU Steinhardt Ranked #6 Graduate School for Education by U.S. News and World Report

**Quick Links**  
[Future Undergraduates](#)  
[Future Grad Students](#)  
[Current Students](#)  
[International Students](#)

**News and Announcements**  
**In Memoriam: Jim Hinojosa (PhD '89), Professor Emeritus, Occupational Therapy**  
Jim Hinojosa (PhD '89) was a mentor, leader, an NYU Steinhardt alumnus, and an advocate for the field of occupational therapy. In a 26-year career at NYU, he served as an associate professor, professor, chair, and was named professor emeritus upon his retirement in 2016. He died on August 6, 2018. A specialist in pediatric L-1. [\(Read Story\)](#)

**Upcoming Events**  
9/12: [Deadline: Knight Hennessy Scholarship](#)  
9/13: [OPUS Info Session](#)  
9/14: [Online Info Session - January and Spring Break 2019 Study](#)



People always, always ask me, '**What exactly is Steinhardt again? I don't get it.**' Well, we may not be simple to explain, but the world is complex and multifaceted. And you know it's really kind of **boring to be good at one thing when you can be great at many.**'



- Dean Dominic Brewer's 2017 Graduation Address

## Overview

NYU Steinhardt reflects the multi-faceted city where it's based. Established in 1890 as the first school of pedagogy at an American university, the institution soon expanded. By 1921, it was educating teachers across all fields, including the arts and health, and offering undergraduate through doctoral degrees. It currently integrates research and teaching across education, communication, health, and the arts. Prior to 2001, it was known as the NYU School of Education.





## Positioning

**Holistic view.** The fact that Steinhardt's focus is broader than pedagogy programs is confusing on its face, as is how the school is different than NYU itself. The school's site doesn't prominently answer these questions. It indirectly addresses the issue through the idea of holistic education: "We're redefining holistic education. Our students belong to a strong and supportive community of scholars – a warm, nurturing environment that encourages the exploration of new ideas."

**Social change.** The notion of social change is a consistent theme. "NYU Steinhardt's one-of-a-kind integration of education, communication, health, and the arts puts us at the heart of a movement: education for social change." Its mission statement reflects this theme, connecting also to NYU: "Our mission is to advance knowledge, creativity, and innovation at the crossroads of culture, education, and human development. We exemplify NYU's commitment to be of public service."

**Global reach.** The school's broad purview extends geographically, from learning outside the classroom to across the world. "For more than a century, we've been building partnerships in our community: with local schools, families, community agencies, arts organizations, cultural institutions, and healthcare facilities...We prepare you to lead in a global society."

## Tagline & messaging

Steinhardt doesn't use a tagline. It's Twitter caption describes it as "a vibrant institution responding to social change." Messaging is casual and often feels student-focused: "There's no better way to get the inside scoop on what it's like to be part of the NYU community than hearing straight from the horse's mouth. Or is that the bobcat's mouth? Either way, come visit us and learn firsthand from current students why there's nothing like NYU."



**Holistic theme**

While the school’s messaging works to make its wide variety of fields feel connected, the sheer variety still makes its focus feel unclear, as the Dean noted in that 2017 commencement address mentioned earlier, regarding how many “don’t get it.” The school boasts a number of famous graduates from all over the spectrum including Marv Albert, Martin Scorsese, and Judy Blume.

**USN** NYU Steinhardt is ranked #6 in *U.S. News and World Report's Best Graduate Schools in Education*.

**b** *Billboard* named NYU Steinhardt one of the **top music business schools** for 2018.

**USA TODAY** We're one of the the **best colleges to study health professions**, according to *USA Today* - our graduates in the health professions earn the highest early career salaries.

▼ Academic Department	By Area of Study
Administration, Leadership, and Technology	Applied Psychology
Applied Psychology	Art
Applied Statistics, Social Science, and Humanities	Education
Art and Art Professions	Health
Communicative Sciences and Disorders	Media
Media, Culture, and Communication	Music
Music and Performing Arts Professions	By Level of Study
Nutrition and Food Studies	Undergraduate
Occupational Therapy	Minors
Physical Therapy	Master's
Teaching and Learning	Doctoral
	Certificate

Underlying the holistic theme is the benefit of collaboration, but this idea is less promoted in messaging. The dean noted it below:

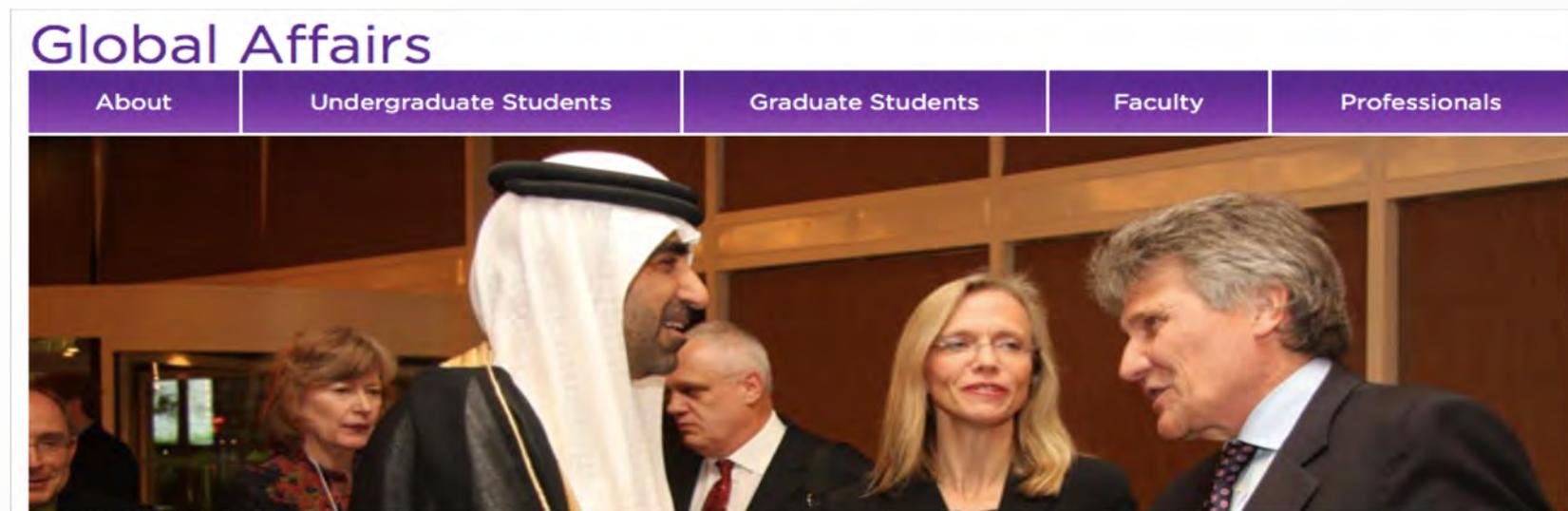


*...I ended up coming to Steinhardt because I thought the **potential here for collaboration** is greater than almost anywhere else I've seen...Under the Steinhardt umbrella we have people working on bullying from a music therapy point of view, from a teacher education point of view, from a social science point of view and so on."*

- Dean Dominic Brewer's 2017 Graduation Address

### Global theme

“At all of our events, we talk about the full NYU global community, which includes our degree-granting campuses in New York City, Abu Dhabi and Shanghai. This helps set the stage for where you might find your fit globally, academically, and personally.”



## Examples of research centers and institutes

### **Center for Health, Identity, Behavior, and Prevention Studies**

"A leading HIV, substance abuse, and mental health behavior research center focused on the well-being of all people, including sexual, racial, ethnic, and cultural minorities and other marginalized populations."

### **Child and Family Policy Center**

"Works to bring state-of-the field knowledge about how to promote children's healthy development and school success to the forefront of policymaking, program design, and practice."

### **Music and Audio Research Lab**

"Music and Audio Research Lab brings together music and computer science. They aim to combine art and science to understand how humans consume music..."

*"Our 290 full-time faculty in 11 academic departments form the academic core of our School – teaching, undertaking research, leading curricular reform, developing and implementing innovative field-based projects, and providing leadership in professional organizations throughout the country."*



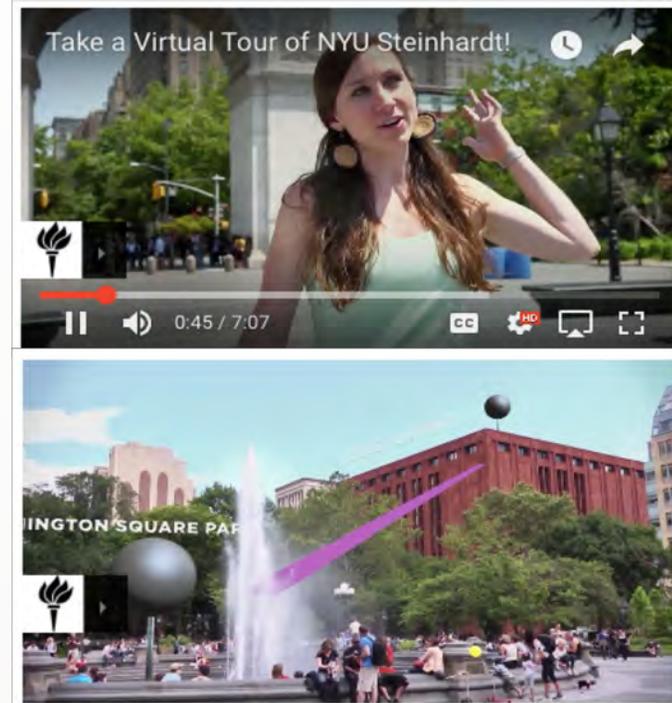
The school leans into its NYC roots, while also tying to the global theme.



### Life at NYU: There's Nothing Like It

So endless possibilities are your thing? Then consider the vibrant, eclectic, exciting, multicultural, entertaining, inspiring hub of energy that is NYU. With more than 50,000 students from every corner of the globe living and studying across three campuses, one question never asked here is: "What is there to do today?"

A well-produced "virtual tour" for prospective students still makes the campus feel tight-knit.



A public challenge of Steinhardt's efforts to take courses online:

*"Higher education...requires us to embrace technology and figure out if the students of tomorrow will actually come to a leafy square for four years and have someone stand up in front of them and talk to them. I don't think so. Not indefinitely. So the challenge is trying to figure out how to adapt and how to become a new kind of university.*

- Dean Dominic Brewer, 2014



THE BLOG 02/01/2015 06:37 am ET | Updated Feb 01, 2017

## New York University Betrays Teaching and Education

By Alan Singer

It may call itself "[a private university in the public service](#)," but NYU is a multi-national [big business](#) and New York City [real estate mogul](#) whose previous president earned [\\$1.5 million](#) a year. Its latest "offering" puts NYU on the list of bottom-feeders trying to make a fast-buck with online teacher education programs that supposedly will prepare the next generation of teachers in the United States.

## NYU Steinhardt Launches Two More Online Graduate Programs in Health Fields

May 12, 2017

## Penn GSE: "The Scholar"

prospective students our students alumni faculty & staff library press

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of EDUCATION

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3706 Walnut Street | Philadelphia, PA

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Visit the University of Pennsylvania website



*The University of Pennsylvania Graduate School of Education is a world-class education school at what is arguably the nation's most dynamic and engaged research university."*

- Website copy



## Overview

Penn GSE promotes its ivy league identity, high ranking, and long history. It messages the value it places in research throughout its communications. Writing style, look and feel, and overall tone convey an intellectual and traditional aura. The intuition displays a general lack of marketing emphasis, in contrast to NYU Steinhart, for instance.





**Positioning**

**Sparse overt positioning:** The school doesn't have a mission statement. Wikipedia mentions a "motto" which isn't prominently featured on the institution's website: "Laws without morals are in vain." Much of the school's website is void of the marketing-type intros and wrap-ups common to competitors. The color palate comes across as conservative.

**High ranking & elite.** The institution promotes its elite status, often using the word "leader: "Consistently ranked in the top 10 by U.S. News & World Report, the Graduate School of Education at the University of Pennsylvania is a **national leader** in education research and **preparing educators to be leaders** and innovators—locally, nationally, and worldwide...a world-class school of education in a dynamic **Ivy League** setting..."

**Research-focused.** Research is featured, often as it connects to practice. "Penn GSE emphasizes the interplay of theory, research, and practice in everything we do, believing that education research produces knowledge to inform practice, but also that research must be informed by the issues, needs, and concerns of practitioners."

**Tagline**

The school doesn't use a tagline. Its Twitter caption is: "the Graduate School of Education prepares education leaders and generates innovative ideas to improve education in Philadelphia and across the globe." Its headline on its webpage is "powerful opportunities."



join the  
**IVY  
LEAGUE**



### Research theme

Research is the school's most common messaging theme. It's elite status comes through: "Penn GSE is a **national leader** in education research. At an **Ivy League school** training the next generation of educators, Penn GSE faculty are deeply focused on the science of teaching and learning."

*a leader in education*

# RESEARCH

## FACULTY & RESEARCH AT PENN GSE

Our world-class faculty and researchers—the intellectual heart of our School—have a major impact on education research and practice across the globe. This small but influential faculty answer vital questions and solve pressing problems in local, national, and global education.

### ACADEMIC JOURNALS

Penn GSE faculty members find many ways of contributing to scholarship in their fields, including serving editorial roles with important academic journals.

*ACM Transactions on Computing Education*  
Yasmin Kafai, Professor, Associate Editor

*American Educational Research Journal*  
Matthew P. Steinberg, Assistant Professor, Editorial Board  
Laura Desimone, Professor, Editorial Board  
Susan Yoon, Professor, Editorial Board

*AERA Open*  
Laura Perna, James S. Riepe Professor, Associate Editor

### Faculty & Research

- Our Faculty
- Research Centers
- Projects & Initiatives
- Faculty Bookshelf
- Academic Journals**
- Lecture Series & Colloquia
- Open Faculty Positions

Other themes include the following

### **History**

“The University of Pennsylvania’s Graduate School of Education has a long history of preparing education leaders. The university offered its first education courses for in-service teachers in 1893.”

### **Innovation**

“Catalyst @ Penn GSE is an endeavor to design innovative practices and to create and scale actionable solutions...”

### **Philly impact**

“Penn GSE is deeply committed to the City of Philadelphia through both research and practice. Our students, faculty, and staff are involved in hundreds of initiatives throughout the Greater Philadelphia Area...”

### **Global Influence**

“The University of Pennsylvania nurtures global networks and encourages innovative, cross-disciplinary research to better understand and resolve to global issues.”

### **Diversity**

“Penn GSE is committed to fostering a diverse community of students, faculty, and staff - and to preparing students to work and lead in a diverse, interconnected world.”

### Diversity theme

Diversity is woven through many communications. It also has its own devoted page.



The screenshot shows the Penn GSE Diversity page. At the top left is the Penn GSE logo with the word "DIVERSITY" below it. To the right is a navigation menu with links for "DIVERSITY AT GSE", "INTELLECTUAL EXCHANGE", "PRACTICE", "RESEARCH", and "FAQS". Further right is a red button labeled "Resources for Faculty Students". The main content area has a dark blue background with the following text: "We strive to foster an inclusive community of scholars, administrators and students who possess diverse knowledge, experiences, and research interests, and who service and learn from diverse communities." Below this is a quote: "- GSE Diversity Action Plan Committee". To the right of the text is a red button with a white play icon and the text "Read more from the University of Pennsylvania & Penn GSE's Action Plan for Faculty Diversity". At the bottom, there is a grid of images and text boxes. The text boxes are labeled "DIVERSITY AT GSE", "INTELLECTUAL EXCHANGE", "PRACTICE", and "RESEARCH". The images show diverse groups of people, including students and faculty members.

## Examples of initiatives

### **Milken-Penn GSE Education Business Plan Competition**

“In partnership with the Milken Family Foundation, Penn GSE organizes and hosts the annual Milken-Penn GSE Education Business Plan Competition (EBPC), the first-ever funded business plan competition for emerging education ventures.”

### **Center for School Study Councils**

“Works to improve the quality of education in school districts across Pennsylvania and New Jersey. The Center serves as a catalyst for school district superintendents to take a proactive leadership role and facilitates their professional development.”

### **Center For Urban Ethnography And Annual Ethnography In Education Research Forum**

“Center for Urban Ethnography / Annual Ethnography in Education Forum convenes the Ethnography in Education Research Forum, the largest annual meeting of qualitative researchers in education.”

The dean argued against “disruption,” in sharp contrast to competitors who feature the word, further supporting the school’s traditional and research-focused approach

*The Washington Post*



By Pam Grossman

“Disruption” — the philosophy that’s worked its way through so many industries — has become a buzzword among education reformers. Tear up the systems. Invent something new. Iterate through the failures until you find success.

But in education, disruption that ignores research about what works can disrupt children’s lives and opportunities. As we have seen in the cities where these experiment are being tried on the biggest scale — Detroit, New Orleans, Philadelphia — when disruption fails, the consequences for children are devastating.

## USC Rossier: "The Activist"

The screenshot shows the USC Rossier School of Education website. At the top, there is a red navigation bar with the text "CENTENNIAL | ALUMNI | STUDENTS | FACULTY | STAFF" on the right. The main header area includes the "100 CENTENNIAL" logo, the "USC Rossier School of Education" logo, and the "USC University of Southern California" logo. Below the header is a navigation menu with links for "About", "Programs", "Admissions & Financial Aid", "Events", "Faculty & Research", "News", "Giving", and a "search" button. On the left side, there are three yellow buttons: "Request Info", "Apply Now", and "Visit Campus". The central focus is a video player with a black and white image of three people. The video title is "Advancing Equity" with the subtitle "Faculty and students discuss the questions of equity that drive their work". Below the video player, there are three statistics: "#10 USC Rossier U.S. News rank for best schools of education", "5 USC Rossier faculty members among Education Week's top 200 scholars influencing educational policy and practice.", and "#4 2017 Diverse rank for conferring the most education doctoral degrees to students of color".



*When I came here, our big strategic planning was Excellence in Urban Education...but we had to confront the fact that we weren't being clear on what we meant by urban education. **The school mission is now more succinctly about advancing educational equity.** We have prepared teachers all over the country...rural and urban schools are each facing challenges...it isn't where they are; it's what they need."*

- Dean Karen Symms Gallagher, 2018



## Overview

Established in 1909, USC Rossier has among the most differentiated positionings of the schools examined. It shares Johns Hopkins' community focus, but its messaging works harder to prove this claim with specific examples and comes across as more authentic. It has a strong emphasis on the Los Angeles community where the school is based, depicting specific impact the school has, often in highly emotive videos. Underlying all messaging is the idea of equity in education and a deep cultural sensitivity.





## Positioning

**Equity in education:** “The mission of the USC Rossier School of Education is to prepare leaders to **achieve educational equity** through practice, research and policy. We work to improve learning opportunities and outcomes **in urban settings** and to address disparities that **affect historically marginalized groups**. We teach our students to value and respect **the cultural context** of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.”

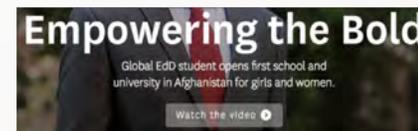
Messaging often uses the term “disruption” like a number of other schools.

**Urban undertone:** Despite the Dean’s quote earlier about the idea of equity including non-urban areas, the school’s visual focus is on urban communities, and specifically Los Angeles.

**Guiding principles:** The institution names four: leadership, learning, accountability, and diversity. It places a high degree of emphasis on diversity, which it proves with specifics on the next slide.

## Tagline

The school doesn’t have one tagline. Its Twitter caption matches its mission statement. Headlines on its website include the following:



### Diversity as a guiding principle

Diversity is given special attention and mentioned in many places: “Diversity is one of USC Rossier’s four guiding principles, and our vision is the full inclusion of students, faculty and staff, irrespective of background such as, race, ethnicity, gender, socioeconomic status, ability, sexual identity and other underrepresented groups.”

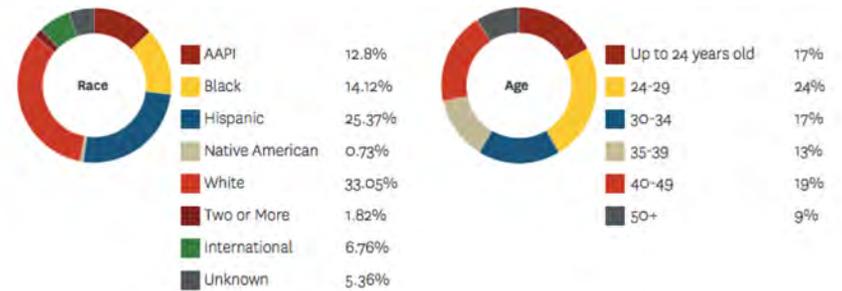
#### Our Students

Our student body of more than 2,200 enrolled **graduate students** creates a remarkably diverse learning environment:

↑ **1,131**  
On-campus Enrollees

↑ **1,072**  
Online Enrollees

**48%** of USC Rossier students are first generation

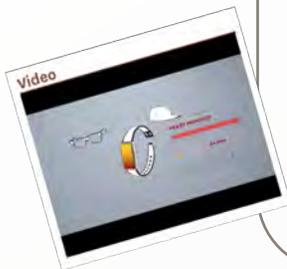


## Examples of initiatives

### Education Psychology Research

#### **Center for Human-Applied Reasoning and the Internet of Things**

"Established in 2016, CHARIOT is a collaboration between USC Rossier School of Education and USC Viterbi School of Engineering to revolutionize personal learning by combining cutting-edge cognitive science and education research with emerging technologies from the Internet of Things (IoT)."



### Higher Education Research

#### **Center for Education, Identity and Social Justice**

"Established in 2017, the Center for Education, Identity and Social Justice has a compelling interest in eradicating all forms of discrimination based on the intersection of an individual's identities that include religion, gender, sexual orientation, race, ethnicity and disability."

### K-12 Education Policy Research

#### **Center for Engagement-Driven Global Education**

"Established in 2018, Center EDGE fuels interdisciplinary partnerships to bring relevant, sustainable innovation to scale in the crucial area of educational engagement - the activities and techniques used to improve teaching and learning outcomes."

New degree program launched in 2017 with a global focus

**World Master in Language Teaching dual degree program**

“USC Rossier launched a first-of-its-kind World Master in Language Teaching dual degree program in 2017. The World Masters in Language Teaching (WMLT) program is a dynamic dual degree program that will prepare you to teach English and another language to a variety of learners in multilingual and multicultural settings in the U.S. and around the world.”

**Curriculum Overview**

The WMLT program will prepare you to:

- Teach the English language and another language to diverse learners in multilingual and multicultural settings around the world
- Understand the links between language, culture, social context and academic outcomes
- Create inclusive learning experiences to promote language development among all learners, including students from underserved immigrant or minority groups
- Be a globally competitive language teaching professional

**Related Programs at USC Rossier**

- [Master of Arts in Teaching- Teaching English to Speakers of Other Languages](#)
- [Master of Arts in Teaching—Teaching English to Speakers of Other Languages \(online\)](#)

The institution uses emotive, gripping storytelling about its community impact and initiatives, often with a special focus on immigrants and the homeless



The school proves its commitment to community with a hotline and dean's advisory group

## Rossier Commitment

“

At USC Rossier, we stand by our students and graduates. From our classrooms to your career, our commitment to your success is unwavering. We prepare our graduates to be change agents, and equip them with the critical thinking and problem-solving skills necessary to assess challenges and implement creative solutions. If at any point in your career you're faced with an issue in which you could benefit from the professional guidance of our expert faculty, we encourage you to take advantage of the USC Rossier Commitment. A dedicated team of faculty members will work with you to identify the issue and develop a strategic plan of action to facilitate your success.

### Frequently Asked Questions

How does someone "activate" the Commitment?

There are two ways to request assistance:

Call (213) 740-0224

Email [commitment@rossier.usc.edu](mailto:commitment@rossier.usc.edu)

## Dean's Superintendents Advisory Group



Established in 1980 by Ed Dundon, the Dean's Superintendents Advisory Group (DSAG) provides an opportunity for a growing group of superintendents to consult with the Dean, network with other superintendents in California, and recruit aspiring superintendents to join the USC family. DSAG elected Frank Cosca PhD '80 as its first president in 1991. Today DSAG has approximately 200 members.

## Peabody College, Vanderbilt: "The Historian"

Peabody College Rebranded

Vanderbilt University  
@VanderbiltU

Sept. 11 remembrance scheduled for noon Tuesday  
[vanderbi.it/rfun2](http://vanderbi.it/rfun2)

RECENT NEWS

- Peabody colloquium series to focus on K-12 and higher education
- Hatton, scholar and advocate for the visually impaired, dies
- Can colorful blocks prep preschoolers for a future in math? This study says yes.
- Upside-down jellyfish teach land-locked teens about ocean conservation



## Overview

In 1979, George Peabody College for Teachers voted to end the school's 104-year existence as a small undergraduate college and become a professional school within Vanderbilt University. Today, the school's communications maintain a strong sense of that uniqueness and history. The pride it feels for this past is evident visually and in lengthy historic descriptions less common for other schools.





## Positioning

**History:** Shown first on the school's About section is a 30-minute video, the majority of which is devoted to the school's history, which it makes every effort to extend. Example: the Peabody College of Education and Human Development was founded in 1875, but the copy reads, "With a genealogy dating to a one-room Nashville schoolhouse in 1785..." In another section, it simply states, "**Founded in 1785**, Peabody College of Education and Human Development..."

**Mission, with a nod to history:** "Our mission is to enhance the human condition, with a particular focus on children's learning and development. **We do this as we always have**, through the preparation of teachers and leaders; through cycles of research, implementation, and refinement; through service to families, schools, and communities; and through external engagement with professionals, leaders, and policy-makers. Peabody's focus on learning differences has helped to define the college, as has a reputation for empirical rigor in educational neuroscience...."

**Scientific research:** The school conducts substantial research in human learning and cognition, some of it in conjunction with Vanderbilt University Medical Center. It hosts national research centers: the National Center on School Choice and the National Center on Performance Incentives.

**Diversity** is much less frequently mentioned than in some other schools' communications. Social justice appears not be mentioned at all, in contrast to USC Rossier, for instance. The school doesn't promote multiple initiatives like most other ones do.

## Tagline

The school doesn't use a tagline. It shows a series of headlines on its main page that feel generic:



### History theme

Attention to history is palpable visually, in videos, and in copy.

### Collaborative theme

The school mentions how its range of experts work together: “The Peabody faculty is an amazing collective of scholars working across social science and natural science disciplines at a breadth that is unusual for schools of education. Educators, psychologists, child development experts, sociologists, economists, political scientists, neuroscientists, philosophers and historians of education, and quantitative methodologists are all included.”

#### About Peabody



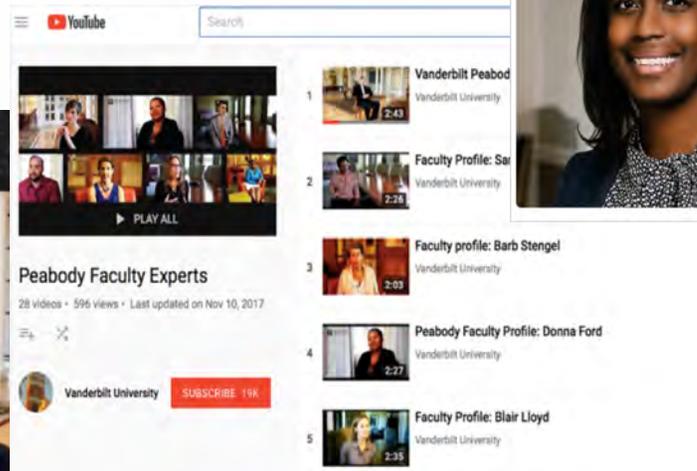
#### History of Vanderbilt University



Commodore Cornelius Vanderbilt was in his 79th year when he decided to make the gift that founded Vanderbilt University in the spring of 1873.

### Success stories, use of visuals and video

The school uses visuals and video throughout its website. Among the most impactful ways it does this is through alumni success stories, which personalize the tone and help prospective students imagine their futures.



## Effecting Real Change in Nashville and Beyond

*“My Peabody degree prepared me to be a critical consumer of research and data.”*

### Laura Moore

[Education Policy](#)

M.P.P. '14

Senior Advisor for Education, Office of Mayor Megan Barry  
Metropolitan Government of Nashville and Davidson County

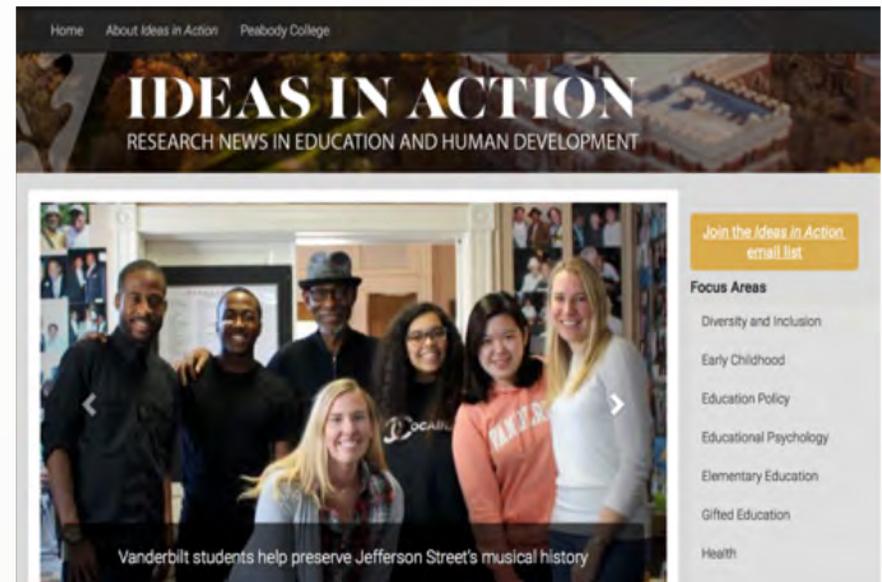
### Unique program: "Next Steps"

The school proves its commitment to special education through the following program: "Next Steps at Vanderbilt is a 4-year inclusive higher education program committed to providing students with intellectual disabilities inclusive, transformational postsecondary education in academics, social and career development, and independent living, while honoring equality, compassion, and excellence in all endeavors."



### Research theme

The school states: "Leading schools of education do not only transmit knowledge, they create it. Peabody's emphasis on research differentiates us from other schools..." However, while the school has a devoted research page and messages an emphasis on scientific study and learning differences, it leaves the reader unclear on how its research is truly differentiated.



### Human touch

The school offers the public the contact information of faculty, students, and even staff. The dean has a separate and extensive personal webpage that covers her publications, teaching, honors, press coverage, and contact information.

### Doctoral Students

Sort By 

	<b><a href="#">Brendan Bartanen</a></b> Doctoral Student, Department of Leadership, Policy, and Organizations	<a href="#">Email</a>
	<b><a href="#">Christopher T. Bennett</a></b> Doctoral Student, Department of Leadership, Policy, and Organizations	<a href="#">Email</a>
	<b><a href="#">Magaela Bethune</a></b> Doctoral Student, Department of Human and Organizational Development	<a href="#">Email</a>

An undated “strategic vision” buried in the website mentions the following “broad arenas” with little context or explanation

**Underrepresented and Underserved Populations**

“Peabody researchers will work to understand and reduce risk and to expand opportunity, learning, empowerment, and resilience via individual, family, community, institutional, organizational and policy interventions.”

**Personalized and Connected Learning**

“Learning and teaching in schools will continue to be a central focus of the College. But how, when, and where people learn is changing. Personalized learning refers to helping people identify and choose learning opportunities.”

**Biology of Learning and Environment**

“Influences of experience and genes on human functioning is a third strategic direction. This strand explores the dynamic relationships among organismic and environmental factors, including ways in which environments can be designed to promote learning.”

**Research Methods**

“New contributions to education and development will require powerful and context-sensitive research methods, including statistical modeling, psychological measurement, observation, neuroscience, action research, intervention, and design research.”

## Boston College, Lynch: "The Theologian"

The image is a screenshot of a website banner. At the top, there is a dark red navigation bar with white text: "APPLY VISIT GIVE" on the left, "ALUMNI & FRIENDS FACULTY & STAFF CURRENT STUDENTS" in the center, and "SEARCH BC.EDU LINKS" on the right. Below the navigation bar is a row of five portrait photographs of individuals. The first photo on the left includes the Boston College logo and the text "BOSTON COLLEGE Lynch School of Education". A semi-transparent navigation menu is overlaid on the top of the portraits, with links for "About", "Admission", "Academics", "Faculty & Research", "Centers", and "Our Community". At the bottom of the banner, there is a dark grey section with the text "Five win AERA awards" and "Lynch School of Education faculty and alumni are honored by the American Educational Research Association".

APPLY VISIT GIVE

ALUMNI & FRIENDS FACULTY & STAFF CURRENT STUDENTS

SEARCH BC.EDU LINKS

BOSTON COLLEGE  
Lynch School of Education

About Admission Academics Faculty & Research Centers Our Community

Five win AERA awards

Lynch School of Education faculty and alumni are honored by the American Educational Research Association



*We have a wide range of faculty who engage in understanding students across multiple dimensions of their beings...education is about transforming the whole person...what does it mean to be an ethical person...it's a philosophical question...a theological question...a practical question."*

- Dean Stanton Wortham

## Overview

Founded in 1952, the Lynch School was formally dedicated as the Carolyn A. and Peter S. Lynch School of Education in 2000. Peter Lynch is a Boston College graduate and financial investor. The Lynch School “employs the Jesuit, Catholic holistic approach,” which involves educating students “as whole people.” This theme and its religious foundation define the school including its communications, initiatives, and academics.





## Positioning

**Messaging:** The main line on the school’s About page is: “Transformative Education for a More Just World.” It tends to use the phrase “enhancing the human condition” more often. Phrases that are either overtly religious or close to it are common, such as: “shared sense of community,” “sense of mission,” “in the Jesuit tradition,” and “Catholic holistic approach.”

**Mission:** “To enhance the human condition, expand the human imagination, and make the world more just—that’s the mission driving the work of our faculty and students.” The school notes putting its mission into action through, “teaching, research, and service—informing policy, improving practice, and preparing students to serve diverse populations in a variety of roles.”

**“Whole person” theme:** While the school isn’t the only one touching on the idea of educating students and children in a comprehensive way, it casts the idea through a distinct, Catholic framing: “We define education expansively—as an opportunity to shape the future of humanity and our society. Toward that end, the Lynch School employs the Jesuit, Catholic holistic approach to student formation: **We educate our students as whole people** so they, in turn, can empower others to prosper and lead full lives.”

## Tagline

While there is no tagline employed, the school often uses the phrases “the whole person” and “improve the human condition.”



### “Whole person” theme

This theme is at times slightly vague in messaging, but the Dean explains it here: “Everyone believes that young people should learn some academic knowledge and that education should help prepare them for work. But the proliferation of alternatives reveals a widespread hunger **to treat children as whole human beings whose development cannot be reduced to narrow academic competencies or measured through even narrower assessments.**” An example of this view in practice is the school convening three conferences for education professionals, scholars and policymakers in the fall of 2017 focused on the idea.



### Research theme

The school frames its research messaging in a public service wrapper: “We’re committed to conducting inventive research—work that informs solutions to complex social problems and promotes the common good.”

### Public service theme

The notion of public service frequently arises: “Service learning opportunities exemplify our commitment to making the world more just and enhancing the human condition. In the Jesuit tradition of educating men and women in service to others, our students gain hands-on experience working in underserved urban schools, domestic shelters, and community centers.”

### Collaboration theme

Similar to other schools, the institution mentions collaboration: “The Lynch School community is defined by collaboration and cooperation. Each faculty member, student, and administrator actively supports one another—and the success of the schools and the people we serve.”



In an effort to fulfill this mission Lynch School students, faculty, and alumni use their talents and gifts to help others through a variety of service projects across the state, nation, and the world. Many students choose to participate in extended

### Global theme

While the global theme is somewhat less prevalent for the school than others, Dean Wortham accounted this past April a partnership with Ireland's leading school of education, which feels apropos given the school's Catholic identity: "We're very pleased to reach this agreement with Mary Immaculate College...they share our commitment to enhancing the human condition by helping their students develop as whole human beings in the service to others. We already have plans for student exchanges, and we look forward to working with them over the coming years."

### Mary Immaculate College





### Diversity theme

Diversity comes up frequently in strong language: “Guided by our Jesuit ideals and social justice mission, we strive to foster a culture that is diverse, inclusive, and equitable. The Lynch School functions as a tight-knit community where students, faculty, and staff feel welcome and enjoy equal access to resources and opportunities. Care and compassion characterize our teaching and mentorship, **and we actively apply research to disrupt the oppressive forces that marginalize.**”

**Jesuit education is rooted in a world view that respects all cultures and faith traditions. Boston College strives to ensure that all students, faculty, and staff feel they are valued members of our University community.**

Examples of faculty research initiatives, described with a social justice lens: “Our faculty’s studies confront the inequalities and injustices that must be mitigated for children, families, and communities to reach their full potential.

**FIELD EXPERIENCE**



Led by Ana Martinez Aleman, Field Experience is a faculty-mentored professional practice immersion that provides internship supervision and encourages students to reflect on their goals. >

**CITY CONNECTS**



City Connects employs an evidence-based approach to tailor support plans that address the out-of-school factors that impact learning. Launched by Mary Walsh in 2001, City Connects now helps 30,000 low-income students in 84 schools. >

**URBAN SCIENCE EDUCATION**



In Michael Barnett’s urban agriculture program, high school students hone their science skills, provide underserved populations with healthy alternatives, and reform local food systems. >

Examples of research centers, where a Catholic-focused one is listed first in the group of nine



**Barbara and Patrick Roche Center for Catholic Education**

Strengthening Catholic education through research-based educational innovations, professional development, advocacy, and outreach.



**The Campus School**

Providing personalized educational and therapeutic services to students ages 3–21 who face complex challenges and have unique learning needs.



**Center for International Higher Education**

The premier center for global higher education promotes the value of international perspectives by enhancing research, publications, and sense of community.

## University of Virginia, Curry: "The Conflicted"

NEWS • CURRENT STUDENTS • FACULTY & STAFF • ALUMNI • GIVING • EVENTS

UNIVERSITY OF VIRGINIA CURRY SCHOOL OF EDUCATION

ABOUT US | ACADEMICS | ADMISSIONS | FACULTY & RESEARCH | SERVICES & OUTREACH

**ADVANCING  
SOCIETY.  
TOGETHER.**

**AS THE 16TH RANKED SCHOOL OF EDUCATION**  
we create a positive and lasting change - in the classroom, in the lab, in the community,  
and in the world at large.



## Overview

The Curry school was named for Dr. Jabez Lamar Monroe Curry, a man of renown in the antebellum and reconstruction South and an officer in the Confederate Army. While the school doesn't message about him, it does frequently mention Thomas Jefferson in discussing its city of Charlottesville. This history exists in contrast with the school's efforts to present as modern and progressive, which are evident from its website's glossy look and feel to its emphasis on diversity and equality. As such, its identity feels partly in conflict.





## Positioning

**Vague language:** The school's efforts at positioning often feel like a jumble of ideas, generic and without a clear focus. It describes its vision as: "To spur transformative change in education and human development through rigorous practice-informed scholarship and professional preparation."

**And its mission:** "We are scholars, teachers, and innovators whose work promotes human development across a broad array of settings, experiences and backgrounds. We prepare leaders in the practice and study of education, health, and human services. We foster authentic partnerships linking application and scholarship. We build knowledge and tools for its application. And we shape practice and policy to achieve important societal and personal outcomes."

**Diversity & inequality:** The school has student organizations focused on these topics, messages them frequently - and deals with ongoing press on them as described later.

## Tagline

The closest to a tagline is the school's headline on its main page: "Advancing society. Together." A subheading offers: "As the 16<sup>th</sup> ranked school of education, we create a positive and lasting change - in the classroom, in the lab, in the community, and in the world at large."

### Vague messaging, imagery

Note in the website quote below how indistinct the language is:

“At Curry we are resolved to tackle big questions, the ones that seem intransigent and fundamental. We approach these thorny challenges with the energy and talent of teams, the perspective that assets reside within all systems, and our role is to inquire, discover, inspire, and partner to wrestle challenges into solutions that enable individuals and societies to thrive and flourish.”

Imagery is sometimes also unclear, like in this picture.





### Diversity/inequality theme

The theme of diversity is a constant throughout the school's messaging. It links many topics to this. "The Curry School of Education values diversity in all of its complexity and richness. We engage our students with multiple perspectives to prepare them to be active agents of change in a complex global society. We intentionally seek opportunities to expand diversity at our school through recruitment, retention, teaching, research and service. Our goal is the development of a community that promotes and values diversity and equity, engaging all individuals in our community."



#### **CURRY RESPONDS TO THE EVENTS OF AUGUST 11, 12**

In the aftermath of the violence, hatred and bigotry that took place at the University of Virginia and in the City of Charlottesville, the Curry School community discusses how to move forward.

- ▶ **CHARTING A PATH FORWARD: DEAN PIANTA'S OP-ED**
- ▶ **DERRICK ALDRIDGE: THE LONG STRUGGLE FOR EQUALITY**
- ▶ **A CONVERSATION WITH BEVERLY D. TATUM**



#### **YOUTH-NEX, LAW, AND ARCHITECTURE RECEIVE GRANT TO COMBAT RACIAL INEQUITY**

The University of Virginia (UVA) received a \$25,000 grant from Lumina Foundation's Fund for Racial Justice and Equity, a project of Rockefeller Philanthropy Advisors, to fund a project that will train UVA undergraduates and develop a curriculum to empower youth to promote racial justice.

▶ **READ MORE**



**A diversity-focused school organization recently in the press, demanding action from the school**

“On Thursday, April 26, 2018 a coalition of UVA undergraduate and graduate students affiliated with Educators for Racial Justice and SEEDS4Change undergrads disrupted the Curry Student Awards Ceremony to demand concrete steps towards dismantling white supremacist structures and positive steps towards racial justice at the UVA Curry School of Education.”





The dean spoke out against the presidential administration, also referencing the diversity and equality theme:



*If we're not careful, the policies of this administration will encourage the abandonment of a century or more of commitment to the fundamental role of public education in our society. Do we still believe we need a strong, innovative, universal public education system as well as a sustained national commitment to excellence, equity, and closing gaps for all students? **Do we still have a collective responsibility to work toward equity, protect the vulnerable, and ensure all students get a good education?"***

- Dean Stanton Robert Pianta, 2017



The school mentions Thomas Jefferson as a part of the value of living in the Charlottesville and it takes pride in its Southern identity.

### JEFFERSON'S MASTERPIECE

UVA's Grounds, a national historic landmark and a UNESCO World Heritage Site, has also been called the most beautiful campus in America.

[PLAN A VISIT](#)



### MONTICELLO

The rich historical and cultural value of Thomas Jefferson's iconic home and gardens, located right in Albemarle County, make this landmark one of the most popular tourist destinations on the East Coast.

[LEARN MORE](#)



[Video: Why 'Hoos Love to Call Charlottesville Home](#)



### Holistic and impact themes

Like many other schools, Curry mentions the holistic approach: “At Curry, we believe in a holistic approach to education. Learners often have needs that cannot be met with just one method. That is why we teach our students to view the learner from various angles, considering emotional, physical, and social needs in addition to intellectual..”

And it discusses impact: “The Curry School boasts a remarkable portfolio of work – scholarship that is alive and relevant to the everyday work of professionals in education and human development. Our research drives inquiry, discovery and impact.” Diversity and equality often make their way into impact as well.



#### **THREAT ASSESSMENT TEAMS ELIMINATE RACIAL DISCIPLINE GAP**

In addition to continued success in keeping schools safe, a report examining threat assessment teams shows the teams are not making disciplinary decisions that punish minority students at a disproportionate rate.

[▶ READ MORE](#)

#### **NEW EVIDENCE ABOUT TEACHER TURNOVER**

Turning a longstanding belief on its head, results from an EdPolicyWorks study show that teacher turnover under IMPACT improved student performance on average.

[▶ READ MORE](#)





### Four academic departments

“The Curry School is divided into four departments representing four distinct areas of academic study. Faculty and students within all four departments regularly collaborate on interdisciplinary programs, courses, and research projects.”



#### **DEPARTMENT OF CURRICULUM, INSTRUCTION & SPECIAL EDUCATION (CISE)**

For students interested in becoming a teacher, for current teachers interested in strengthening their expertise, for emerging leaders in instructional design and technology, or for anyone seeking a flexible degree program in education.

[▶ LEARN MORE](#)



#### **DEPARTMENT OF KINESIOLOGY**

For students interested in studying how human movement and physical activity impacts health, society, and quality of life. Areas of study include athletic training, exercise physiology, health education, and sports medicine.

[▶ LEARN MORE](#)

#### **DEPARTMENT OF HUMAN SERVICES**

For students interested in studying counselor education, clinical and school psychology, speech pathology, audiology, or youth and social innovation. Research areas include youth violence, speech and hearing concerns, autism spectrum disorders, incarcerated adolescents and adults, and positive youth development.

[▶ LEARN MORE](#)



#### **DEPARTMENT OF LEADERSHIP, FOUNDATIONS & POLICY**

For students interested in studying within a range of specialty areas that contribute to the underpinnings of quality educational practice at all levels, including research, human development, foundations of education, leadership, higher education, and policy.

[▶ LEARN MORE](#)





## Examples of centers at Curry

### **Center For Advanced Study Of Teaching And Learning**

"Founded in 2006, CASTL is an interdisciplinary research center that aims to advance the quality of teaching and learning, from infancy to higher education. Our research initiatives span the globe and our faculty are leading the way to promote meaningful changes in education."

### **EdPolicyWorks**

"EdPolicyWorks is a joint collaboration between the Curry School of Education and the Frank Batten School of Leadership and Public Policy which seeks to bring together researchers from across the University of Virginia and the State to focus on important questions of educational policy and the competitiveness of labor in an era of globalization."

### **Youth-Nex**

"Youth-Nex is a trans-disciplinary center focusing on three core domains: a) Out-of-School Time; b) Educational Systems: Middle School; and c) Community Engagement: Civic and Political."



**Perhaps the most important element of a Curry education** is the connection we make between rigorous study and real-world experience. It's one thing to sit in a classroom and learn about child poverty and how that affects learning. It's another thing to be immersed in a classroom situation where you're actually trying to teach a low-income child how to read."

- Dean Stanton Robert Pianta, 2012

# Northwestern: "The Underdog"

Northwestern SCHOOL OF EDUCATION AND SOCIAL POLICY

Search

About Programs Research Faculty & Staff News Events Giving

Larry Hedges Named 2018 Yidan Prize Winner

Degree Programs

Events

Undergraduate Program

PhD in Human Development and Social Policy

Learning Sciences

## Overview

Established in 1926, the Northwestern School of Education and Social Policy is consistently ranked among the top education schools in the country. Yet, it doesn't focus messaging on ranking. In fact, it instead frequently mentions its small size in comparison to other Northwestern schools as something like a badge of honor, perhaps taking pride in a slight sense of being an underdog, or issuing a rallying cry for thinking in a modern, different way about education.



## Positioning

**Mission:** “To understand and improve human learning and development throughout the life span and in multiple contexts — in classrooms and schools as well as within families, in communities, in the workplace and in elective learning environments.” It draws on its history to further establish this idea: “Northwestern University began as one of the first institutions in what was then the Northwest Territory, providing education for those pioneering families...**While the one-room schoolhouse as an actual place is no more, we can still imagine such a space where learning is seamless, collaborative and knows no borders.**”

**Innovation:** The word comes up frequently. “Nationally and internationally, **the School of Education and Social Policy is known for innovation**, an interdisciplinary approach and major research, as well as excellent faculty and students.”

**Social policy:** The school discusses its mission as having broad impact, but it doesn’t always prominently and explicitly discuss what social impact means.

## Tagline

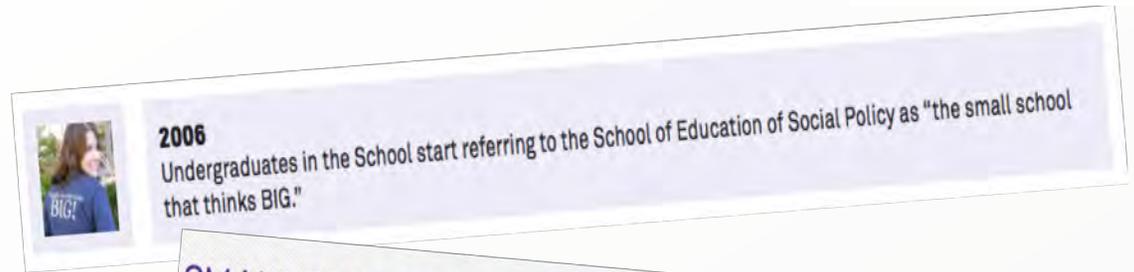
The closest the school has to a tagline is “Make Things Better,” which is a line taken verbatim from its 2013-2017 strategic plan discussed later. It uses the line in an introductory video as something of a catch-all without much specificity. A more alumni focused campaign uses the line “We Will.”

Featured on the website and Youtube is what's labeled as a campaign using the tagline "Make Things Better." An alumni focused video uses the line "We Will."

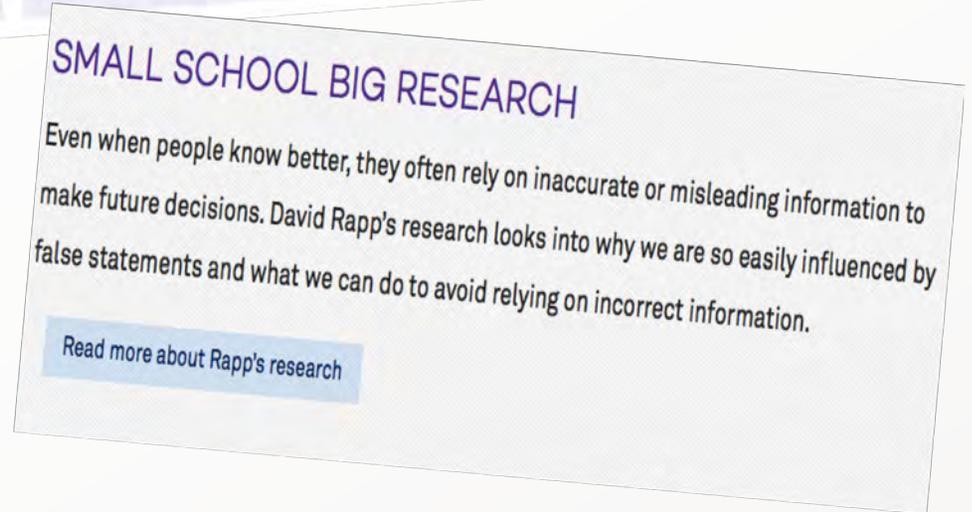


### Small school theme

Lots of messaging references the school's small size in one way or another, but ignores the fact that many prospective students are comparing its size to other schools of education, rather than simply other schools within Northwestern.



**2006**  
Undergraduates in the School start referring to the School of Education of Social Policy as "the small school that thinks BIG."



**SMALL SCHOOL BIG RESEARCH**  
Even when people know better, they often rely on inaccurate or misleading information to make future decisions. David Rapp's research looks into why we are so easily influenced by false statements and what we can do to avoid relying on incorrect information.  
[Read more about Rapp's research](#)

## The SESP Difference

The school's About page goes into further detail what makes it distinct. The themes are mostly familiar ones from other schools. The close community one is another reference to small size.

**A Close Community:** "As the smallest school at Northwestern, the School of Education and Social Policy cultivates an intimate and supportive community for graduate and undergraduate students."

**Diversity of Students and Faculty:** "SESP students and faculty come from a wide range of backgrounds and geographical locations, offering a degree of diversity that provides a rich resource for learning."

**Interdisciplinary Approach:** "Interdisciplinary education helps students to make key connections and fosters inquiry. We draw faculty from multiple disciplines, including psychology, computer science, economics, sociology and statistics."

**Influential Research:** "Students have the opportunity to be involved with faculty in high-caliber research that influences policy in the areas of education and social policy."



### 2013-2017 Strategic Plan

A strategic plan located on the site described six top goals:

1. DEVELOP a global perspective
2. PREPARE a new generation of education leaders
3. LEAD a bold rethinking of designing for learning
4. CREATE innovative interventions to improve human lives
5. SHAPE AND EVALUATE policies designed for impact
6. FOSTER an engaged learning community



**NORTHWESTERN  
UNIVERSITY  
SCHOOL OF  
EDUCATION AND  
SOCIAL POLICY  
STRATEGIC PLAN  
2013-2017**

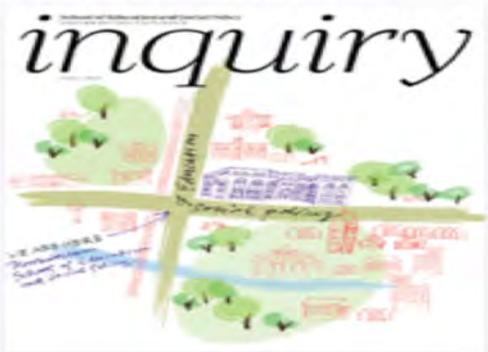
### Global theme

Mentioned prominently in the strategic plan and moderately in website messaging is a global theme. “The School of Education and Social Policy is moving boldly into the international arena by **prioritizing the development of a global perspective**. Global ties can spark innovation, increase understanding of critical issues, and magnify the School's effectiveness through extended collaboration.”



The school has its own publication

Northwestern | SESP



**Inquiry Magazine**  
*inquiry*

**Inquiry** alumni magazine explores the latest news and knowledge from the School of Education and Social Policy. Spring and fall issues focus on an important current theme.

[Read Inquiry»](#)



School of Education and Social Policy  
*inquiry*

HOME | MESSAGE FROM THE DEAN | FEATURES | NEWS | ALUMNI NEWS | IN MEMORIAM | HONOR ROLL OF DONORS

SEARCH

SPRING 2018

**MESSAGE FROM THE DEAN**  
Dear Friends,  
At SESP, where we work to make lives better, our motto is one individual, one family, one organization, and one policy at a time. And our faculty and graduates are at the forefront of scientific discovery and innovation to make that happen.

Now, for example, the work of Charlotte Peiser, assistant professor of human development and social policy, which is featured on the cover. Charlotte is devoted to providing the best to success and well-being for children, older adults, and everyone in between. She's diving into the important role emotions play in mental and physical health. And she's using the science to action by discovering ways to evoke emotions that help us thrive. At the school, she welcomes Northwestern students to her classroom and ask to join in on the discovery process.

[READ MORE](#)

**Unfamiliar: Harnessing the Healing Power of Conversation**  
Harnessing the healing power of conversation



The school has a good grasp of messaging that feels personal and student-focused, perhaps to address its undergraduate program, which not all competitors offer

On [Twitter](#) and [Instagram](#), the School of Education and Social Policy community has embraced the hashtag #SESPlove. Those who spend some time around SESP understand why. Part of it reflects the school's personal, family feeling. But it also involves our shared mission: Our students, faculty, and staff are motivated to make life better, whether we focus on the individual, family, organization, or country. We dedicate our teaching, research, creative work, and service to this goal.

## Which Program Is Right For You?



The image shows two program cards side-by-side. The left card is for 'Learning Sciences' and features a photo of a man and a woman looking at a tablet. The right card is for 'Master of Science in Education' and features a photo of a woman in a classroom. Both cards have a blue background and white text.

### Learning Sciences

Learning sciences advances understanding of the learning process and the design of innovative learning environments.

The Learning Sciences degree program now includes the Joint PhD Program in Computer Science and Learning Sciences which builds on enduring and growing connections between research on learning and computation.

[Learn more about Learning Sciences](#)

### Master of Science in Education

The Elementary Teaching and Secondary Teaching concentrations at Northwestern will help you to become a skilled and knowledgeable teacher with a focus on reflection and inquiry in a collaborative environment.

With the Teacher Leadership degree program you can complete your Master's Degree, and add a Teacher Leadership endorsement to a current Illinois Professional Educator License

[Learn more about MEd](#)

## Teachers College, Columbia: "The Leader"

The screenshot shows the homepage of Teachers College, Columbia University. At the top, there is a navigation bar with links for Prospective Students, Current Students, Faculty & Staff, Alumni, Columbia, Library, myTC, Directory, Apply Now, and Request Info. Below this is a dark blue header with the college's name and a menu of links: ABOUT | ACADEMICS | ADMISSIONS & AID | FACULTY & RESEARCH | NEWS | SUPPORT TC. The main content area features a large image of a person in silhouette, with a text box overlay that reads: "Joining Forces to Prevent Youth Self-Harm: Two TC psychologists lead a new multidisciplinary project" with a "Read More" link. Below the image are navigation arrows and a "CHANNEL YOUR PASSION" section with the text: "Tackle today's most pressing problems with graduate study at Teachers College".



*Teachers College's seventh President, the Pulitzer Prize-winning historian Lawrence Cremin, wrote that the College 'has been at the forefront of every major movement, issue, and conflict in American education.' Yet education, in the words of TC philosopher and psychologist John Dewey, 'is not preparation for life, but life itself.' Thus from its inception, the College has been committed to a vision of education writ large that focuses equally on education, psychology and health and that leverages the connections among fields to create a smarter, healthier, more peaceful and equitable world."*

- Website copy

## Overview

The Dewey quote on the previous page, “education is not preparation for life, but life itself,” symbolizes how the institution sees itself: as having influence far beyond education and being the leader in its field. The school frequently describes itself as the “first and largest graduate school of education in the United States,” which also evidences this lofty idea and shows the way the university describes the importance of its existence, influence, and initiatives.



## Positioning

**Mission:** The school describes its mission boldly with a reference to leadership: “Teachers College, Columbia University is the first and largest graduate school of education in the United States and is also perennially ranked among the nation’s best. Its name notwithstanding, the College is committed to a vision of education writ large, encompassing our four core areas of expertise: health, education, leadership, and psychology.”

**Goals:** “For more than 100 years, Teachers College has continued to engage in research on the central issues facing education; prepare the next generation of education leaders; educate the current generation of leaders in practice and policy to meet the challenges they face; shape the public debate and public policy in education; and improve practice in educational institutions.

**Holistic theme:** Like other schools, Columbia mentions training the student in a broad way: “TC’s first dean, established a model for ‘training which would enable the student to **see the relationships existing everywhere** in the various fields of knowledge, even the unity of all knowledge.”

**History:** The school frequently quotes philosophers, early deans, scholars and more.

## Tagline

The school uses a tagline for an alumni giving campaign and also more broadly: “Where future comes first.” Its logo lockup usually includes the phrase, “A graduation school of education, health and psychology.”



### Leadership theme

The school articulates what it means by leadership with regard to policy and reaching: "Teachers College sees its leadership role in two complementary arenas. **One is as a major player in policy-making** to ensure that schools are reformed and restructured to welcome all students regardless of their socio-economic circumstances. **The other is in preparing educators** who not only serve students directly but also coordinate the educational, psychological, behavioral, technological, and health initiatives to remove barriers to learning at all ages."



Instagram photo and caption: "Angela Valenzuela opened TC's 5th annual Edmund W. Gordon Lecture - named for the TC professor emeritus whom the New York Times called the greatest black psychologist of his generation."

### History theme

The school describes its history the following way (note the references to leading historical thinkers): “The world in which TC was created in 1887 faced challenges much like those of today. Industrialization and technology were creating both enormous wealth and deep economic divisions and uncertainty...communities were grappling with complex new problems of health, race relations, education and crime. Teachers College, which was conceived to meet all of these challenges, reflected the collective consciousness of the era’s leading scholars, practitioners, philanthropists, social reformers, and public-minded citizens.”

### Long-form copy

The school's website copy tends to list long-form copy in describing its initiatives, goals and more, often to the point that the main idea isn't clear. To the right is how it describes its faculty's leadership. As a result of this theme, initiatives and labs are too voluminous to list.

Our faculty members are leaders on many fronts, including:

- **Creating comprehensive educational opportunities** through wrap-around services for students, their families, and the communities that surround schools. The Teachers College Community School and our network of Harlem Partnership schools form the nucleus of this effort, together with work by our policy researchers and economists to understand the costs and returns on investment of providing comprehensive services.
- **Spirituality and psychology.** TC is home to Ivy League's first master's degree program in this emerging field, anchored in scientific research about the impact of spiritual practices on the brain and emotional and physical health.
- **Conflict resolution and social justice.** Multidisciplinary centers like The Morton Deutsch International Center for Cooperation and Conflict Resolution and the Institute for Urban and Minority Education are shaping the study and practice of peace, conflict and social justice.
- **The field of nutrition education and policy.** TC is home to the nation's oldest nutrition education program. In the 1970s, Joan Gussow, now Professor Emerita, became, as the New York Times describes her, the matriarch of the eat-local-think-global food movement. Today, our nutrition faculty members are leaders in understanding the societal and psychological barriers to healthy eating – work that has been amplified by the College's Laurie M. Tisch Center for Food, Education & Policy.
- **The broader field of policy** and advancing research-based policy recommendations that address issues in education, health, nutrition, psychology and other fields. This work is now coordinated through a new department of Education Policy and Social Analysis that brings together what is arguably the finest concentration of policy expertise in the nation.
- **Learning, and advancing a new understanding of how people learn,** based on cutting-edge research in cognitive and organizational psychology, neuroscience and other fields.
- **Developing new models of teacher preparation** that more tightly link field experience with new research about learning.
- **Leadership and research that is redefining traditional notions of leadership** and creating new paradigms for well-run organizations. The College's Eisenhower Leader Development Program, conducted jointly with the U.S. Military Academy at West Point, is seeding change in leadership style in the U.S. military.

### Diversity theme

Like other schools, the Teachers College has a section devoted to diversity. It also lists out the diversity of its classes in chart form.

### Diversity and Community

Teachers College, Columbia University, strives to establish an institution that actively attracts, supports, and retains diverse students, faculty, and staff, demonstrated through its commitment to social justice, its respectful and vibrant community, and its encouragement and support of each individual in the achievement of his or her full potential.

Show More



By The Numbers

Student Demographics      Faculty Statistics

The school describes the reasons to give to its alumni campaign below

**The TC story begins with impact—strengthening families, schools and communities, in New York City and around the world.**

“The name of our campaign, **Where the Future Comes First**, underscores what sets us apart from other institutions: We don’t just help improve the world—we launch new fields of inquiry and modes of practice, transform schools, foster the physical and psychological health of communities, and help nations bring the best ideas to scale.”

**No other graduate school of education can rival our breadth of expertise, perspective and talent.**

Since our founding, the leading minds in education, psychology and health have worked together at TC to address the world’s most pressing challenges. Today the best and brightest students come to TC from around the world to learn, discover and lead...”

**We strive for a constant exchange between theory and practice.**

“At TC, our students learn from our extraordinary faculty—including phenomenal teacher-scholars who are creating a new understanding of how poverty affects brain development; how human beings respond to emotional loss and trauma; how toddlers learn and employ “everyday math”; and how hiphop can help high school students learn physics.”

**We are innovators, informed by the wisdom of the ages.**

“More than a century ago, TC’s great philosopher, John Dewey, argued that education must be a hands-on process in which learners inquire and discover in order to make sense of their own experience.”

# AXE & TILLER

S T R A T E G Y