Harvard Institutes for Higher Education

2015 Leadership Development Programs
HIGHER EDUCATION LEADERSHIP

Higher Education Leadership is a vibrant portfolio of leadership development programs designed for higher education administrators from large research universities to small liberal arts colleges and community colleges.

Inner Strengths of Successful Leaders  p.06
December 3–6, 2014
• Higher education faculty and administrators
• Faculty chair: Metta McGarvey

Crisis Leadership in Higher Education  p.08
March 2–5, 2015
• Senior-level administrators
• Faculty cochairs: James Honan and Herman B. “Dutch” Leonard

Management Development Program (MDP)  p.10
May 31–June 12, 2015
• 3–7 years of administrative experience
• Faculty chair: Joseph Zolner

Institute for Management and Leadership in Education (MLE)  p.14
June 14–26, 2015
• 5–12 years of administrative experience
• Faculty chair: Robert Kegan

Institute for Educational Management (IEM)  p.16
July 12–24, 2015
• 10+ years of administrative experience
• Faculty cochairs: James Honan and Joseph Zolner
PRESIDENTIAL LEADERSHIP

Presidential Leadership programs are designed specifically for college and university presidents from across all sectors of higher education.

Harvard Seminar for Experienced Presidents p.20
November 6–8, 2014 or
November 15–17, 2015
• 3+ years of presidential experience
• Faculty chair: Judith Block McLaughlin

Harvard Seminar for New Presidents p.22
July 10–15, 2015
• Newly appointed first-year presidents
• Faculty chair: Judith Block McLaughlin

LIBRARY LEADERSHIP

Library Leadership programs enable academic librarians to enhance their personal leadership and respond more effectively to rapidly changing institutional contexts.

Library Leadership in a Digital Age p.28
March 19–21, 2015
• Academic and public library leaders
• Faculty chair: Joseph Zolner

Leadership Institute for Academic Librarians p.30
July 26–31, 2015
• College and university librarians
• Faculty chair: Joseph Zolner
The Harvard Institutes for Higher Education Experience

The Harvard Institutes for Higher Education (HIHE) offer comprehensive leadership development programs designed for higher education administrators — from directors, department heads, and deans, to vice presidents, provosts, and presidents. Because the leadership issues you face depend on your position, we group you with peers who have similar experience and perspectives.

At HIHE, leaders come together to speak openly, reflect honestly, hone skills, and actively engage with peers and faculty experts. A blend of synthesized research and experiential learning is designed to stretch your thinking and encourage active discussion of common challenges.

Participants bring different perspectives from a broad range of institutions, including large research universities, comprehensive regional institutions, small liberal arts colleges, and community colleges. With an outstanding faculty, a 45-year history of success, and a vibrant network of more than 10,000 alumni who maintain long-term relationships and return to HIHE as their careers advance, our programs have a significant impact on higher education.

Our goal is to attract educational leaders who bring a commitment to personal growth, innovation, and institutional success. As our alumni will attest, you will leave informed, renewed, and committed to moving your institution to the next level.
“The Harvard Institutes for Higher Education have two central, mutually reinforcing objectives. First, we strive to be the very best source of professional development for higher education leaders in ways that strengthen individual skills and capabilities. In addition, HIHE’s engaging learning environment, ‘real world’ orientation, and robust alumni network produce tangible institutional benefits. Drawing on more than 45 years of leadership development experience, our programs will make you a better leader and, in the process, make your institution a better place for teaching and learning.”

— James Honan, Senior Lecturer on Education, HGSE
WHAT YOU WILL LEARN
Focus on the growing practice of mindful leadership. You will develop inner strengths that are essential for effective leadership in demanding times and learn techniques that, with practice, will help you, your team, and your organization thrive.

PROGRAM OVERVIEW
During this experiential program, you will work with scientifically based mindfulness practices. Guided by faculty with decades of mindfulness and leadership experience, you will learn to deepen your presence, focus, clarity, and compassion. You will learn how to restrain unhelpful reactions, practice staying calm and centered, and be more compassionate with yourself and others. You will understand how to better manage difficult interactions and to develop wise discernment to achieve better results. These essential inner strengths will help you to take stress in stride, sustain your enthusiasm, and savor the joy of leadership.

Through guided mindfulness practices and meditation exercises, case studies, reflection, presentations, role-playing, and large and small group discussion, you will gain new perspectives on your inner strengths and renew your commitment to action guided by the values that inspire you to make a positive difference.
PROGRAM OBJECTIVES

- Learn that mindfulness is an evidence-based practice that fosters qualities of mind that are central to effective leadership
- Discover how mindfulness can build important leadership skills
- Identify common patterns of overreaction and practice responding deliberately rather than reacting automatically
- Learn how to respond to difficulties with awareness, poise, and resilience. Understand how to be guided by your values rather than derailed by your discomfort
- Work skillfully with your in-the-moment challenges as they occur, rather than pushing them aside or obsessing over them
- Develop better relationships by being fully present and empathetic, listening in ways that enhance others feeling heard, and talking in ways that can decrease defensiveness
- Explore skills for self-awareness and self-renewal so that you can sustain your leadership and service to others with insight, wisdom and warmth — and renew your capacity for joy

WHO SHOULD ATTEND

- Higher education faculty and administrators
- Leaders with team-building responsibilities, including those who may not hold formal positions of authority
- PreK–12 leaders

FACULTY

Metta McGarvey | Faculty Chair; Visiting Fellow in Education, HGSE

Jerome T. Murphy | Harold Howe II Research Professor of Education; Former Dean, HGSE

Christopher Germer | Clinical Instructor in Psychiatry, Harvard Medical School

Diana Chapman Walsh | Former President, Wellesley College
WHAT YOU WILL LEARN

Crisis Leadership in Higher Education focuses on the strategic and operational issues that arise when preparing for, responding to, and recovering from a crisis — from on-campus violence to natural disasters to controversial statements or actions by faculty and staff.

PROGRAM OVERVIEW

It is impossible to control whether a crisis will happen at your institution, but you can control the way you react to it. Organizations must improvise and innovate, usually under acute time pressure and high stress — making it critical to know how to respond, manage, survive, and recover with minimal damage. The quality of your response will have a lasting impact on institutional community, culture, and reputation.

Crisis Leadership in Higher Education will help you respond to crises effectively, develop protocols and practices that minimize the potential for future occurrences, and inspire confidence in the long-term safety, security, and success of your institution. The program draws on the complementary expertise, knowledge, and experience of Harvard Kennedy School in crisis management and the Harvard Graduate School of Education in higher education, creating a powerful opportunity to engage this important topic in a way that no other institution can.

WHO: Senior-level administrators
WHEN: March 2–5, 2015
TUITION: $3,900
APPLY: www.gse.harvard.edu/ppe/clhe
PROGRAM OBJECTIVES

• Diagnose and understand the event
• Recognize critical distinctions between different types of crises
• Foster situational awareness
• Understand and manage policy and operational concerns
• Ensure appropriate accountability, both during and after crisis events
• Clarify the role of training and exercises
• Manage the transition from immediate response to long-term recovery

WHO SHOULD ATTEND

• College and university presidents and chancellors, provosts, vice presidents, deans, and other senior-level administrators with responsibility for crisis planning, communication, and external relations
• Administrators responsible for developing and implementing the campus crisis management plan (e.g., chief administrative services officers, heads of institutional communication, and directors of campus safety and security)

FACULTY CHAIRS

James Honan | Senior Lecturer on Education, HGSE

Herman B. “Dutch” Leonard | George F. Baker, Jr. Professor of Public Management, Harvard Kennedy School; Eliot I. Snider and Family Professor of Business Administration, Harvard Business School

FACULTY

Arnold M. Howitt | Adjunct Lecturer in Public Policy; Codirector, Program on Crisis Leadership, Harvard Kennedy School

Judith Block McLaughlin | Senior Lecturer on Education; Director, Higher Education Program, HGSE
WHAT YOU WILL LEARN

The Management Development Program (MDP) prepares you to become a better leader of your unit, department, or college, as well as a more valuable contributor to broader institutional goals.

PROGRAM OVERVIEW

As a middle manager in higher education, you face a distinctive set of leadership challenges. You are responsible for leading your administrative unit, crafting strategy, motivating staff, and allocating financial resources, but are also expected to enact the vision of senior leadership and mobilize support for broader institutional goals. To be successful, you must be adept at managing both “up” and “down” the institutional hierarchy.

“MDP was a life-changing experience.”

— Halaevalu Vakalahi, Associate Dean, School of Social Work, Morgan State University; MDP’14

Through real-world case studies, small group discussions, and interactive presentations, MDP teaches you to think beyond your own administrative area and lead in ways that support larger institutional objectives. You will gain a deeper understanding of how different units function and will be able to incorporate broader strategic considerations into your management decisions. MDP provides the tools and insight to think more strategically, balance competing demands on your time, and engage in more forward-thinking leadership.
PROGRAM OBJECTIVES

• Understand the characteristics of effective leadership in higher education
• Develop and lead high-functioning teams
• Understand your optimal role in planning initiatives
• Analyze financial data and understand how funds are allocated and budgets are created
• Consider the ethical dimensions of educational leadership
• Identify the conditions — both individual and institutional — that increase opportunities for professional development and personal transformation
• Function as an effective change agent

WHO SHOULD ATTEND

• Mid-level administrators in the early years of their careers
• Deans, directors, and department heads

FACULTY CHAIR

Joseph Zolner | Lecturer on Education; Senior Director, Harvard Institutes for Higher Education, HGSE
“It isn’t just intellectual learning. It isn’t just concepts. And it isn’t even just a set of new skills that people can use in their leadership when they return home. The Harvard Institutes for Higher Education is really about creating opportunities for people to keep growing and developing. We create a very special context that supports a kind of learning that gets below the neck.

“Bottom line, we are here to help you grow in the heart as well as in the head.”

— Robert Kegan, William and Miriam Meehan Professor in Adult Learning and Professional Development, HGSE
WHAT YOU WILL LEARN

The Institute for Management and Leadership in Education (MLE) helps determine how well-positioned your institution is to meet current and future challenges and better prepares you to lead organizational change.

PROGRAM OVERVIEW

Change is difficult, even when institutions and individuals are genuinely committed to it. MLE is designed for experienced administrators who are responsible for thinking strategically about their institutions’ change agendas. You will learn to understand which aspects of your institutional mission and culture are critical to future success and how to close the gap between your best leadership intentions and what you are actually able to accomplish.

“MLE was the best educational experience in my 45-year higher education career. The integration of relevant curriculum materials with high-quality teaching was elegant. The experience was really beyond words.”

— Judith Ruland, Dean, College of Health and Human Services, Saginaw Valley State University; MLE’14

The program also serves as a valuable opportunity for mid-career professional assessment and renewal. You will be able to reflect on your own leadership strengths and weaknesses in a supportive learning environment with Harvard faculty and accomplished higher education leaders from across the country and around the world.
PROGRAM OBJECTIVES

• Master new approaches to leadership
• Develop and implement effective strategies
• Review and assess the impact of changes in the higher education competitive environment
• Evaluate the impact of new initiatives and alliances
• Realign faculty and financial resources
• Understand and overcome the challenges of organizational change

WHO SHOULD ATTEND

• Experienced administrators
• Provosts, vice presidents, and deans responsible for the long-term future of their institutions

FACULTY CHAIR

Robert Kegan | William and Miriam Meehan Professor in Adult Learning and Professional Development, HGSE
WHAT YOU WILL LEARN
The Institute for Educational Management (IEM) is an intensive, total-immersion experience that provides a rare opportunity to assess your leadership skills, renew your commitment to higher education, and develop tangible strategies for long-term institutional success.

PROGRAM OVERVIEW
Senior leaders in higher education face a daunting set of challenges — fiscal constraints, heightened accountability, new competitors, emerging technologies, substantial demographic change, and questions about the relevance and effectiveness of higher education. IEM helps you focus on the challenges of organizational change while providing opportunities for personal renewal.

IEM addresses the critical stewardship role you play on behalf of your institution and provides a core set of conceptual tools for understanding both the quantitative and qualitative aspects of effective institutional leadership. The skills developed throughout the program will help you articulate a compelling institutional vision that fosters meaningful and enduring institutional change.

WHO: 10+ years of administrative experience
WHEN: July 12–24, 2015
TUITION: $9,500
APPLY: www.gse.harvard.edu/ppe/iem
PROGRAM OBJECTIVES
• Lead successfully in a changing context
• Balance internal and external leadership roles
• Work effectively as a member of the senior leadership team
• Foster and support organizational change
• Articulate a powerful institutional vision and enlist others in pursuit of that vision

WHO SHOULD ATTEND
• Senior-level administrators who have both the responsibility and authority to shape institution-wide policy
• Presidents, vice presidents, and other members of the executive cabinet who participate in strategic decisionmaking that shapes the future of the institution

FACULTY CHAIRS
James Honan | Senior Lecturer on Education, HGSE
Joseph Zolner | Lecturer on Education; Senior Director, Harvard Institutes for Higher Education, HGSE
PRESIDENTIAL LEADERSHIP

“In this rapidly changing world, leaders must stay abreast of changing competitive circumstances, develop new strategies, assess current practice, and envision new possibilities.

“The Harvard Institutes for Higher Education provide important opportunities for higher education leaders to enhance their own learning in ways that also enable them to advance the success of their institutions.”

— Judith Block McLaughlin, Senior Lecturer on Education; Director, Higher Education Program, HGSE
The Harvard Seminar for Experienced Presidents offers a rare opportunity for college and university presidents to step back from the daily responsibilities of the presidency and discuss key leadership issues in a confidential setting. In the seminar, you will consider the choices that lie ahead for you and your institution and reflect on where you are in your presidency. An interactive and retreat-like program structure recreates the intimate and stimulating learning environment that has long been part of the Harvard Seminar for New Presidents.

Over the course of two and a half days, you will work closely with faculty and colleagues in classroom sessions, small group discussions, consultations, and informal conversations to address key issues facing your institution, including crisis leadership, fundraising, the role of new technologies and online education, initiating change and overcoming barriers, and personal planning with regard to your presidency.

**WHO:** 3+ years of presidential experience  
**WHEN:** November 6–8, 2014 or November 15–17, 2015  
**TUITION:** $3,595 (2014) or $3,995 (2015)  
**APPLY:** [www.gse.harvard.edu/ppe/ep](http://www.gse.harvard.edu/ppe/ep)
WHO SHOULD ATTEND

• College and university presidents from across all sectors of higher education with a minimum of three years of experience in the presidency
• Enrollment is limited to approximately 35 presidents

FACULTY CHAIR

Judith Block McLaughlin | Senior Lecturer on Education; Director, Higher Education Program, HGSE

“As an alum of the Harvard Seminar for New Presidents, I was eager to see what a refresher course might offer. The Harvard Seminar for Experienced Presidents didn’t disappoint. It provided a rare chance to step back from the complexities of managing a college or university in order to think more broadly about why and how — and even how long — we lead.

“In the fellowship of other veterans and experts, there was precious time for focused reflection and open, informed exchange about our failures and our successes. I came away with heightened self-awareness, practical ideas, deeper theoretical frames, and a renewed sense of energy and enthusiasm for the challenges ahead.”

— Elaine Hansen, Executive Director, Center for Talented Youth, Johns Hopkins University; Former President, Bates College; NP’02, EP’08
WHAT YOU WILL LEARN

Productive, articulate, responsive leadership is expected as soon as a new college or university president assumes office. The external and internal challenges facing institutions today do not permit the luxury of learning on the job. The Harvard Seminar for New Presidents provides a practical and conceptual orientation to the presidency. It familiarizes new presidents with the opportunities and hazards they will likely face and prepares them to respond to the multiple responsibilities and constituencies of their new roles.

PROGRAM OVERVIEW

In sessions ranging from fundraising to building the administrative team, the seminar focuses on the critical issues of the first months and years of the presidency. It provides a chance for new presidents to reflect on their own situations and to consult with experts about their special concerns and circumstances. Most importantly, the seminar introduces presidents to an extraordinary peer group of colleagues from across the country.

PROGRAM OBJECTIVES

Intensive, interactive sessions address key topics critical to the first years of a presidency:

- *The Contexts of Leadership* explores the importance of the culture and traditions of an institution. How can the president be sensitive to organizational culture and the important traditions of the institution while encouraging and managing change?
• **Governance** addresses the role of governing boards, the relationship between the president and the board of trustees, and specific steps the chief executive can take to improve board performance. How can a president and board work together most effectively for the betterment of the institution?

• **Presidential Fundraising** examines important components of the fundraising process and the president’s role in assuring its success. What should a president do to become an effective fundraiser? What should a president expect from the chief development officer?

• **Presidential Perspective on Financial Management** introduces new presidents to the role of financial information in institutional decisionmaking. How can the president be a better manager and consumer of financial data? What are some strategies for improving campus productivity and cost containment?

• **Building the Administrative Team** focuses on the president as chief executive and senior personnel officer. How does the president assess the senior staff and develop these individuals into an effective working team?

• **Academic Leadership** explores the position of the president as academic leader. How does the president exert leadership in the academic arena?

• **The Life of the President** discusses issues and choices related to the lifestyle of a president. How should the president handle entertainment, envision the role of the spouse, and live in the spotlight of the presidency?

• **Strategic Planning** examines the president’s role in the design and implementation of strategic planning efforts and discusses how to develop and sustain institutional performance indicators. How should the president think about, organize, and implement planning and change?
WHO SHOULD ATTEND

- First-time college and university presidents ranging from those who have been appointed but not yet assumed office to those within the first 12 months of their presidency
- Presidents from all sectors of higher education — colleges, universities, and community colleges
- Enrollment is limited to approximately 45 new presidents

FACULTY CHAIR

Judith Block McLaughlin | Senior Lecturer on Education; Director, Higher Education Program, HGSE

“The lessons learned at the Harvard Seminar for New Presidents were an invaluable resource during my first year as president. Throughout the year, I found myself analyzing and framing important campus issues with ideas that surfaced during formal and informal interaction at the seminar.

“The opportunity to learn from both a strong faculty and colleagues from other universities was an enriching experience. It changed my approach to major issues during my first year.”

— Daniel Jones, Chancellor, University of Mississippi; NP’09
“The Harvard Institutes for Higher Education are firmly committed to creating learning experiences that foster both professional development and personal transformation. It is a genuine privilege to work with hundreds of higher education leaders each year to strengthen their skills and enhance the performance of their institutions.

“Perhaps the most powerful indicator of HIHE’s impact is the fact that so many colleges and universities continue to send us their most promising administrators year after year. I’m truly delighted to be able to work with and learn from them.”

— Joseph Zolner, Lecturer on Education; Senior Director, Harvard Institutes for Higher Education, HGSE
Library Leadership in a Digital Age

WHAT YOU WILL LEARN
Gain both conceptual insight and practical knowledge on how to function as an effective library leader within rapidly changing societal and institutional contexts.

PROGRAM OVERVIEW
Library Leadership in a Digital Age brings together faculty experts, policymakers, and library leaders to consider the current state and future direction of the profession. During the program you will identify fundamental changes occurring in the field of knowledge management and consider their implications for libraries, information services, and library leadership.

As a participant, you will examine how new technologies are redefining the teaching/learning process and develop practical strategies for leading libraries more effectively during uncertain and evolving times. The curriculum addresses several overarching questions:

• Is the library a physical place, a set of coordinated information services, a vehicle to enact new understandings about teaching and learning, or all of the above?

• What will learning look like in the future and how will libraries need to respond?

• How must the role of the library be reimagined as new digital media, resources, and services expand and sharpen?

WHO: Academic and public library leaders
WHEN: March 19–21, 2015
TUITION: $2,525
APPLY: www.gse.harvard.edu/ppe/llda
What new opportunities — digital and otherwise — exist for libraries to become architects and purveyors of intellectual communities in ways that heretofore were not possible?

How should library leaders adapt their leadership practice to take maximum advantage of these new and unprecedented opportunities?

PROGRAM OBJECTIVES

• Become a more effective library leader within a changed institutional context
• Understand the changing nature of library leadership in a digital age
• Consider the strengths and weaknesses, opportunities and limitations, promises and pitfalls of new digital media, resources, and opportunities
• Examine new design and delivery options for library resources and services

WHO SHOULD ATTEND

• Library leaders operating in a variety of settings and contexts including colleges, universities, professional schools, research organizations, historic preservation/archives, and public libraries
• Senior-level library leaders in significant decisionmaking positions who are interested in crafting an exciting new vision for their libraries and serving their many constituents more strategically, more comprehensively, and more effectively

FACULTY CHAIR

Joseph Zolner | Lecturer on Education; Senior Director, Harvard Institutes for Higher Education, HGSE
WHAT YOU WILL LEARN

The program details important leadership concepts and applies them to the practical challenges of leading and managing the contemporary academic library. The curriculum addresses three areas — planning, organizational strategy and change, and transformational learning — with an overarching goal of increasing your leadership and management capacity.

PROGRAM OVERVIEW

The institutional environment confronting leaders of academic libraries has never been more complex and challenging. Technological change is fundamentally redefining the core role, purpose, and function of the academic library. Newly emerging information services and capabilities frequently outstrip available resources. Library leaders must provide articulate, strategic leadership and find more effective ways to integrate their views and priorities into campus-wide planning efforts.

The Leadership Institute for Academic Librarians provides the tools and insight needed to improve your leadership effectiveness and help your library respond to a rapidly shifting competitive landscape. It is designed for those who must think strategically about emerging institutional and informational needs, changing expectations of library leaders, new technologies, and long-range plans for the library. The curriculum will deepen your insights and broaden your repertoire of useful approaches to leadership. The program also provides a valuable opportunity to assess your own leadership strengths and weaknesses in a supportive and engaging learning environment.

WHO:  College and university librarians
WHEN:  July 26–31, 2015
TUITION:  $3,100
APPLY:  www.gse.harvard.edu/ppe/lial
PROGRAM OBJECTIVES
The program focuses on two key questions:

• How well-positioned is your library to meet current and future challenges?
• How effective is your own leadership?

WHO SHOULD ATTEND

• College and university librarians with leadership and/or management responsibilities
• Library deans, directors, and unit heads, along with those reporting to them in positions like associate university librarian or assistant library dean
• Other campus administrators with responsibilities that routinely affect important library-related functions

FACULTY CHAIR

Joseph Zolner | Lecturer on Education; Senior Director, Harvard Institutes for Higher Education, HGSE

FACULTY

Christopher Dede | Timothy E. Wirth Professor in Learning Technologies, HGSE

Joan Gallos | Vice President of Academic Affairs, Wheelock College

James Honan | Senior Lecturer on Education, HGSE

Lisa Lahey | Lecturer on Education, HGSE

Maureen Sullivan | Consultant; Past President, American Library Association and Association of College and Research Libraries
FACULTY CHAIR BIOGRAPHIES

James Honan is Senior Lecturer on Education at HGSE. Honan’s teaching and research interests include financial management of nonprofit organizations, organizational performance measurement and management, and higher education administration. Honan serves 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.

Robert Kegan is the William and Miriam Meehan Professor in Adult Learning and Professional Development at HGSE. Kegan is a licensed clinical psychologist who teaches, researches, writes, and consults about adult development, adult learning, and professional development. His work explores the possibility and necessity of ongoing psychological transformation in adulthood; the fit between adult capacities and the hidden demands of modern life; and the evolution of consciousness in adulthood and its implications for supporting adult learning, professional development, and adult education.

Herman B. “Dutch” Leonard is the George F. Baker, Jr. Professor of Public Management at Harvard Kennedy School and the Eliot I. Snider and Family Professor of Business Administration at Harvard Business School. Leonard teaches organizational strategy and leadership, with an emphasis on effective decisionmaking. His current research concentrates on crisis management and leadership, particularly on how organizations and individuals can better prepare in advance and better perform in the moment to increase the likelihood of effective improvisation and action in crisis situations. Leonard is coauthor and coeditor of Managing Crises: Responses to Large-Scale Emergencies (2009).
Metta McGarvey is a Visiting Fellow in Education at HGSE. She has taught adult development and leading and managing organizations at HGSE. Her expertise is in mindfulness as a catalyst of adult social and emotional development. McGarvey has practiced and taught mindfulness and meditation techniques for more than 30 years. She is coauthor of a neuroscientific study of potential brain changes associated with mindfulness practices, holds two prior degrees in Buddhist studies, and works as a coach and consultant for leadership and organizational development.

Judith Block McLaughlin is Senior Lecturer on Education, Director of the Higher Education Program and the Higher Education Doctoral concentration at HGSE. McLaughlin’s teaching and research interests focus on leadership and governance in higher education. She is chair of the Massachusetts Public Education Nominating Council, the body that nominates trustees for the state’s public colleges and universities. McLaughlin has written and consulted extensively on leadership transitions, presidential assessment, board-president relationships, senior staff functioning, and board governance.

Joseph Zolner is Lecturer on Education and Senior Director of the Harvard Institutes for Higher Education at HGSE. As HIHE Senior Director, he is responsible for the quality, relevance, and variety of professional development programs offered by HGSE for the higher education community. Previously, Zolner served as director of the Graduate Management Institute at Union College and director of the Graduate School of Business Administration at Northeastern University.
Learn to Change the World

gse.harvard.edu/hihe