



HARVARD

INSTITUTES
for HIGHER
EDUCATION

IEM

INSTITUTE *for* EDUCATIONAL MANAGEMENT

July 9-21, 2000





HARVARD INSTITUTES for HIGHER EDUCATION

For more than three decades, the Harvard Institutes for Higher Education (HIHE) have been helping transform educational leaders and their institutions.

HIHE provides high-quality professional development experiences to leaders of colleges and universities. HIHE programs take advantage of the rich and diverse experiences of their participants to create intensive, highly interactive learning environments. The programs foster both personal reflection and the acquisition of new perspectives on higher education leadership. The strong professional networks developed during the Harvard programs provide an important long-term benefit to participants.

All of Harvard's programs are continually reviewed and updated to ensure they provide useful ideas and insights for college and university leaders.

More than 700 United States college and university presidents have participated in an HIHE program. The Harvard Institutes for Higher Education enjoy an outstanding reputation for contributing to the growth of leaders who are committed to their own development and to the long-term success of their institutions.

THE PROGRAM



The Harvard Institute for Educational Management (IEM) is designed for senior administrators with solid records of effective performance who would benefit from an opportunity to step back from the press of daily events and gain perspective on their own leadership.

All IEM participants occupy the most senior positions on their campuses. IEM offers them a once-in-a-lifetime chance to sharpen the decision-making skills required for effective leadership. IEM presents ideas and insights from experts in higher education. It also creates a stimulating learning environment that enables talented leaders to share their experiences with others from across the country.

IEM's goals are to:

- introduce useful new perspectives on institutional leadership;
- challenge routine thinking;
- help leaders anticipate critical issues;
- clarify institutional mission and vision; and
- improve the quality of the higher education enterprise.

Much of the learning during IEM results from interactions among program participants. To ensure rich and productive dialogue, IEM seeks to attract senior administrators from a wide array of post-secondary institutions.

In 2000, IEM will conduct its 32nd annual program at Harvard July 9 - 21. The comprehensive fee of \$5500 includes tuition, room, most meals, and all program materials. Applications are due by November 12, 1999 for early decision, and by February 1, 2000 for regular decision.

“IEM provided a variety of opportunities to take useful tools and concepts and integrate them into my personal framework and my professional responsibilities.”

Susan H. Komsky
Vice President for Information Technology
Millersville University of Pennsylvania

WHY ATTEND?



IEM focuses on the critical stewardship role that senior-level higher education administrators play on behalf of the entire institution. The program encourages participants to think beyond the confines of their own disciplines and areas of formal administrative responsibility. It illuminates those aptitudes and skills necessary for effective campus leadership.

The IEM curriculum strengthens and broadens leadership capabilities through the examination of three significant challenges:

Leadership in a Dynamic Environment

The call for effective leadership continues to dominate the higher education agenda. Student and faculty demographics keep changing. Political forces increasingly shape institutional agendas. New technologies promise to redefine how higher education is conceived and delivered. It is within this environment that you, as a senior administrator, must “lead.” What are the most constructive ways to confront new realities and provide institutional leadership?

Managing the Academic Community

The changing character of campus communities poses formidable challenges to senior administrators. How do colleges and universities create community out of increasingly diverse populations? How can recruitment, hiring, salary, and professional development policies further an institution's strategic goals? As new claims are made on an institution's finite resources (both financial and human), how is institutional leadership best exercised?

“I was truly and overwhelmingly impressed. IEM provides a good opportunity for growth and reflection. It is well worth the investment.”

Carl Zylstra
President
Dordt College, IA

Vision, Strategy, Resources, and Change

Your ultimate challenge as a senior administrator is to articulate a compelling vision, garner the resources necessary to achieve it, and mobilize support to pursue new opportunities. How do campus leaders formulate comprehensive institutional plans? How is a senior leadership team best mobilized for action? How can leadership for change be exercised in a way that recognizes current constraints while also preparing for future realities?

There is no single “right answer” to these questions. There are, however, more effective ways to identify, define, and analyze issues, in order to produce better results. IEM provides new insights and perspectives with direct application to the challenges facing you now and in the future.

The IEM faculty, selected both for their expertise and for their ability to provoke lively discussion, create a dynamic and engaging learning environment. Case study discussions, formal lectures, videos, practitioner interviews, and role plays are all part of program design. IEM will encourage you to test your assumptions, share professional experiences, and reassess your current leadership practice.



WHO SHOULD ATTEND?



The IEM curriculum is designed for those with responsibility and authority to shape institution-wide policy. Participants are typically presidents, vice presidents, and other members of the president's executive cabinet. They participate regularly in decision making that shapes the future of the entire institution.

Participants in the 1999 session of IEM included the:

Vice President for Institutional Advancement, Bethany College (WV)

Vice President for Student Affairs, Buffalo State College (NY)

Provost, Talladega College (AL)

Deputy Chancellor, Ventura County Community College District (CA)

Provost, Mansfield University of Pennsylvania (PA)

Vice President for Academic Affairs, University of Central Oklahoma (OK)

Vice President for Information Technology, Millersville University of Pennsylvania

Executive Dean of Instruction, Pierce College (WA)

Provost, University of Central Arkansas (AR)

Chief Financial Officer, Fisk University (TN)

Vice President for Student Affairs, University of Pittsburgh at Johnstown (PA)

President, Cleveland Institute of Art (OH)

Vice President of Admission and Enrollment, Saint Michael's College (VT)

President and Dean, Albany Law School (NY)

Vice President for Finance and Administration, Gannon University (PA)

Provost, Ohio University (OH)

President, Marietta College (OH)

Vice President for Human Resources, Baylor University (TX)

Vice President for Student Services, Utah State University (UT)

Dean of the College, Cazenovia College (NY)

Vice President for Finance and Planning, Franklin Pierce College (NH)

Vice President, University of Melbourne, Australia

Executive Vice President, Huston-Tillotson College (TX)

Vice President for Institutional Advancement, Coppin State College (MD)

President, Dordt College (IA)

Provost, Berklee College of Music (MA)

FACULTY



Kent John Chabotar is Vice President for Finance and Administration and Treasurer at Bowdoin College, Maine. His academic and consulting activities focus on cost accounting, organizational response to declining resources, and financial analysis in schools, colleges, museums, and other nonprofits.

Richard Chait is Professor of Higher Education at the Harvard Graduate School of Education and Chair of the Board of Directors of the American Association of Higher Education. Recent publications include *Beyond Traditional Tenure* and *The Effective Board*.

Carlos Cortés is Professor Emeritus of History at the University of California, Riverside. The recipient of teaching and research awards, he has also received the American Society for Training and Development's National Multicultural Trainer of the Year Award. His academic interests include the implications of ethnic and global diversity for education, government, and private business.

Richard Elmore is Professor of Education at the Harvard Graduate School of Education, Co-Director of the Consortium for Policy Research in Education, and a former university administrator. His current research focuses on the politics of leadership.

James Honan is Educational Co-Chair of the Institute for Educational Management and Lecturer on Education at the Harvard Graduate School of Education. His research interests focus on financial management and institutional planning.

Susan Moore Johnson is Professor of Education at the Harvard Graduate School of Education, where she teaches educational policy, organizational behavior, and administrative practice. She is the author of *Teacher Unions in Schools*, *Teachers at Work*, and *Leading to Change*.

Judith Block McLaughlin is Educational Chair of the Harvard Seminar for New Presidents, Lecturer on Education, and Director of the Higher Education Program at the Harvard Graduate School of Education. She co-authored *Choosing a College President: Opportunities and Constraints* with David Riesman.

Charles Willie is the Charles W. Eliot Professor of Education Emeritus at the Harvard Graduate School of Education. His research interests include desegregation and education, higher education, and the family.

Joseph Zolner is Director of the Harvard Institutes for Higher Education and Educational Co-Chair of the Institute for Educational Management at the Harvard Graduate School of Education. His research interests are in curriculum change and institutional transformation.

GENERAL INFO



Schedule

IEM begins with registration in mid-afternoon on Sunday, July 9, and concludes with a final lunch on Friday, July 21.

The IEM pace is challenging and intense. Participants are expected to make a full-time commitment to the institute while at Harvard. A typical IEM day begins with breakfast at 7:00 a.m., followed by class sessions and group activities, which end around 4:00 p.m. Opportunities for late-afternoon physical fitness or relaxation are provided. The daily schedule often does not end until late evening, when participants complete readings, attend optional presentations, or prepare assignments for the following day.

Free time on the weekend provides an opportunity to explore Harvard and the greater Boston area. Special social events are planned during the program.

Because of IEM's intensive character, bringing family to Cambridge is discouraged. In addition, participants are expected to free themselves from work obligations and professional commitments during the program.

Accommodations

IEM is a residential program. Since frequent interaction among faculty and participants is crucial to program success, all participants reside and take their meals in a residence hall on the Harvard campus.

IEM participants are housed in Currier House. Each participant is assigned a single air-conditioned room, sharing a bathroom with one or two others. While facilities are clean and comfortable, they are also spartan. Linens and daily housekeeping are provided.

The Environment

IEM participants have access to an array of academic, cultural, social, and athletic resources while at Harvard University, including the library system, museums, musical and theatrical productions, and athletic facilities.

Harvard Square, adjacent to the IEM classroom, offers a unique collection of bookstores, boutiques, coffee houses, bars and restaurants, catering to a variety of tastes and styles.

Downtown Boston -- just a few minutes away by subway -- is rich in historic and cultural significance and offers fine museums, art galleries, sporting events, dining, dance, theatre, and music.

TO
APPLY



Admission

Participants are selected on the basis of their scope of responsibility, depth and breadth of experience, and potential for continued leadership. When making selection decisions, the Admissions Committee also considers the overall profile of the class and seeks to maximize learning by assembling as diverse a group as possible. Please note that IEM admission is competitive. We regret that we are unable to accept every qualified applicant.

Application Deadline: An application form, supervisor's endorsement form, and recommendation form are enclosed. All application materials, including application for financial aid, must be received by November 12, 1999 for early decision and February 1, 2000 for regular decision. IEM will acknowledge applications upon receipt, and will mail admission decisions by December 8, 1999 for early decision and February 29, 2000 for regular decision.

Applicants are expected to participate in IEM with the endorsement of their institutions. Ordinarily, such endorsement is reflected in full financial support.

Questions

If you have questions about your application or about which Harvard institute best meets your needs, please contact the IEM office by phone, fax, or email at any point during the process. Additional information about the Harvard Institutes for Higher Education is provided on the back cover of this brochure.

The IEM office has developed a network of alumni willing to talk with those considering the program. Let us know if you would like to speak with one or more former participants from a similar institution or with comparable professional responsibilities.

Fees and Financial Aid

The comprehensive program fee of \$5500 covers tuition, room, most meals, and all instructional materials. Payment is due following acceptance into the program.

Limited financial aid is available. Financial aid applications may be obtained by writing or calling the IEM office. Financial aid requests must be received by November 12, 1999 for early decision applications and February 1, 2000 for regular decision applications.

The Harvard Graduate School of Education affirms the right of all individuals to equal treatment in education without regard to age, race, religion, color, sex, marital status, handicap, national origin or any other considerations that are extraneous to effective performance.



The Harvard Institutes for Higher Education will accommodate anyone with disabilities.



“The faculty are worthy of the outstanding reputation that IEM enjoys. They were among the best in their fields.”

Jerry E. Flanagan
Vice President of Admission and Enrollment
Saint Michael's College, VT

“IEM made me rethink a number of personal assumptions about leadership, and provided new insights into how I might better lead my institution. Overall, I was very satisfied with the program.”

Lauren Wilson
President
Marietta College, OH

“My very high expectations for IEM were met. The quality of instruction, opportunities to interact with colleagues, and especially, the presentation of ideas were superb. IEM provided new tools and new ways of thinking about both old and new challenges.”

Patricia S. Terrell
Vice President for Student Services
Utah State University

Other HIHE Summer Institutes for Higher Education Administrators

Become an even better manager

Management Development Program

June 18 – 30, 2000

MDP is designed for deans, directors, and other administrators who are good at leading their units and who want to get even better. MDP provides new and useful ideas about critical management issues for mid-level administrators in their first seven years of a responsible leadership position. The curriculum covers budgeting, human resource management, innovation and change, planning, and effective leadership. In this stimulating, fast-paced program, you'll grapple with "real-time" case studies and exchange ideas with administrators from around the country. You'll become an even more effective manager of your unit, department, or school and a more valuable contributor to your institution.

Help shape the future of your institution

Leading Transformation and Change

June 11 – 23, 2000

MLE – the Institute for Management and Leadership in Education – is designed for skilled, experienced administrators – deans and directors, provosts and vice presidents – who will help their institutions adapt to a changing future. MLE provides the tools needed to help your institution become more flexible and responsive. You'll learn how other schools are adapting to new technologies, new student populations, new sources of competition, and new strategic alliances. At MLE, you'll increase your capacity to lead and manage change; develop effective strategy; support the dialogue on transformation and change; realign faculty and financial resources; and evaluate the impact of new initiatives.

The Harvard Seminar for New Presidents

July 21 – 26, 2000

Designed for new presidents who have not yet assumed office or who are in the first year of their tenure, this Seminar provides a practical 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 office. Session topics include fundraising, balancing competing demands, articulating an institutional vision, and building the administrative team.

For More Information: Harvard Institutes for Higher Education
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