



HARVARD

INSTITUTES
for HIGHER
EDUCATION

MDP

MANAGEMENT DEVELOPMENT PROGRAM

June 18-30, 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



Harvard's Management Development Program (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.

At MDP you'll learn to:

- **Become an even better manager of your unit, department, or school.** MDP will provide ideas you can use - about effective leadership, financial management, human resource management, and planning - that will enable you to spend less time "putting out fires" and more time providing forward-thinking leadership.
- **Manage in a way that supports larger institutional goals.** MDP will help you understand the functioning of different institutional units, enabling you to incorporate broader considerations into your management decisions.

MDP attracts participants from a broad cross-section of higher education. Participants are doing an outstanding job leading their units, looking forward to successful careers in administration, and seeking to broaden their skills and share insights with talented colleagues from across the country.

MDP is an intensive residential program on the campus of Harvard University, convenient to all the attractions of Harvard Square, Cambridge, and Boston. The program is highly valued as an opportunity to step back from work, to reflect on current practice, and to prepare for the challenges and opportunities that lie ahead.

In 2000, MDP will conduct its 15th annual program at Harvard June 18 - 30. The comprehensive fee of \$3900 includes tuition, room, most meals, and all program materials. Applications are due by November 12, 1999 for early decision or February 1, 2000 for regular decision.

TOPICS



MDP focuses on the key skills required of leaders in colleges and universities:

Leadership What are the characteristics of effective leadership in academic organizations? How do you build an effective leadership team? How can people outside your area of formal responsibility be influenced in ways that help you achieve institutional goals? What human resource policies best support organizational effectiveness?

Fostering Innovation and Change How can administrators function as effective change agents? What role will you play in institutional transformation?

Planning What are the optimal roles and responsibilities of middle managers in planning initiatives? What are effective approaches to planning? How are such efforts monitored and assessed?

Diversity and Community What approaches can you adopt to promote a more positive sense of campus community? How can institutions better prepare students and staff to live in a multicultural society?

Financial Management What are the most important competencies for leaders to possess regarding budgeting and financial analysis? What are the fiscal questions that administrators should be asking? What factors influence the allocation of an institution's financial resources?

Professional Renewal How can the workplace become a better place for personal and professional growth? What conditions promote opportunities for genuine personal growth and professional development?

Most MDP classes will use case studies to illustrate important management problems. Outside of class, conversations during meals, daily meetings of small discussion groups, coffee breaks and late evening discussions represent some of the many opportunities, both formal and informal, for participants and faculty to learn from one another.

WHO SHOULD ATTEND?



MDP is most appropriate for mid-level administrators in the first seven years of their managerial careers.

An important part of the learning process of MDP is the opportunity for participants to share information and observations and learn from each other's experiences. To enrich this process, participants are selected to represent the diversity of higher education. About one-half of the participants each year hold positions in academic administration, while the rest are broadly distributed across the non-academic functions.

About two-thirds of the participants come from public institutions and the other third from independent colleges and universities.

Participants in the 1999 session of MDP included the:

- Dean of Liberal Studies, Lansing Community College (MI)
- Associate Dean for Student Affairs, Rochester Institute of Technology (NY)
- Associate Dean and Director of Graduate Studies, Texas Christian University
- Associate Provost, The National Hispanic University (CA)
- Dean of Students, The American University of Paris, France
- Assistant Vice President for Business, Emory University (GA)
- Associate Dean, School of Architecture and Urban Design, University of Kansas
- Associate Dean for Academic Affairs, Westfield State College (MA)
- Dean, College of Law, University of Nebraska
- Executive Director of Human Resources, University of Maine System
- Assistant Dean of Students, St. Olaf College (MN)
- University Registrar, University of California, Santa Cruz
- Director of Development, Franklin & Marshall College (PA)
- Dean of Community Services, Columbia-Greene Community College (NY)
- Director of Operations, College of San Mateo (CA)
- Director of Plant and Facilities Operations,
Community College of Baltimore County (MD)
- Associate Director of Housing and Food Services, Colorado State University
- Chair, Division of Business Technologies, Northern Virginia Community College
- Executive Director of Budget and Finance, University of New Hampshire
- Executive Director of the Alumnae Association, Smith College (MA)
- Dean of Students, Talladega College (AL)
- Assistant Director of Development, Florida A&M University
- Director of News and Public Information, Miami University (OH)

FACULTY



Stacy Blake is Assistant Professor of Education at the Harvard Graduate School of Education. Her research interests focus on effective teams and the influence of mentoring relationships in organizations.

Kent John Chabotar is Vice President for Finance and Administration and Treasurer at Bowdoin College, Maine. His research 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 for 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. His academic interests include multicultural, global, bilingual education, and 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 three books, including *Leading to Change*.

Robert Kegan is Professor of Adult Learning and Professional Development and Educational Chair of MLE, the Institute for Management and Leadership in Education at the Harvard Graduate School of Education. He is the author of *The Evolving Self: Problem and Process in Human Development* and *In Over Our Heads: The Mental Demands of Modern Life*.

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

GENERAL INFO



The Environment

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

Harvard Square, adjacent to the MDP classroom, offers a unique collection of bookstores, boutiques, coffee houses, bars and restaurants, which cater 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 and art galleries, sporting events, dining, dance, theatre, and music.

Schedule

MDP begins with registration and a reception on Sunday evening, June 18. The program ends on Friday, June 30, at 1 p.m.

The MDP pace is challenging and intense. Participants are expected to make a full-time commitment to the institute while at Harvard. A typical MDP day begins with breakfast at 7 a.m., followed by three formal class sessions beginning at 8:30 a.m. and ending around 4:00 p.m. Opportunities for late-afternoon physical fitness or relaxation are provided. Your daily schedule, however, usually will not end until late in the evening, when you complete readings or prepare assignments for the following day.

Once in Cambridge, your full-time participation throughout the program is expected. The program will occupy your days and evenings from Sunday evening through Friday afternoon each week. (Saturday and Sunday, June 24 and 25, are free days.)

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

Accommodations

MDP is a residential program. Because daily interaction among faculty and participants is crucial to program success, all participants reside and take meals in a residence hall on the Harvard campus.

MDP participants are housed in Currier House. Each participant will be 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.

Fees and Financial Aid

The comprehensive program fee of \$3,900 covers tuition, room, most meals, and all instructional materials for the 2000 program. Saturday lunch and dinner and Sunday breakfast and lunch are not included in the program charge. Payment is due following acceptance into the program.

Limited financial aid is available. Grants will be based on institutional need and are usually limited to 20% of the program fee. Requesting financial aid has no effect on whether an applicant is admitted. Financial aid applications (which are not included in this packet) may be obtained by writing or calling the MDP office. Financial aid applications must be received by the November 12 or February 1 deadline. Notification of financial aid awards will be included with the admissions decisions.

TO
APPLY



Admission

The Management Development Program is designed as a developmental experience for those who have significant administrative responsibility in an institution of higher education, and who show high promise for making a significant contribution in the future. It is not designed for faculty members or others without administrative experience.

An application and two recommendation forms are enclosed. Your personal statement is a key part of your application; the most effective statements provide a clear and detailed rationale of why MDP makes professional sense at this stage of your career and what you hope to learn at the program.

Applicants are responsible for securing recommendations, one from an immediate supervisor, and one other from a colleague who can comment on accomplishments and potential.

Application Deadline: 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. MDP will acknowledge applications upon receipt, and will mail admissions decisions by December 8, 1999 for early decision and February 29, 2000 for regular decision.

When selecting participants, the Admissions Committee also considers the overall character of the class, to maximize group learning. Please note that admission to MDP is competitive. We regret that we are unable to accept every qualified applicant.

You are expected to have the endorsement of the institution you represent. Ordinarily this is reflected in full financial support.

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.

“MDP was a transformative experience for me. It helped integrate and synthesize many aspects of higher education. I came away from the program with many of my own viewpoints and values reinforced, but also with a better understanding and appreciation of alternative perspectives. I believe MDP will be a catalyst for taking my career to the next level.”

Diane Dean
Executive Administrator
Teachers College, Columbia University (NY)

“The program was intellectually taxing, great for networking, and a source of many new ideas. My institution got more than anticipated from its investment. MDP was one of the most important things I have done in my professional life. I would do the program again in a heartbeat.”

James Champion
Dean of Community Services
Columbia-Greene Community College (NY)

“Without question, MDP was the most meaningful professional development experience I’ve ever had. I learned indispensable lessons on leadership, planning, fiscal management, team building, and a variety of topics that will benefit me - both personally and professionally - for many years to come.”

Charles Harrington
Director of Institutional Research
University of Southern Indiana

“MDP surpassed my expectations. The curriculum is strong, program design is effective, and the faculty are outstanding. The program made me think ‘outside the box’ in a very challenging and rewarding way.”

Paul Anaejionu
Head, Department of Computer Science
Huston-Tillotson College (TX)



Other HIHE Summer Institutes for Higher Education Administrators

Increase your leadership and problem-solving capacities

Institute for Educational Management

July 9 - 21, 2000

IEM is designed for senior-level administrators, who are responsible for shaping broad institutional policy. At IEM you'll sharpen decision-making skills and examine critical leadership challenges facing colleges and universities. IEM addresses such issues as how to lead in a changing context; balancing internal and external leadership roles; working effectively with a senior management team; supporting organizational change; articulating a powerful institutional vision and enlisting others in the pursuit of that vision. IEM also provides an unusual opportunity to learn from the insights and experiences of other presidents and vice presidents.

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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