



# HARVARD

INSTITUTES  
*for* HIGHER  
EDUCATION

# MLE

LEADING TRANSFORMATION and CHANGE

June 11-23, 2000



INSTITUTE for MANAGEMENT and  
LEADERSHIP IN EDUCATION



## 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 landscape of post-secondary education is being transformed. Colleges and universities are serving new groups of learners, forging new partnerships, and delivering education in new formats.

MLE is designed for those whose role is to think strategically – about new curriculum, partnerships, new alliances, community relations, and new student groups. The program increases your capacity to lead and to manage in a changing environment. The program prepares you to answer and respond to two key questions:

- **How well-positioned is my organization to meet current and future challenges?** MLE can help you to lead organizational change. It gives you the information and insights you need to help your institution respond to a rapidly-shifting landscape.
- **How effective is my own leadership?** MLE is particularly useful as a source of mid-career professional renewal. The program does not focus on skills - it assumes that you are already a skilled administrator. Rather, it helps you to deepen your insights and broaden your repertoire of useful approaches to leadership.

At MLE, you will be among the leaders and trendsetters in higher education. Every participant brings something unique to the MLE experience. All are key decision-makers within their institutions.

MLE is an intensive residential program on the campus of Harvard University, convenient to all the attractions of Harvard Square, Cambridge, and Boston. For two highly-involving weeks, MLE participants live, study, talk, and attend classes together. They work with faculty and with each other - testing new ideas, and developing new strategies for taking their institutions into the future.

In 2000, MLE will conduct its twenty-second annual program at Harvard University, June 11- 23. The comprehensive fee of \$3,900 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.

## WHY ATTEND?



New demands on educational institutions – and new opportunities – call for fundamental shifts in leadership know-how. The MLE program is designed to help you respond to these challenges successfully.

In the classroom, MLE faculty use various teaching techniques: presentations, discussion, videos, exercises, and especially case studies. Harvard's case studies make you an active participant in the teaching-learning process. Through lively discussions, you will be challenged to define leadership problems and to offer solutions. You'll learn about:

### **New Approaches to Strategy and Leadership**

You'll learn from the case of a private college that delivers programs in multiple out-of-state locations. . . an organization that struggles to align marketing, operations, finance, and human resources. . . a public university that must decide whether to enter into a contract with a corporation.

### **Management and Leadership**

You'll consider the challenges of managing from the middle: when do you blow the whistle on a bad idea? . . . senior administrators and the way they allocate their time: what are appropriate uses of a leader's time? . . . how to promote the continued growth of those who work for you.

### **Making New Alliances Work**

You'll learn about working with faculty to overcome resistance to new initiatives. . . how to evaluate the success of new alliances . . . what happens when a group of institutions decides to share faculty and administrative resources. . . the importance of developing a business plan.

### **plus sessions on**

- Forming Partnerships for Distance Education
- Realigning Your Institution to Respond to Community Needs
- Educating for Constructive Pluralism
- Evaluating the Competitive Threat from the New For-Profits
- Better Approaches to Staff Development
- Leadership in an Entrepreneurial Environment
- Symbolic Leadership

## WHO SHOULD ATTEND?



MLE is designed for those who will transform the design and delivery of education - through new approaches to teaching and learning, through reallocation of resources, through the introduction of innovative delivery formats, and through new alliances.

Some MLE participants do this work from positions at the top of their organization: presidents and vice presidents. Others exercise leadership in specific key functions: campus deans, heads of key academic units, directors of distance learning, community education, corporate relations, professional development, etc. All are in positions to influence the academic program at their institution.

### Participants in the 1999 session of MLE included the:

Dean, School of Nursing, University of North Carolina at Wilmington

Vice Provost for Academic Affairs, SUNY — Syracuse

Dean, School of Science, Hampton University (VA)

Associate Provost for Institutional Effectiveness, University of Alabama

Dean, College of Education, St. Cloud State University (MN)

Dean of Academic Affairs, West Los Angeles College (CA)

Director, Cornell Cooperative Extension, Cornell University (NY)

Academic Dean, Andrew College (GA)

Dean, Smith College School for Social Work (MA)

Dean of Graduate Studies and Research, Minnesota State University, Mankato

Chief Information Officer, Lawrence Technological University (MI)

Dean, Graduate School of Business, Bentley College (MA)

Provost, Lynn University (FL)

Dean of Student Affairs, Cuyahoga Community College, Cleveland (OH)

Dean of Academic Affairs, Corning Community College (NY)

Dean, College of Agriculture, Kansas State University

Vice Provost, Instructional Technology, University of Minnesota

Dean, School of Fine Arts, Southwestern University (TX)

Vice Provost for Undergraduate Affairs, Bowling Green State University (OH)

Chair, Education Department, College of Notre Dame of Maryland

Academic Dean, Anoka-Hennepin Technical College (MN)

Associate Provost, Towson University (MD)

Executive Vice President, Rose State College (OK)

Dean of Instruction, Olympic College (WA)

Associate Provost, Ball State University (IN)

## FACULTY



**Lee Bolman** holds the Marion H. Bloch Chair in Leadership at the University of Missouri-Kansas City. He is the former chairman of Harvard's Institute for Educational Management. A specialist in organizational behavior and change, he is co-author of *Reframing Organizations: Artistry, Choice, and Leadership* and *Leading with Soul*.

**Kent John Chabotar** is Vice President for Finance and Administration, Treasurer, and Lecturer on Government at Bowdoin College. He formerly taught financial management and control at the Harvard Graduate School of Education, and he has conducted management training seminars for non-profit organizations in the U.S. and overseas.

**Carlos Cortés** is Professor Emeritus of History at the University of California, Riverside. The recipient of two book awards, he also received his university's Distinguished Teaching Award, and the American Society for Training and Development's National Multicultural Trainer of the Year Award.

**Mary Louise Hatten**, Professor of Management at the Simmons Graduate School of Management, was formerly the chair of the Administrative Sciences Department at Boston College's School of Management. A consultant, teacher, and researcher, she is the co-author of *Strategic Management: Analysis and Action* and has published many papers on strategic management.

**Robert Kegan**, Educational Chair of MLE, teaches and does research at Harvard in human development. 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*.

**Hassell McClellan** is the Graduate Dean of the School of Management at Boston College. A former faculty member at the Harvard Business School, his teaching and writing focus on strategic management of organizations.

**Laura Palmer Noone** is the Provost of the University of Phoenix. A former attorney in general civil practice, she has also taught at Grand Canyon University and Chandler-Gilbert Community College. She currently serves as a Commissioner with the Arizona Commission on Postsecondary Education.

**James Votruba** is the President of Northern Kentucky University. He has written extensively on higher education leadership and the role of universities in addressing the advanced knowledge needs of society.

## GENERAL INFO



### Schedule

MLE begins with registration and a reception on Sunday evening, June 11. The program ends on Friday, June 23, at 1 p.m.

Once in Cambridge, your full-time participation throughout the Institute is expected. The program will occupy your days and evenings from Sunday evening through Friday afternoon each week. (Saturday and Sunday, June 17 and 18, are free days.)

Because of the intensive nature of the Institute, bringing family with you to Cambridge is not encouraged. In addition, you are expected to free yourself from all work obligations during the program.

### Accommodations

MLE is a residential program. Because daily interaction among faculty and participants is crucial to the success of the program, all participants reside and take their meals on the Harvard campus throughout the program.

Each participant is housed in a single room in the Cronkhite Graduate Center. While facilities are clean and comfortable, they are also somewhat spartan. Linens and daily housekeeping are provided, and each room is equipped with a window fan.

### The Environment

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

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

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.

**TO  
APPLY**



## Admission

Participants are selected for their scope of responsibility, their breadth of experience, and their potential to help their institution respond to changing needs and new opportunities. When selecting participants, the Admissions Committee also considers the overall character of the class, to maximize group learning.

Please note that admission to MLE is competitive. We regret that we are unable to accept every qualified applicant.

An application form, an endorsement form, and a recommendation form are enclosed. All completed materials must be received by the MLE office no later than November 12, 1999 for early decision and February 1, 2000 for regular decision. MLE acknowledges applications upon receipt, and will mail admission decisions by December 8, 1999 for early decision and by February 29, 2000 for regular decision.

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

## Questions

If you have questions about your application or about which Harvard institute would best meet your needs, please contact the MLE 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 MLE office has 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 an institution or with professional responsibilities comparable to your own.

## Fees and Financial Aid

The comprehensive program fee of \$3,900 covers tuition, room, most meals, and all instructional materials for the 2000 program. Payment is not due until after acceptance into the program.

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

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.



“MLE surpassed my expectations. The faculty were excellent; the curriculum was right on target; and the opportunity to spend time with people from different institutions was particularly useful — very helpful for eventual partnering with other institutions.”

Marc Johnson  
Dean, College of Agriculture  
Kansas State University

“Leadership is something I’ve always done but never had a chance to study, so I especially valued MLE as a ‘total immersion’ opportunity, a chance to try out a whole new approach to leadership.”

Joane McKay  
Dean, College of Education  
St. Cloud University, MN

“It felt great to have moved at MLE to higher ground, even while recognizing the many new challenges that lie ahead. I gained perspective, a new strategic outlook, and energy.”

Anita Lightburn  
Dean, School of Social Work  
Smith College, MA

“From MLE, I learned new ways of thinking about my work environment and my own decision-making. I especially appreciated the many opportunities to share insights and ideas with talented administrators in an open, accepting environment.”

Bobbi Barrow  
Executive Director of Institutional Relations  
University of Colorado, Boulder



## MLE Advisory Board

### **James Appleberry**

President  
American Association of  
State Colleges and Universities

### **Carol Aslanian**

Director, Office of Adult Learning Services  
The College Board

### **Barry Cobb**

Director  
DANTES

### **Melvin N. Johnson**

Associate Vice Chancellor, Academic Affairs  
North Carolina A & T State University

### **Myrtle J. Mitchell**

Dean of Professional Technical Education  
Seattle Central Community College

### **David Pierce**

President  
American Association of  
Community Colleges

### **Dorothy L. Powell**

Associate Dean, College of Nursing  
Howard University

### **Harvey Stedman**

Vice President for Planning  
New York University

### **William Vega**

Chancellor  
Coast Community College District



# 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.

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.

## **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

339 Gutman Library

Harvard Graduate School of Education

Cambridge, MA 02138

Phone: (617) 495-2655

Fax: (617) 496-8051

Email: [ppe@harvard.edu](mailto:ppe@harvard.edu)

Website: <http://gseweb.harvard.edu/~ppe>

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