

EDUCATION FOR THE 21ST CENTURY

April 24 - 26, 2014 | Cambridge, MA

EXECUTIVE SUMMARY

A synthesis of ideas from the Harvard University
Advanced Leadership Initiative Think Tank



HARVARD
Advanced Leadership Initiative

Education for the 21st Century: Executive Summary

April 24 - 26, 2014 | Cambridge, MA

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Executive Summary



Fernando M. Reimers

“Education for the 21st Century,” a multi-day, innovative Think Tank chaired and led by Fernando Reimers, Harvard Graduate School of Education Professor and Harvard Advanced Leadership Initiative Co-Chair, featured distinguished Harvard faculty and over 30 panelists, speakers, students, educators, and national and global experts. Participants, brought together by Professor Reimers, engaged in a rich exploration of key themes pertaining to how it is that schools prepare youth to become architects of their own lives and contributing members of their communities. Professor Reimers, panelists, speakers, and participants examined the skills that schools should help students develop and how these differ from skills considered important in the past. Participants discussed ways that these skills align with economic revitalization and growth, civic participation and democratic engagement. Participants also discussed ways for schools to balance the goals of fostering academic excellence with doing this fairly, for all students.

The consensus of Think Tank participants is that the educational system in the United States needs serious attention. Student achievement results are mediocre in international comparisons, too many students drop out of school before completing high school, many student begin community college or college poorly prepared to meet the academic requirements, college completion is low, and many of those who do graduate are not seen by employers as ready for the workforce. In addition, there are significant inequalities in that students from socially disadvantaged backgrounds, as well as African American and Latino students, are more likely to receive low quality instruction, less likely to graduate from high school, or to transition to college. These results stem from a disconnected system, among different education levels, between education institutions and communities and between education and social institutions. These poor education results undermine U.S. competitiveness, reproduce and increase social inequality and overall diminish the capacities of people to have good health, incomes, to engage with their communities. This worsening situation demands urgency in improving education.

Alongside current problems, employers, civil and social leaders increasingly see that the educational system needs to develop a new set of 21st century skills for students. Without new efforts to help students gain the competencies that prepare them to meet the demands of democracy, competitiveness and life, schools are increasingly irrelevant. These competencies include critical thinking, collaboration, communication skills, and creativity. Other important skills include life skills, capacity for lifelong learning, technological and financial literacy, global awareness, and skills for effective civic engagement. These 21st century skills are not limited to the United States; other countries are also reforming their education system in ways that align with these broader purposes, and some, such as Singapore, appear to be making more progress in aligning curriculum, teacher education, assessment systems and other supports in ways that help educators teach to these 21st century skills.

The development of these 21st Century skills is a necessary but challenging endeavor. The educational system has multiple stakeholders and is slow and difficult to change. Changes must be transformational and systemic rather than incremental, including the alteration of the entire educational paradigm through collaboration and community focus. New types of schools, leaders, instructional processes, and teachers are necessary to successfully accomplish this effort.

Numerous programs and initiative are producing outstanding results, revealing positive advancement. Schools are transformed, students are engaged, and remarkable results are achieved. The foremost challenge is scaling these successes and devising a system to learn from these positive deviations, educators and institutions that are succeeding against the odds.

Education transformation does not necessarily require new ideas, programs, or interventions, but rather identification of education that works domestically and internationally, then creating networks and collaborations to scale successful models. The field of education needs Advanced Leaders to form and lead collaborative, cross-sector, multi-stakeholder coalitions that bring multiple individuals and groups together, working toward a common vision. Advanced Leaders can further innovate and scale successful models and in doing so, will improve the lives of children and the competitiveness and future of America.



Background: The Evolution of Education

“Public Education is a product of the Enlightenment, schools for all were created to allow ordinary people to become architects of their own lives and contributing members of their communities, people who could improve themselves and the world, and in so doing reduce human suffering.”

Fernando M. Reimers,
Professor, Harvard
Graduate School of
Education; Co-Chair,
Harvard Advanced
Leadership Initiative;
Director Global Education
Innovation Initiative

Professor Reimers provided a brief history outlining the evolution of public education. Historically, children were educated through life experiences; people learned from other humans. The basic notion of schools that all children would attend—a time and place to intentionally structure teaching and learning—came into existence in the 16th and 17th centuries. Public schools are a product of the Age of Enlightenment, one of the institutions to cultivate reason and the capacity of people to improve their lives and build a better social order as a result of individual agency and collective efforts.

Beginning in the 1850s in America (and slightly earlier in Europe), the concept of public education for all—including the poor—began to take hold, with the view that communities and governments should establish, fund, and support schools. This led to the development of “public education systems” at relatively low cost. The concept of “universal” education and the idea that its delivery should be highly decentralized and community-based were established. After World War II, as a result of the inclusion of education as one of the Universal Human Rights in the Universal Declaration, much of the world saw governments around the world commit to education and literacy as a key part of economic and social transformation.

In addition to universal education’s broad acceptance in America, another important evolution occurred over time: education shifted from “thought” to “doing.” No longer just about ideas, education became about the practical application of these ideas through science and technology, and about gaining skills for the purpose of employment. Education’s paradigm shift is ongoing. Drawing on his research part of the Global Education Innovation Initiative, Professor Reimers typified the cognitive, interpersonal and intrapersonal skills that are essential for engaged citizenship, work and life in the 21st century. He explained how comparative study of efforts to align schools with the development of 21st century skills can support and accelerate the necessary innovation to help schools become more relevant. At this Think Tank, questions were raised about the current and future definition of an educated person, and what role and form education will take.

Education in America: The Current Situation

“There is a large mismatch between the things that students are being asked to do when they graduate and what schools prepare them to do.”

Linda Noonan, Executive Director, Massachusetts Business Alliance for Education

Professor Rosabeth Moss Kanter, Harvard Business School professor and Chair and Director of the Advanced Leadership Initiative, asserted that the United States still has the best higher education in the world, though the rest of the world is catching up. While the U.S. previously produced 75% of all advanced degrees, particularly in science, it is now less than 25%. U.S. higher education hasn't stumbled so much as other countries see the importance of higher education and are investing heavily.

But Professor Kanter termed secondary education in the U.S. as “mediocre.” Speakers and panelists throughout the Think Tank shared a litany of sobering statistics to support her statement:

- **Falling academic achievement.** While the U.S. previously led the world in academic achievement, results from 2009 show that the U.S. was 25th in the world in math, 22nd in science, and 17th in reading.
- **High dropout rates.** Every year, approximately one million kids drop out of high school. Those who do face significant challenges in life.
- **Low college attendance and completion rates.** While 90% of high school seniors say that they plan to pursue higher education, only 70% do so. Of those who do, about 30% receive some form of a four-year degree, another 10% get a two-year degree, and approximately 10% more have some form of a one-year post-secondary certificate. About 50% of those who graduate from high school have no type of college degree or certification. Among students who enroll in two-year community college programs in Chicago, for example, only 9% graduate within six years, and the rates in many other cities are even lower.
- **Low job readiness.** In a survey of educators, young people, and employers, 72% of educators say that students are ready for jobs. However, only 45% of young people feel that they are ready and most importantly, only 42% of employers see students as ready. This lack of readiness explains why there is high youth unemployment in the United States and why, despite having three to four million unfilled jobs, there are not enough people with appropriate skills to fill those jobs.

“This is really bad. At a time when there's high unemployment, we have three to four million unfilled jobs because there is an absence of skills.”

- Rosabeth Moss Kanter, Professor, Harvard Business School; Chair and Director, Harvard Advanced Leadership Initiative

Professor Kanter pointed out that since *A Nation at Risk* was written in 1983, not much has changed with the U.S. educational system, and the situation today may be worse. The U.S. continues to largely have a basic, one-size-fits-all educational framework, which does not work in our complex society.

The problems with education in America spread far beyond the statistics. Challenges identified by those with deep knowledge of the educational system in the United States include:

- **Equity issues.** Universal education intends to provide equal opportunities for all students, yet the public schools in the United States and the opportunities they afford are far from equal. Gaps abound in Pre-K education access, regional differences in poverty exist, and economic inequality continues to grow. Societal equity issues are reflected in education. One panelist claimed that 40% of students in poverty don't have an effective teacher in front of them.



Rosabeth Moss Kanter

“All schools need to be good enough for our kids.”

Deb Delisle, U.S. Undersecretary of Education



Mitchell Chester

Tufts professor Amar Bhide suggested that the top half of all schools in the U.S. provide a good education for the knowledge-based economy, but the bottom half, the bottom quarter, and particularly the bottom 10% are terrible. Students do not begin at the same starting point or have the same opportunities, with several panelists declaring an “opportunity gap.” One illustration of this gap is that as the use of technology in schools increases, lack of equity manifests itself through a growing digital divide. Professor Thomas Hehir of Harvard’s Graduate School of Education said it is impossible to have educational excellence without equity.

“I worry that the U.S. is losing part of our hallmark as a nation, the notion that regardless of where you were born you have the opportunity to climb. I worry that has become more of a myth than a reality. We need to educate all students . . . we can be doing better.”

- Mitchell Chester, Massachusetts Commission of Education

- **A global gap and a citizenship gap.** Several panelists mentioned that the U.S. educational system is not teaching or training students to participate in democracy, and is not equipping students to be part of this global world. Many other countries are doing a far better job in preparing their students.
- **Lack of system connectedness.** The U.S. educational system transitions poorly between grades. The move from primary to secondary education is often difficult, even though schools are part of the same system. The situation is even worse between secondary schools and colleges, as these are separate systems that don’t communicate with one another. This situation hasn’t changed for years: the educational system is disconnected and the players don’t collaborate.
- **Measurement of student achievement.** Multiple conversations focused on the United States’ general obsession with standardized testing to measure achievement. While tests can play a role in measuring achievement and progress in areas such as math and language, many Think Tank participants saw standardized test results as inadequate in results measurement. Deb S. Delisle, U.S. Undersecretary of Education, said multiple measures of student achievement—a portfolio—should assess results over time and incorporate the outcomes from project-related work.
- **Teacher effectiveness.** Think Tank participants discussed the importance of teacher assessment but found a lack of agreement how to do so most effectively. Some participants believe that assessments of teachers based on looking at student test scores have gone too far. Those in this camp see teacher assessments as becoming overly analytical and regimented. This has created a “gotcha mentality” of scrutinizing teachers, which has hurt teacher morale. These panelists argued that teacher performance can’t be reduced to a number, and that assessments need to be more nuanced and subjective.

“We are obsessed with tests [to measure teachers]; not with the culture in education. Other countries have more respect for teachers and don’t use daily measures.”

- Nancy Hoffman, Vice President, Jobs for the Future

Others responded that while relying solely on a number to assess teachers goes too far, teaching is not so nebulous or undefinable that teachers can’t be held accountable for academic performance. While students’ test results may not tell the whole story, test results—looked at in patterns over time—can identify the very best and the very worst teachers. Methods of teacher assessment are an unresolved and highly controversial issue in the American educational system. Currently, 44 different states have 44 different accountability systems for teachers.

- **Thinking beyond school.** Schools represent only part of the challenge to America’s education system. U.S. Undersecretary of Education Deb Delisle shared information from California indicating that fewer than 20% of students’ waking hours are spent in school, yet our society essentially holds schools fully responsible for children’s learning. Understanding this reality may cause communities to think more holistically about what resources beyond schools are involved in a child’s education.

Equipping Students with 21st Century Skills

“Does the curriculum focus on skills that matter? Are schools teaching what is appropriate and preparing students for what is needed at work? . . . Schools need to step up their efforts to help students gain the cognitive, interpersonal and intrapersonal skills they will need to become architects of their own lives.”

Fernando M. Reimers,
Harvard Graduate School
of Education, Co-Chair,
Harvard Advanced Leadership Initiative

In today’s knowledge-based, globally-competitive economy, the types of skills American students need to succeed are very different from in the past. The basics of math, English, and science remain important, but with broad access to information via the Internet, rote memorization of facts is not the skillset that is needed.

In discussing 21st century skills in virtually every Think Tank session, the types of skills necessary to prepare students for the workforce of the future repeatedly mentioned were:

- **Critical thinking and problem solving.** Businesses don’t feel that many students enter the workforce with skills related to non-routine thinking and solving complex problems. From the perspective of employers, these are key skills for high-skilled, high-paid jobs.
- **Creativity and innovation.** Employers want individuals who think outside of the box and develop new solutions to complex problems. While such skills are extremely important, they can be hard to measure.
- **Collaboration.** The workforce of the future will be diverse and globally distributed. Individuals must be able to collaborate.
- **Question formulation.** Ideal employees can formulate and ask appropriate questions, which show higher-order thinking. Some schools have begun adopting pedagogy that includes working with students to develop skills to formulate questions.
- **Global awareness.** In the past, students have been somewhat isolated. Going forward, employers want students with a sense of global awareness.
- **Communication skills.** Thinking and problem solving are critical, but solid oral and written communication skills are also essential, and often lacking today.
- **Technology skills.** All students need to be comfortable with, and able to use, technology.



Kathy Hurley

“Every student in the 21st century needs to be able to critically think, problem solve, collaborate, communicate, innovate, be globally aware, and be technically literate . . . schools have to set students up with skills and capacities to allow them to figure things out on their own.”

- Kathy Hurley, AL Fellow and former Executive Vice President, Pearson Education Foundation

Other desirable 21st century skills include entrepreneurial skills, financial literacy, life skills, people skills, self-direction, personal and social responsibility, and character and citizenship. When combined with the basic academic skills of the past, these newer skills create a complete student who is ready to enter and thrive in the workforce of the future.

A Global Perspective on 21st Century Skills

“The market is demanding it [21st century skills] and governments are reacting.”

Sergio Cardenas,
Professor, Center for
Economic Research and
Teaching, Mexico

In one of the Think Tank’s sessions, panelists from Singapore, Mexico, Finland, and China described how governments in their countries are thinking about 21st century skills. General conclusions from these discussions included:

- **Countries see education as the key to economic development.** In particular, these panelists made clear that their countries see education as a key driver of national success. Education is seen as crucial to modernizing society and competing economically. As a result, education is on the agenda and a top priority in many countries.
- **Most countries are thinking about 21st century skills.** The development of 21st century skills is a stated priority in the country of each panelist, with the exception of Finland. These countries think of 21st century skills very similarly as the U.S. — focused on critical thinking, collaboration, creativity, and communication. Such skills are about thinking and problem solving, not rote memorization. All countries see the same need in order to develop competitive future workforces.
- **Countries are implementing education reforms.** To develop 21st century skills and to strengthen their workforce, education reforms are widespread, with the support of government leaders and policies. These reforms include broader access to education, changes in curriculum, use of tools and technologies, and rethinking how teachers are selected, trained, and assessed.

Specific highlights from each country include:

- **Singapore.** Singapore has enacted educational reforms to create active contributors, concerned citizens, and both self-directed and collaborative learners. Singapore remains focused on the basics of education, but also wants to develop good reasoning skills, strong literacy, powerful learning habits, and 21st century skills, including critical thinking, collaboration, and communication. Singapore has adopted a more holistic curriculum designed to instill values and character.



Oon Seng Tan

Unique to Singapore are goal congruence, in that all parties in Singapore are aligned with the goals and direction of the country’s educational system, and all parties have a sense of urgency. This translates into coherence and alignment of the various efforts, particularly teacher education. Also unique is Singapore’s emphasis on teachers. Singapore’s 33,000 teachers are selected from the top 10% of college graduates. The selection process involves tremendous rigor and assessment of competencies. Once the best and brightest are selected, teachers are given the best preparation so they can succeed in classrooms. Teachers are assessed before they enter the classroom, as opposed to afterwards. Teachers are viewed as respected and trusted professionals, are empowered, trained to become great facilitators, and given much flexibility.

“The key to Singapore’s educational system is systemic coherence—an alignment between government, schools, and teachers.”

- Oon Seng Tan, Professor, Director, National Institute of Education, Singapore

“There is now in Finland a culture where internationalization is a normal part of the entire curriculum.”

Pasi Sahlberg, Visiting Professor, Harvard Graduate School of Education

- **China.** 30 years ago, education in China was simple and basic. Teachers taught via lectures, used strict frameworks and one set of text books. China has learned from other countries and now believes that education is a key to the country’s modernization, culture, workforce, businesses, national defense, and the advancement of science and technology. National policies now prioritize education, call for transformation, and encourage experiments.

Educators in China use multiple text books and multimedia, multiple instruction methods, including technology, and have completely overhauled the curriculum with new learning goals, processes, and methods.

- **Mexico.** Mexico has a decentralized educational system for 27.5 million students, with 1.2 million teachers. The country’s main issues include access to, and quality of, education, student performance (as many students score poorly on international exams), and implementation of national education reforms. As in the U.S., many open jobs in Mexico are unfilled because employers cannot find qualified applicants.

The reforms in Mexico focus on curriculum, with new textbooks and enhanced language standards, as well as an increased focus on diversity, collaboration, and technology. Teacher hiring and evaluation will change, as will the formula for funding education. The demand for reform is not driven by parents, as 90% do not know what 21st century skills are. Teachers also present a challenge, as most focus on increased technology use, but not necessarily improvement of critical thinking, communication, or collaboration skills. Additional challenges include the implementation of reform along with assessments.

“Mexico is starting curriculum reform to give students 21st century skills. There are huge expectations . . . This reform is driven by economics but is also a way to promote social equity.”

- Sergio Cardenas, Professor, Center for Economic Research and Teaching, Mexico

- **Finland.** Finland’s education system is very different from the other countries on the panel. Pasi Sahlberg, a visiting professor at the Harvard Graduate School of Education, explained that Finland, a country of just six million, is the exception, as it is not fixated on “21st century skills.” The sorts of skills that others emphasize have been taught in Finland for some time and are not new or noteworthy. The main focus of Finland’s educational system is on equipping students for “a good life.”



Pasi Sahlberg

Finland decided to eliminate “tracking” in its educational system and adopt a common curriculum for all students. The country also decided to close teacher training schools and to raise the bar for teachers by moving teaching into universities. There are now 10 applications for every teaching vacancy. Of all countries in the world, social class background in Finland is least predictive of academic performance, variation amongst schools is lowest, and Finland has the top social mobility of any country in the world.

Because half of Finland’s economy is based on international trade, internationalization is now a top national priority. As a result, Finland’s schools embed and integrate internationalization into the curriculum, and emphasize the study of foreign languages; each student must speak at least two of Finland’s domestic languages and two foreign languages. Finland also encourages students to study abroad, as part of the EU’s Erasmus+ initiative focused on international mobility.

For U.S. Think Tank participants, a major takeaway from this session was the enormous value of learning from comparative experience to inform ideas about what practices can help improve education.

Changing the Educational Paradigm to Develop 21st Century Skills



After dissecting the problems that plague the U.S. education system, discussing the need for 21st century skills, and learning about the situations in other countries, Think Tank panelists and participants discussed big-picture paradigm changes that must occur to develop the skills that are necessary for the United States' growth and international viability. Important discussion themes included:

- **Embracing the need for big, bold changes.** Several panelists emphasized that now is not the time for tinkering or for small, incremental changes. America needs fundamental, systemic changes.
- **Creating an inspiring sense of purpose.** Making big, bold changes requires a sense of mission and purpose, and a clear vision. Helen Soulé, the executive director of the Partnership for 21st Century Skills, described her organization's 21st Century Learning Exemplar Program which involved looking for patterns among 25 schools or districts that have had exemplary performance. All of these exemplars are grounded in a clear purpose and vision.
- **Preparing leaders who can drive the changes that are needed.** The development and instillation of a sense of purpose and driving systemic changes don't just happen by accident. Leaders with vision, courage, and the ability to attract others must lead these changes. Leaders are needed throughout the educational system, as teachers, principals, and administrators, and as policymakers who have the will that is required to prioritize 21st century skills.
- **Give much greater attention to teachers in efforts to reform education.** They should be protagonists of education transformation, and need to receive the respect and preparation necessary to become empowered professionals and leaders of the process of change.
- **Learning from other countries about teacher selection and development.** There is much to learn from Singapore and Finland in how they select top candidates for teaching, screen them rigorously, assess on the front end, invest heavily in professional development, and provide mentors, tools, and resources for support. Teachers are treated as professionals and are not narrowly measured based on test results. This is a very different paradigm and is one factor producing better educational outcomes. The U.S. should learn more about and consider adopting aspects of these paradigms.
- **Involving communities in broader educational efforts.** Since fewer than 20% of students' waking hours are spent in school, improving educational achievement requires thinking beyond and outside of schools. This includes forming partnerships between schools and communities that result in broad community involvement, and that create an overall culture and climate of achievement. Students' voices should be included as part of this process.



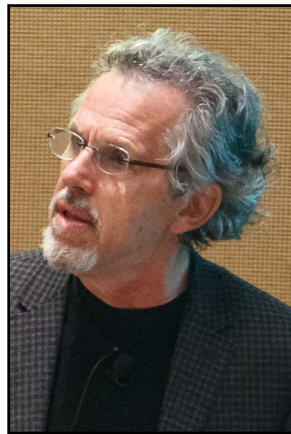
Helen Soulé

- **Rethinking the paradigm of four-year colleges.** Robert Schwartz, Professor Emeritus at the Harvard Graduate School of Education, supports the creation of educational standards, but believes these standards have morphed into the belief that the real purpose of high school is to prepare all kids for four-year colleges. This belief was fueled by economists who foresaw a future with only two types of jobs: high-wage, high-skill jobs and low-wage, low-skill jobs.



Robert Schwartz

That forecast doesn't appear right. One result from this four-year college paradigm is that 40% of recent college graduates are working at jobs that historically have not required a four-year degree. 25–30% of all jobs are



Paul Reville

“middle skill” jobs, requiring some form of post-secondary education. In fact, about half of all STEM (science, technology, engineering, and math) jobs are middle-skill jobs, which currently pay slightly more than \$50,000 per year. But the educational system has not produced enough workers with middle skills, resulting in a labor shortage. Other countries, such as Switzerland, combine classroom and workplace learning to produce far more middle-skilled workers. The economy in Switzerland is strong and the youth unemployment rate is under 5%. This is an important area where the United States must change its paradigm. Several states are now working to strengthen vocational education programs to meet the demands in this high-growth area.

In his presentation “Designing 21st Century Education Systems,” Professor Paul Reville sees the incorporation of out-of-school learning as part of the overall educational experience.

Educational Innovations

Along with macro-level paradigm changes, multiple Think Tank participants described specific programs or initiatives that can improve educational results. Among the initiatives or specific programs discussed were:

- **Pathways in Technology Early College High School (P-TECH).** P-TECH, located in New York City and supported by IBM, is a new kind of school. P-TECH is not a charter school, but a regular school except for its operation and governance. P-TECH students span grades 9 to 14, not 9 to 12. A 15-year-old student knows when coming to P-TECH that he or she will earn a high school degree and an AAS (associate) degree in computer information systems or electronic mechanical engineering. In addition, each student in the 9th and 10th grades receives an IBM mentor, IBM provides internships for 11th graders, and graduates are guaranteed to be first in line when appropriate jobs are available at IBM. This establishes connections in a previously disparate educational system.

Students understand that their hard work will be rewarded with degrees and jobs, and are motivated by the committed teachers and staff and the educational environment. Attendance is close to 100%. This highly scalable model is expanding to other cities, including Chicago, with support from other corporations. The federal government is aware of P-TECH's success and plans to provide large amounts of funding for similar programs.

- **Innovations generated by social entrepreneurs.** A panel of six social entrepreneurs described how they help teachers with struggling readers, use social media to facilitate meaningful conversations among educational stakeholders, provide interventions to help youth unemployment, provide programs that promote democracy, leadership, and empowerment.



Common elements among these entrepreneurs include:

- A deep passion for the field of education and for their specific product or program.
 - A view that the current environment presents tremendous opportunities.
 - An entrepreneurial mindset to move forward without asking for permission.
 - A big-picture perspective about the overall paradigm, ecosystem, and system changes needed.
 - An understanding of the need to engage early adopters to help move ideas forward.
 - A recognition of the importance of securing collaborators and partners. Often, partners can help increase scale and lower costs.
 - A desire to enlist patient, strategic investors who bring more than just capital.
 - A belief that changing the paradigm and scaling are the greatest challenges.
- **P21 Exemplar Program.** This program selected and highlighted 25 outstanding schools from 9 states in case studies, videos, podcasts, and more in order to move from awareness to action. Among the 25 schools selected, common characteristics included strong, distributed leadership; a clear purpose and vision; use of evidence-based instructional practice; community involvement; a culture and climate of achievement where students believe they can accomplish; and giving students a voice. These lessons from these outstanding schools are being translated into toolkits that are applicable everywhere.

“It doesn’t just take a village; it takes a cross-sector, multi-stakeholder alliance to make change.”

Rosabeth Moss Kanter,
Harvard Business School

- **An inclusive environment.** Professor Hehir, who has done a great deal of research about the educational environment for children with disabilities, concluded that when schools create an inclusive environment—for both children with disabilities and those without disabilities—the schools are highly successful for all children. Those with an inclusive environment are some of the highest-performing schools because teachers have to collaborate, question the norms, and develop new instructional practices. This inclusivity makes for better teachers and schools.
- **Apprenticeship programs.** Apprenticeships are underutilized in the U.S., as fewer than 4% of workforce entrants participate in an apprenticeship program. In Germany, approximately 50% of the workforce undergo paid apprenticeships, are trained, and often go on to four-year colleges.
- **Charter schools.** Initially, charter schools intended to serve as innovation labs that tried new ideas and approaches, so that an entire system could benefit from the learning generated. To date, charter schools have not accomplished this goal. An adversarial “us vs. them” rivalry between traditional schools and charter schools has arisen. Learnings have not been generated, shared, and broadly applied. However, many Think Tank participants saw the potential for charter schools to derive lessons that can be reapplied.



Thomas Hehir

In discussing these - and several other - successes, participants identified their key challenge as the ability to replicate and scale. So often, the educational programs that find success in a specific environment have difficulty adapting to a different local area and scaling them. Several successful social entrepreneurs and by others who have developed innovative programs reiterated this challenge. Entrepreneurs are often able to develop an initiative, raise capital, and prove the concept, but scaling successful concepts in the educational space is difficult and rare.

The Role of Advanced Leaders

The problems in the educational system are deep and complex. Solutions require innovation and thinking outside the building (which goes far beyond thinking “out of the box”). Advanced Leaders don’t provide one-off solutions; they form cross-sector, multi-stakeholder coalitions that bring multiple people and organizations together to solve society’s most important problems.

Education is a particularly fertile area for Advanced Leaders. The problems facing education are numerous, significant, and complex. But the wealth of solutions that already exist provides optimism and shows what is possible. The involvement of Advanced Leaders is needed to build on these successful initiatives, help scale them, and bring parties together to make these individual solutions even more powerful.

In a closing town hall session, ALI participants identified the following potential next steps:

- Creating a vision for drastic changes in education.
- Focusing on closing the achievement gap by working to improve the bottom half or quarter of all schools.
- Engaging the stakeholders within a community to come together to agree on, and take ownership for, systemic change. The stakeholders should include students who must have a voice in the process—including not just the top students, but all students—as well as the teachers.
- Investing in professional development for teachers.
- Finding the best programs in the country and helping to connect and scale them. Invention is not necessary, but rather the sharing of best practices and scaling.
- Building networks for connecting people and sharing information.

Professor Reimers encouraged Think Tank attendees to get and remain involved, keep in mind “the system,” take small steps to connect the dots, find what works and scale it, include best practices from around the world, and build networks that connect with others and create synergies and nurture their ongoing commitment to a public education that truly empowers ordinary people to become architects of their lives and contributing members of their communities, people who can indeed improve the world and reduce human suffering.



Agenda

Thursday, April 24, 2014

3:00-3:45 **Education for Competitiveness and Citizenship**

Speaker: Fernando Reimers
Professor, Harvard Graduate School of Education
Co-Chair, Harvard Advanced Leadership Initiative

4:00-6:30 **Public Forum: Educational Challenges in the 21st Century**

Chair: Fernando Reimers
Professor, Harvard Graduate School of Education
Co-Chair, Harvard Advanced Leadership Initiative

Amar Bhidé
Professor, Tufts University

Michael Casserly
Executive Director, Council of the Great City Schools

Mitchell D. Chester
Massachusetts Commissioner of
Elementary and Secondary Education

Deb S. Delisle
U.S. Assistant Secretary of Education,,
U.S. Department of Education

Nancy Hoffman
Vice President and Senior Advisor, Jobs for the Future

Friday, April 25, 2014

8:30-9:00 **Opening Remarks**

Speaker: Fernando Reimers
Professor, Harvard Graduate School of Education
Co-Chair, Harvard Advanced Leadership Initiative

9:00-10:30 **The 21st Century Skills Education Movement in the United States**

Chair Kathy Hurley
2014 AL Fellow and former Executive Vice President,
Pearson Education Foundation

Deb S. Delisle
U.S. Assistant Secretary of Education, U.S. Department of Education

Helen Soulé
Executive Director, Partnership for 21st Century Skills

11:00-12:15 **The Global 21st Century Skills Education Movement**

Chair Fernando Reimers
Professor, Harvard Graduate School of Education
Co-Chair, Harvard Advanced Leadership Initiative

Sergio Cárdenas
Professor, Center for Economic Research and Teaching, Mexico

Ee-Ling Low
Professor, National Institute of Education, Singapore

Pasi Sahlberg
Professor, Harvard Graduate School of Education

Oon-Seng Tan
Professor, Director, National Institute of Education, Singapore

Catherine Wang
Director, National Institute of Education Sciences, China

1:30-2:30 **Educational Innovation and Competitiveness**

Speaker: Rosabeth Moss Kanter
Professor, Harvard Business School
Chair and Director, Harvard Advanced Leadership Initiative

2:30-3:30 **Balancing Equity and Excellence**

Chair: Monica C. Higgins
Professor, Harvard Graduate School of Education
Executive Board, Harvard Advanced Leadership Initiative

Andrés Alonso
Professor, Harvard Graduate School of Education

Thomas Hehir
Professor, Harvard Graduate School of Education

M. Charito Kruvant
President, Creative Associates

Robert Schwartz
Professor Emeritus, Harvard Graduate School of Education

4:00-5:00

Breakout Sessions

Session A - Special Education and the Achievement Gap in Urban Districts

Co-leaders Thomas Hehir
Professor, Harvard Graduate School of Education

Carol Johnson
2014 AL Fellow and former Superintendent of
Boston Public Schools

Session B - Systemic Improvement and Human Resources

Co-leaders Andrés Alonso
Professor, Harvard Graduate School of Education

Paul Toner
President, Massachusetts Teacher Association

Session C – Engaging Communities for Education

Co-leaders: M. Charito Kruvant
President, Creative Associates

Richard Weissbourd
Professor, Harvard Graduate School of Education,
Harvard Kennedy School

Session D – Technical and Vocational Education

Co-leaders: Sergio Páez
Superintendent of Schools, Holyoke Public Schools

Robert Schwartz
Professor Emeritus, Harvard Graduate School of Education

5:00-6:00

Skills, Employment and 21st Century Education

Moderator: Leonard Schlesinger
Professor, Harvard Business School

Panelists: Linda Noonan
Executive Director, Massachusetts Business Alliance for Education

Laura Perille
CEO & President, EdVestors

David Weinstein
Founder and CEO, Write the World LLC
Former Chief of Administration, Fidelity Investments,
Past AL Fellow, '11,'12

Kelli List Wells
Executive Director, Education GE Foundation

Saturday, April 26, 2014

8:00-8:45 **Students as Education Entrepreneurs**

- Moderator Arjun Gupta
2014 AL Fellow and former Founder and Managing Partner,
TeleSoft Partners
- Panelists: Janice Chong
Buddy sySTEM, Student, Harvard Graduate School of Education
- Christina Kamara
Charlestown High School
- Jordan Kines
Tech Boston Academy
- Rahsaan King
Student, Harvard College
- Xavier Pizzaro
Tech Boston Academy
- Romane Sorrell
Charlestown High School
- Dexter West
Tech Boston Academy

8:45-10:45 **How do Education Entrepreneurs Advance 21st Century Skills?**

- Moderator James Honan
Professor, Harvard Graduate School of Education
Co-Chair and Senior Associate Director,
Harvard Advanced Leadership Initiative
- Comments Vanessa Beary
Founder, Entrepreneurial Lab
- Suhail Farooqui
CEO, K12 insight
- Eric Glustrom
Founder, Watson University
- Susan Hall
Founder, 95 Percent Group
- Yaacov Hecht
Founder, Democratic Schools
- Soraya Salti
Senior Vice President, Injaz Al Arab

11:00-11:45 **Designing 21st Century Education Systems**

Speaker: Paul Reville
 Professor, Harvard Graduate School of Education

11:45-12:45 **Town Hall**
Action Steps: What Can/Should Advanced Leaders Do?

Breakout Group Leaders and Advanced Leadership Fellows:

- Carol Goss
- Kathy Hurley
- Carol Johnson
- Carrin Patman

12:45-1:15 **Wrap-up**

Speaker: Fernando Reimers
 Professor, Harvard Graduate School of Education
 Co-Chair, Harvard Advanced Leadership Initiative

2014 Think Tank Speaker Biographies



Andrés Alonso
Professor of Practice, Harvard Graduate School of Education

Andrés A. Alonso began his tenure on July 1 as Professor of Practice at the Harvard Graduate School of Education, where he received his doctorate as part of the former Urban Superintendents Program. Alonso teaches a course on urban and systemic reform, and contributes to leadership programs such as the Doctorate in Educational Leadership (Ed.L.D.) and the Public Education Leadership Project (PELP). Alonso served as CEO of Baltimore City Public Schools (City Schools) for six years, where he led a reform effort marked by a rebalancing of authority and responsibility among stakeholders, the building of a coalition in support of City Schools, leading edge labor contracts, and a focus on individual students and teaching and learning that yielded marked improvement in achievement and climate data across all levels, the first increases in enrollment in 40 years, and widespread political and ground root support for what have been divisive reform strategies in other districts. Before Baltimore, he was chief of staff and then deputy chancellor for teaching and learning during the first phase of New York's Children First reforms. He spent 12 years as a teacher of English Language Learners and students with disabilities in Newark, NJ.



Vanessa Beary
Founder, Entrepreneurial Lab

Vanessa Beary is founder of Entrepreneurial Lab, a social enterprise that provides entrepreneurship education to high potential youths living in challenging, low-income, and offline communities. She is also an advanced doctoral candidate, Kauffman Dissertation Fellow, and Presidential Scholar at Harvard Graduate School of Education. Recently, Vanessa spent thirteen months in Khujand, Tajikistan conducting her dissertation research as a Fulbright Fellow (2011-2012). Prior to starting her degree at Harvard, Vanessa worked in Iraq for two and a half years and was awarded the Outstanding Civilian Service Award for her work.



Amar Bhidé
**Thomas Schmidheiny Professor, Fletcher School of Law and Diplomacy,
Tufts University**

Amar Bhidé is the author of *A Call for Judgment: Sensible Finance for a Dynamic Economy* published by Oxford University Press in 2010. His 2008 book, *The Venturesome Economy: How Innovation Sustains Prosperity in a More Connected World*, (Princeton University Press 2008) won the Association of American Publishers' PROSE Award for Professional and Scholarly Excellence in Business, Finance, and Management, and was in the "Best of 2008" lists of the Economist, BusinessWeek and Barrons. Bhidé also authored *The Origin and Evolution of New Businesses* (Oxford 2000), and *Of Politics and Economic Reality* (Basic Books 1984).

Bhidé is a founding member of the Center on Capitalism and Society and spearheaded the launch of its eponymous journal, *Capitalism and Society* (published by the Berkeley Electronic Press) which he now edits (with Prof. Edmund Phelps). He is also a member of the Council on Foreign Relations and a Fellow of the Royal Society of Arts (RSA).

Bhidé was previously the Laurence D. Glaubinger Professor of Business at Columbia University. He served on the faculties of Harvard Business School (from 1988 to 2000) and the University of Chicago's Graduate School of Business. A former Senior Engagement Manager at McKinsey & Company and proprietary trader at E.F. Hutton, Bhidé served on the staff of the Brady Commission which investigated the stock market crash. Bhidé earned a DBA (1988) and an MBA with high distinction as a Baker Scholar (1979) from Harvard. He received a B.Tech from the Indian Institute of Technology in 1977.

Bhidé, who has been studying innovation and entrepreneurship for more than twenty years also has several publications in the areas of strategy, finance and firm governance. His ten Harvard Business Review articles include "The Judgment Deficit", "Efficient Markets, Deficient Governance," "How entrepreneurs craft strategies that work," "Bootstrap Finance: the Art of Start-ups," and "Hustle as Strategy." His work on financial markets and governance includes "The Hidden Costs of Stock Market Liquidity" in the Journal of Financial Economics and articles in the Journal of Applied Corporate Finance. He has written numerous articles in the Wall Street Journal, The New York Times, Business-Week, Forbes, the Financial Times and The LA Times.



Sergio Cárdenas
Professor, Center for Economic Research and Teaching, Mexico

Sergio Cárdenas is professor in the Department of Public Administration at the Center for Economics Research and Teaching (CIDE), located in Mexico City. A graduate from the Harvard Graduate School of Education, he has been a lead researcher in several projects, including the design and evaluation of technology-based school interventions, a national study on distance education initiatives, as well as the first large-scale evaluation in Mexico of an early childhood care program for rural and indigenous population. He is also part of a group comprised of public officials and scholars promoting the use of evidence in the design and implementation of supplementary education programs in local education systems.



Michael Casserly
Executive Director, Council of the Great City Schools

Michael Casserly has served as Executive Director of the Council of the Great City Schools since January 1992. Casserly also served as the organization's Director of Legislation and Research for 15 years before assuming his current position. As head of the urban school group, Casserly unified big city schools nationwide around a vision of reform and improvement; led the nation's largest urban school districts to volunteer for the National Assessment of Educational Progress (NAEP); guided the organization to be the first national education-membership group to call for the Common Core Standards; initiated an aggressive technical assistance program to improve urban education; directed the development of public education's first performance management system; and led the first national study of common practices among the nation's fastest improving urban school districts. He is currently spearheading efforts to boost academic performance in the nation's big city schools; strengthen management and operations; and improve the public's image of urban education. An article in USA Today some years ago called him a "Crusader for Urban Schools." He is a U.S. Army veteran, and holds a Ph.D. from the University of Maryland and B.A. from Villanova University.



Mitchell D. Chester
Massachusetts Commissioner of Elementary and Secondary Education

Mitchell Chester began his tenure as Massachusetts Commissioner of Elementary and Secondary Education in May 2008. From 2001 through 2008 he worked for the Ohio Department of Education, where he was the second ranking educator. Dr. Chester served as the Executive Director for Accountability and Assessment for the School District of Philadelphia from 1997 through 2001. Prior to working in Philadelphia, he was Chief of the Bureau of Curriculum and Instructional Programs of the Connecticut State Department of Education. Dr. Chester was a teacher, assistant principal, and curriculum coordinator in three school districts. He holds a doctorate in education from the Harvard Graduate School of Education.



Janice Chong
Buddy sySTEM, Student, Harvard Graduate School of Education

Janice Chong is an Ed.M. candidate studying International Education Policy at the Harvard Graduate School of Education. She is the founder of buddy sySTEM, a global online engineering program for the elementary level. Prior to her studies at Harvard, Chong was an elementary school teacher in Fairfax County, VA, where she taught engineering to second graders. Before teaching, she was in radio news broadcasting (WUVA 92.7 FM), television production (NBC Today Show and THIRTEEN WNET), U.S. education policy (Office of Legislative and Congressional Affairs at ED) and international education policy (School Policy Division at South Korean Ministry of Education). She currently writes education articles for the Examiner. Chong will work full time on buddy sySTEM following graduation this May.



Deborah S. Delisle
U.S. Assistant Secretary of Education, U.S. Department of Education

Deborah Delisle is the Assistant Secretary at the U.S. Department of Education and is the principal adviser to the Secretary of Education on all matters related to pre-k, elementary, and secondary education. Previously, Deb was a Senior Fellow at the International Center for Leadership in Education, served as Ohio's 35th State Superintendent of Public Instruction as well as a district superintendent, principal, and teacher. She has served on a multitude of boards including the Council of Chief State School Officers, the NCATE Executive Board, and the Governing Boards of the Midwest Regional Education Lab and the Minority Student Achievement Network. Deb has been the recipient of many honors including the Cleveland Heights-University Heights (OH) City School District recognizing her lifetime of service to students by dedicating a school as the Deborah S. Delisle Education Options Center.



Suhail Farooqui
CEO, K12 insight

Suhail Farooqui is the founder and CEO of K12 Insight, the leading provider of technology and expertise that helps school administrators effectively engage their stakeholders and build a culture of trust based on authentic two-way dialogue.

K12 Insight's solution is predicated on the fact that public schools face a deficit far worse than one of fiscal resources — and that is the deficit of trust. With social media and school choice disrupting the world of K-12 education, educational leaders and school boards nationwide are struggling to find their footing. K12 Insight's solutions help school systems adapt to these new realities and lead the conversation, instead of merely reacting.

Suhail presents regularly at conferences and seminars nationwide, including those sponsored by the American Association of School Administrators (AASA) and National School Boards Association (NSBA). His essays on key public education issues have been published in journals such as AASA's School Administrator, TASA's INSIGHT and NYSCOSS' CouncilGram.

Previously, Suhail was a senior manager at MicroStrategy (NASDAQ:MSTR), where he led the development of innovative solutions for real-time alerts to solve complex decision-support system problems. He started his career at Schlumberger (NYSE:SLB), where he worked as a research scientist exploring the application of Magnetic Resonance Imaging and micro-gravity measurements to the discovery and development of oil wells.

Suhail holds a Bachelor of Science in Electrical Engineering from Rensselaer Polytechnic Institute.



Carol Goss
2014 AL Fellow and former President and CEO, The Skillman Foundation

Please see "2014 Advanced Leadership Fellows" bios for more information about Carol.



Arjun Gupta
2014 AL Fellow and Founder and former Managing Partner, TeleSoft Partners

Please see "2014 Advanced Leadership Fellows" bios for more information about Arjun.



Eric Glustrom
Founder, Watson University and Educate!

Eric Glustrom is the founder of Watson and Educate! - two sister organizations transforming education worldwide. Educate! currently reaches 20,000 students across Uganda through a mentorship based, leadership and entrepreneurship program that has significantly influenced the national curriculum and exam of Uganda. Watson is a new university model in the U.S. tailored to developing 21st century leaders and entrepreneurs. Recognized as an Ashoka fellow, Echoing Green fellow, and one of Forbes 30 social entrepreneurs under 30, Eric's work is driven by a simple belief: to solve the toughest challenges facing humanity, the place to start is within the hearts and minds of the next generation



Susan L. Hall
Founder, 95 Percent Group

Susan Hall, Ed.D, is founder and president of 95 Percent Group Inc., an educational consulting firm that provides teacher training to districts and schools to improve reading achievement. The company supports districts in implementing Response to Intervention (RtI) and the Common Core State Standards (CCSS) in literacy. 95 Percent Group specializes in the use of screening data to place students into groups for tiers of intervention, as well as instructional strategies to address specific skill deficits. In addition to professional development, 95 Percent Group has developed two diagnostic assessments and about a dozen intervention products used by teachers in delivering small-group differentiated instruction. Susan is a nationally certified trainer of *DIBELS*[®] and *LETRS*[®]. She is author or coauthor of seven books, including *Implementing Response to Intervention, I've DIBEL'd, Now What?* and *Jumpstart RTI*. Dr. Hall currently serves on the National Advisory Council of Neuhaus Education Center, The SMU Simmons School of Education and Human Development's Education Policy and Leadership Advisory Board, and Harvard Graduate School of Education Dean's Leadership Council. Susan earned a BA from Lawrence University, an MBA from Harvard Business School, and a doctorate in education from National-Louis University.



Yaacov Hecht
Founder, Democratic Schools

In 1987, Yaacov Hecht founded in Hadera, Israel, the first school in the world to call itself democratic. Then he helped to establish a net of democratic schools all over Israel.

In 1993, he convened IDEC; an annual international conference that is taking place 22 years since, every year in a different country all over the world. IDEC has been the motivation source of the growth of an international movement that includes more than - 1000 democratic schools in - 45 countries.

In 1996 Hecht founded the Institute for Democratic Education in Israel (IDE), which focuses on making change in the public schools system through democratic education principals. Within IDE, Hecht created an academic faculty for DE teachers.

In 2005, "The Marker"—Israel's biggest economic magazine—named Hecht one of the 10 most influential people in the social and educational areas in Israel.

In 2005 he also published his book *Democratic Education - a beginning of a story*.

In 2010, Hecht co-founded "Education Cities-the Art of Collaborations," an organization which focuses on turning educational systems into a central growth instrument for the cities in which they exist.

Yaacov Hecht gives lectures and workshops in the area of educational innovation, all over the world.



Thomas Hehir
Silvana and Christopher Pascucci Professor of Practice in Learning Differences
Director, Special Studies Program, Harvard Graduate School of Education

Tom Hehir served as director of the U.S. Department of Education's Office of Special Education Programs from 1993 to 1999. As director, he was responsible for federal leadership in implementing the Individuals with Disabilities Education Act (IDEA). Hehir played a leading role in developing the Clinton administration's proposal for the 1997 reauthorization of the IDEA, 90 percent of which was adopted by Congress. In 1990, he was associate superintendent for the Chicago Public Schools, where he was responsible for special education services and student support services. In this role, he implemented major changes in the special education service delivery system, which enabled Chicago to reach significantly higher levels of compliance with the IDEA and resulted in the eventual removal of the U.S. Department of Education's Office for Civil Rights as overseer. Hehir served in a variety of positions in the Boston Public Schools from 1978 to 1987, including that of director of special education from 1983 to 1987. An advocate for children with disabilities in the education system, he has written on special education, special education in the reform movement, due process, and least restrictive environment issues.



Monica C. Higgins
Professor of Education, Harvard Graduate School of Education
Executive Board Member, Advanced Leadership Initiative

Please see "2014 Advanced Leadership Faculty" section for Professor Higgins' biography.



Nancy Hoffman
Vice President and Senior Advisor, Jobs for the Future

Nancy Hoffman is a Vice President and Senior Advisor at Jobs for the Future, a national non-profit in Boston focused on improving educational and workforce outcomes for low-income young people and adults. Dr. Hoffman is co-lead of the Pathways to Prosperity State Network with Bob Schwartz (HGSE). Hoffman has held teaching and administrative posts at Brown, Temple, Harvard, FIPSE, M.I.T. among others. She has consulted for the education policy unit of the Organization for Economic Cooperation and Development (OECD). Her most recent book is *Schooling in the Workplace: How Six of the World's Best Vocational Education Systems Prepare Young People for Jobs and Life*, (Harvard Education Press, 2011). Hoffman holds a B.A. and Ph.D. in comparative literature from the University of California, Berkeley. She serves on the Massachusetts Board of Higher Education.



James P. Honan
Senior Lecturer of Education
Co-Chair, Institute for Educational Management,
Harvard Graduate School of Education
Co-Chair and Senior Associate Director, Advanced Leadership Initiative

Please see “2014 Advanced Leadership Faculty” bios for more information about Professor Honan.



Kathy Hurley
2014 AL Fellow and former Executive Vice President, Pearson Education Foundation

Please see “2014 Advanced Leadership Fellows” bios for more information about Kathy.



Carol Johnson
2014 AL Fellow and former Superintendent of Boston Public Schools

Please see “2014 Advanced Leadership Fellows” bios for more information about Carol.



Rosabeth Moss Kanter
Ernest L. Arbuckle Professor of Business Administration, Harvard Business School
Chair and Director, Advanced Leadership Initiative

Please see “2014 Advanced Leadership Fellows” bios for more information about Professor Kanter.



Rahsaan King
Student, Harvard College

Before Harvard, Rahsaan King attended Chinquapin Prep, a college prep boarding school for Houstonian students from antagonistic communities. There, Rahsaan was named a Gates Millennium Scholar and a Ron Brown Scholar, amongst other academic distinctions.

In high school, Rahsaan was blessed with opportunities to gain corporate work experience and executive business training via The Rice Summer Business Institute and subsequent positions at a Houston based investment bank, TPH, where he cultivated his appreciation for business and learned managerial and marketing techniques that proved useful when turning his high school “senior projects,” two non-profit mentorship and tutorial groups, into the student services social enterprise, Students of Strength.

Apart from his roles as tutor and executive at S.O.S, he counsels younger students in his community and travels to give motivational speeches to teach students the life lessons and study habits he has learned, often the hard-way, throughout the years.



M. Charito Kruvant
President, Creative Associates

M. Charito Kruvant is President, CEO and co-founder of Creative Associates International, a 36-year-old global professional services firm that has worked in more than 85 countries. Creative’s community engagement approach to development has led to improved education, civil society, governance, stabilization and economic development for millions of people. It was a pioneer in developing education strategies and techniques in conflict areas, and today Creative continues its culture of finding new methods to tackle some of the world’s toughest development challenges.

For her efforts and leadership, Charito has been honored with professional awards. In 2012, she received the United Nations Association of the National Capital Area’s Perdita Huston Human Rights Award for her exemplary role in educational and technical development, especially with women and girls, and for leading a life of public service. Born in Bolivia and raised in Argentina, she received a BA from Colegio Ward in Argentina and a MA in early childhood development from the University of Maryland.



Ee-Ling Low
Professor, National Institute of Education, Singapore

Associate Professor Ee-Ling Low is Head of Strategic Planning & Academic Quality at the National Institute of Education, Singapore. She was the Associate Dean of Teacher Education from 2009-2013. She obtained her PhD in Linguistics (Acoustic Phonetics) from the University of Cambridge, UK under the University’s Overseas Graduate Scholarship award. She won the Fulbright Advanced Research Scholarship in 2008 which she spent at the Lynch School of Education at Boston College. She led the secretariat team of the institute’s Programme and Review and Enhancement (PRE) which culminated in the Teacher Education Model for the 21st Century (TE21) report, outlining the institute and country’s blue print for teacher education for the next five years. In 2012, she was awarded the Public Administration Medal (Bronze) by the President of the Republic of Singapore for her dedication and commitment towards furthering the cause of education in Singapore. She is Singapore’s representative in Stanford University’s International Teacher Policy Study and Harvard Graduate School of Education’s Global Education Innovation Initiative.



Linda M. Noonan
Executive Director, Massachusetts Business Alliance for Education

Linda M. Noonan is Executive Director of the Massachusetts Business Alliance for Education (MBAE), a business advocacy organization committed to preparing all students to engage successfully in a global economy and society. Prior to joining MBAE in July 2005, Linda held positions as Executive Director of The Alliance for the Commonwealth (now the International Business Council of AIM), State Director for the National Federation of Independent Business and Assistant Secretary of Economic Affairs for the Commonwealth of Massachusetts. Her civic and volunteer activities include serving on the Westwood School Committee, Permanent Building Committee and Finance Commission. She is a member of the Cornell University Council, MassINC Gateway Cities Innovation Institute Fellows, and other task forces and advisory committees.



Sergio Páez
Superintendent of Schools, Holyoke Public Schools

Sergio Páez, Ed.D., is School Superintendent in Holyoke, Massachusetts, an urban district with over 5,700 students. Prior to that he was the Manager of English Language Learners and Supplemental Support Services in Worcester Public Schools. He has his Masters Degree in Education from Harvard University, and a Doctoral degree in School Administration from Boston College.

He provides consultation to the governments of Colombia and Spain on educational issues and has taught at the college level for the last 8 years.

His professional focus is the research of social issues and its impact in education. He is devoted to improving current educational systems, in particular, diminishing the academic gap that historically exists among different groups of students in this country. He believes that education is the biggest equalizer and that preparing our future citizens in the 21st century is a must.



Carrin Patman
2014 AL Fellow and former Partner, Bracewell & Giuliani

Please see “2014 Advanced Leadership Fellows” bios for more information about Carrin.



Laura Perille
President & CEO, EdVestors

Laura Perille is the CEO of EdVestors, a Boston-based nonprofit school change organization that partners with philanthropic donors and education leaders, combining strategic private investment, education expertise, and hands-on implementation to accelerate change in urban schools. Laura was hired by the founding Governing Board of philanthropists, business leaders and educators to launch EdVestors in 2002. Since then, EdVestors has raised and helped investors direct over \$16 million in funds for urban school improvement efforts primarily in Boston, including the Urban Education Investment Showcase, the BPS Arts Expansion Initiative, the *School on the Move* Prize, and the new Improving Schools Initiative, a multi-year partnership with a cohort of under-performing schools to accelerate their improvement. Prior to EdVestors, Laura led Perille Consulting Group, working with schools, foundations, and nonprofit organizations serving children and families. Previously,

she served as Director of Education for Crittenton Hastings House, Policy Analyst for Community Catalyst/Families USA, and Director of Programs for the Greater Boston Food Bank. In 2012, Laura was appointed by Boston Mayor Thomas M. Menino to the External Advisory Committee charged with forming recommendations to design a new student assignment system for the Boston Public Schools. In 2014, Laura was appointed by new Boston Mayor Martin J. Walsh and the Boston School Committee to the Search Committee charged with selecting finalists for Boston's new Superintendent. A graduate of Brown University, Laura and her family live in Boston, where her children attend or have graduated from the Boston Public Schools.



Fernando Reimers
Ford Foundation Professor of Practice in International Education
Director, International Education Policy Program,
Harvard Graduate School of Education
Co-Chair, Harvard Advanced Leadership Initiative

Please see “2014 Advanced Leadership Faculty” bios for more information about Professor Reimers.



Paul Reville
Francis Keppel Professor of Practice Educational Policy and Administration,
Harvard Graduate School of Education

Paul Reville returns to HGSE as the Francis Keppel Professor of Practice of Educational Policy and Administration having just completed nearly five years of service as the secretary of education for the Commonwealth of Massachusetts. As Governor Patrick's top education advisor, Reville established the Executive Office of Education and had oversight of higher education, K-12, and early education in the nation's leading student achievement state. He served in the Governor's Cabinet and played a leading education reform role on matters ranging from the Achievement Gap Act of 2010 and Common Core State Standards to the Commonwealth's highly successful Race to the Top proposal. He is particularly interested in matters of federal and state education policy and is now concentrating his work on the design of 21st century learning systems, braiding schooling, health/social supports and enrichments to close learning gaps. He is a board member and adviser to a host of organizations, and a frequent writer and speaker on education reform and policy issues. He edited the book entitled, *A Decade of Urban School Reform: Persistence and Progress in the Boston Public Schools*. He holds five honorary doctorate degrees. Last and most importantly, he is the father of four children.



Pasi Sahlberg
Visiting Professor of Practice in Education, Harvard Graduate School of Education

Pasi Sahlberg is a Finnish educator and scholar. He worked as a teacher, teacher educator, and policy adviser in Finland and was actively engaged in planning and implementing education reforms in Finland in the 1990s. He has served the World Bank in Washington, D.C. (2003-2007), the European Commission (2007-2009) and the OECD as an external expert advising foreign governments in more than 50 countries around the world. His research interests include international education policies, educational change, teacher education, and classroom teaching and learning. He is board member of several educational organizations, including the Association for Supervision and Curriculum Development (ASCD), the International Association for the Study of Cooperation in Education (IASCE), and the Centre on International Education Benchmarking (CIEB). He is also editorial board member of *Journal of Educational Change*, *European Journal of Educational Evaluation and Research*, and *Educational Policy Studies Journal*. He speaks around the world about educational improvement, enhancing equity and excellence in education systems, internationalization of education, and the future of schooling. He has addressed the national Parliaments in England, Scotland, New Zealand,

Latvia, Sweden, and spoke at the European Parliament in Brussels. His award-winning book *Finnish Lessons: What Can the World Learn from Educational Change in Finland* (Teachers College Press, 2011) is a bestseller and has been translated into 20 languages. He has held several senior management positions in Finland, most recently Director General of CIMO (National Centre for International Mobility and Cooperation) at the Finnish Ministry of Education and Culture. He is an adjunct professor at the University of Helsinki and at the University of Oulu, Finland. He received the 2012 Education Award in Finland and the 2013 Grawemeyer Award in the United States, and the First Class Knight of the White Rose of Finland in 2013.



Soraya Salti
Senior Vice President, Injaz Al Arab

Soraya Salti took over a floundering educational non-governmental organization program in Jordan — INJAZ — in 2001 and turned it into a national entity that now reaches hundreds of thousands of students a year. Raising her sights to the regional level in 2004, she has since led the expansion of INJAZ. As Senior Vice-President of Middle East/North Africa for Junior Achievement Worldwide, and Regional Director of INJAZ Al-Arab, Soraya Salti has spent more than a decade mobilizing the private sector and ministries of education in the Arab world to join forces in creating a new generation of business-minded youth. Prior to joining INJAZ Al-Arab, Salti worked for two years at Jordan's Ministry of Planning on the Innovative Competitiveness Team, assisting Harvard's Michael Porter in applying his model for economic development. Salti has received several awards, including the Henry Kravis Prize in Nonprofit Leadership, Schwab Social Entrepreneur of the Year, and World Economic Forum Young Global Leader.



Leonard A. Schlesinger
Baker Foundation Professor of Business Administration, Harvard Business School

Leonard A. Schlesinger returned to the Harvard Business School as a Baker Foundation Professor of Business Administration in July of 2013 after concluding a five-year term as the 12th president of Babson College. Prior to Babson, Schlesinger was at Limited Brands, now known as L Brands, where he served in executive positions from 1999–2007, most recently as Vice Chairman and Chief Operating Officer. From 1985–1988, he was Executive Vice President and Chief Operating Officer at Au Bon Pain.

His earlier academic career includes twenty years at Harvard Business School where he served as the George Fisher Baker Jr. Professor of Business Administration, leading MBA and executive education programs. Courses he taught include organizational behavior, human resource management, general management, and service management. After his tenure on the Harvard Business School faculty, he served as a Professor of Sociology and Public Policy and Senior Vice President and Counselor to the President at Brown University from 1998-1999.

His writings on entrepreneurship, service management and organizational management have been widely published. He is the author or co-author of eleven books, including *Just Start: Take action, Embrace uncertainty, Create the future* (Harvard Business School Press, 2012), *Action Trumps Everything* (Black Ink Press, 2010), *The Value Profit Chain* (Free Press, 2003), *The Service Profit Chain* (Free Press, 1997) and *The Real Heroes of Business ... and Not a CEO among Them* (Doubleday Currency, 1994), and has written numerous articles for academic audiences as well as for The New York Times, Fast Company, and Harvard Business Review.

Schlesinger currently serves as Vice Chairman of the Board of the Network for Teaching Entrepreneurship (NFTE), a Director of both Viewpost, LLC. and Demandware, a member of the Corporation of the Winsor School, and a member of the President's Council of the Franklin W. Olin College of Engineering. He also serves as an advisory council member of Goldman Sachs' 10,000 Small Businesses Initiative, and as a member of both the Council on Competitiveness and the Council on Foreign Relations.



Robert Schwartz
Professor of Practice Emeritus in Educational Policy and Administration,
Harvard Graduate School of Education

Robert Schwartz is Professor of Practice Emeritus in Educational Policy and Administration at the Harvard Graduate School of Education. Prior to joining the Harvard faculty in 1996, Schwartz served in a variety of roles in education: high school teacher and principal; education advisor to the Mayor of Boston and the Governor of Massachusetts; director of The Boston Compact, a public/private partnership; and Education Program director at The Pew Charitable Trusts, one of the country's largest private philanthropies. From 1997-2002 Schwartz served as founding President of Achieve, Inc., a non-profit organization created by governors and corporate leaders to help raise academic standards and improve performance in U.S. schools. More recently Schwartz has contributed to two major OECD studies, *Learning for Jobs and Strong Performers and Successful Reformers*; co-authored an influential report calling for more attention to career and technical education, *Pathways to Prosperity*; and co-edited *The Futures of School Reform*. He is currently co-leading a national network of 8 states that was formed in 2012 to act upon the analysis and recommendations outlined in the *Pathways* report.



Helen Soulé
Executive Director, Partnership for 21st Century Skills

Dr. Helen Soulé is the Executive Director of Partnership for 21st Century Skills (P21), where she has led the organization's state recruitment and support effort, the 21st Century Learning Exemplar Program, and other initiatives. Soulé is a longtime educator with P-16 leadership experience at the local, state and national level. Nationally, Soulé served as chief of staff to the assistant secretary for the Office of Postsecondary Education in the U.S. Department of Education, and Executive Director of Cable in the Classroom. She is a founding member of the State Educational Technology Directors Association and the recipient of several awards, including Converge magazine's 30 "Shapers of the Future" award, E-School News "Impact 30 Award for Excellence", and the Mississippi Educational Computing Association's Technology Educator of the Year award.



Oon-Seng Tan
Professor, Director, National Institute of Education, Singapore

Oon-Seng Tan is Full Professor of Education and Director-Designate at National Institute of Education, Nanyang Technological University. He is also the Dean of Teacher Education. Professor Tan has been President of the Educational Research Association of Singapore (ERAS) and President of the Asia-Pacific Educational Research Association (APERA). He was the Vice-President (Asia and Pacific Rim) of the International Association for Cognitive Education and Psychology (IACEP). He was also a director in the Singapore Examinations and Assessment Board (SEAB). He is Editor-in-Chief of the journal, *Educational Research for Policy and Practice (ERPP)* published by Springer.



Paul Toner
President, Massachusetts Teachers Association

Paul F. Toner, president of the 110,000-member Massachusetts Teachers Association, is a strong voice for educators and a proud public school parent. Toner is dedicated to working on behalf of students at all levels and to representing the interests of teachers, education support professionals, and higher education faculty and staff.

Toner, a middle school social studies teacher, lawyer and former president of the Cambridge Teachers Association, was elected MTA president after serving for four years as the association's vice president. He took office on July 15, 2010.



Catherine Yan Wang
Director, National Institute of Education Sciences, China

Catherine Yan Wang is senior specialist and coordinator of international programs at the National Institute of Education Sciences of China. She also holds appointments of Research Associate, Wah Ching Centre of Research on Education in China, University of Hong Kong and Governing Board Member of China Society for Education Development Strategy. Her research focuses on education policy, social studies of education and international studies. She pioneered the research on “Education Policy Reform Trends in G20 Members” and leads a study of “Promoting Quality Learning through Enhanced Multigrade Teaching in China” sponsored by UNESCO. She also co-directs a study of China’s 21st Century Education as part of the Global Education Innovation Initiative at Harvard Graduate School of Education.



David C. Weinstein
Founder and CEO, Write the World LLC
Former Chief of Administration, Fidelity Investments, Past AL Fellow, '11,'12

David C. Weinstein is the Founder and CEO of Write the World, an on-line education platform based in Cambridge, Massachusetts, designed to help high school students write and reason better. He developed the platform as a Senior Fellow at the Advanced Leadership Initiative at Harvard University. With an interest in education, he serves as a trustee of Boston College and Bryant University. During a 24 year career as a business executive and corporate lawyer, he was Chief of Administration at Fidelity Investments, one of the world's largest mutual fund companies, managing the human resources, legal, real estate, government relations, compliance, security, audit and accounting functions.



Richard Weissbourd
Lecturer, Harvard Graduate School of Education, Harvard Kennedy School

Richard Weissbourd is a lecturer at the Harvard Graduate School of Education, where he directs the Human Development and Psychology Program, and a lecturer at Harvard's Kennedy School of Government. His work focuses on moral development, vulnerability and resilience in childhood and effective schools and services for children. With Stephanie Jones, he directs the Making Caring Common Project, a national effort to make moral and social development priorities in child-raising and to provide strategies to schools and parents for promoting in children caring, a commitment to justice and other key moral and social capacities. He is currently conducting research on how older adults can better mentor young adults and teenagers in developing ethical, mature romantic relationships. He is a founder of several interventions for at-risk children, including ReadBoston and WriteBoston,

city-wide literacy initiatives led by Mayor Menino. With Robert Selman, he founded Project ASPIRE, a social and ethical development intervention in schools. He is also a founder of a pilot school in Boston, the Lee Academy, that begins with children at 3 years old. He has advised on the city, state and federal levels on family policy and school reform and has written for numerous scholarly and popular publications and blogs, including The New York Times, The Huffington Post, CNN, The New Republic, The American Prospect, NPR and Psychology Today. He is the author of *The Vulnerable Child: What Really Hurts America's Children and What We Can Do About It* (Addison-Wesley, 1996), named by the American School Board Journal as one of the top 10 education books of all time. His most recent book, *The Parents We Mean to Be: How Well-Intentioned Adults Undermine Children's Moral and Emotional Development* (Houghton Mifflin 2009), was named by The New Yorker as one of the top 24 books of 2009.



Kelli List Wells
Executive Director, Education GE Foundation

Kelli List Wells is the Executive Director for Education for the GE Foundation in Fairfield, CT. Her responsibilities include managing educational partnerships which work with GE communities and leveraging best practices to implement educational strategies nationally.

Wells joined GE in 1995 as an Investment Representative with GE Asset Management. In 1996, she was appointed to Quality where she became a Black Belt in Six Sigma. After her role in Quality she managed International Marketing at GE Financial Assurance. In 2001 she joined the Corporate Citizenship team at GE Capital where she held responsibilities around global programs. In 2004 she was appointed to her current role at the GE Foundation.

2014 Advanced Leadership Faculty Biographies



Rosabeth Moss Kanter, Chair and Director

Rosabeth Moss Kanter holds the Ernest L. Arbuckle Professorship at Harvard Business School, where she specializes in strategy, innovation, and leadership for change. Her strategic and practical insights have guided leaders of large and small organizations worldwide for over 25 years, through teaching, writing, and direct consultation to major corporations and governments. The former Editor of Harvard Business Review (1989-1992), Professor Kanter has been repeatedly named to lists of the “50 most powerful women in the world” (Times of London), and the “50 most influential business thinkers in the world” (Thinkers 50). In 2001, she received the Academy of Management’s Distinguished Career Award for her scholarly contributions to management knowledge; and in 2002 was named “Intelligent Community Visionary of the Year” by the World Teleport Association; and in 2010 received the International Leadership Award from the Association of Leadership Professionals. She is the author or co-author of 18 books. Her latest book, *SuperCorp: How Vanguard Companies Create Innovation, Profits, Growth, and Social Good*, a manifesto for leadership of sustainable enterprises, was named one of the ten best business books of 2009 by Amazon.com. A follow-up article, “How Great Companies Think Differently,” received Harvard Business Review’s 2011 McKinsey Award for the year’s two best articles.



James P. Honan, Co-Chair and Senior Associate Director

James P. Honan has served on the faculty at the Harvard Graduate School of Education since 1991. He is also a faculty member at the Harvard Kennedy School and a principal of the Hauser Center for Nonprofit Organizations. He is Educational Co-Chair of the Institute for Educational Management and has also been a faculty member in a number of Harvard’s other executive education programs and professional development institutes for educational leaders and nonprofit administrators, including the Harvard Seminar for New Presidents, the Management Development Program, the ACRL/Harvard Leadership Institute, the Principals’ Center, and the Harvard Institute for School Leadership; Governing for Nonprofit Excellence, Strategic Perspectives in Nonprofit Management, NAACP Board Retreat, and Habitat for Humanity Leadership Conference (Faculty Section Chair); and Strategic Management for Charter School Leaders, Achieving Excellence in Community Development, American Red Cross Partners in Organizational Leadership Program and US/Japan Workshops on Accountability and International NGOs.



Barry R. Bloom, Co-Chair

Barry R. Bloom, formerly Dean of the Harvard School of Public Health, is Harvard University Distinguished Service Professor and Joan L. and Julius H. Jacobson Professor of Public Health. Bloom has been engaged in global health for his entire career and made fundamental contributions to immunology and to the pathogenesis of tuberculosis and leprosy. He served as a consultant to the White House on International Health Policy from 1977 to 1978, was elected President of the American Association of Immunologists in 1984, and served as President of the Federation of American Societies for Experimental Biology in 1985.

**David R. Gergen, Co-Chair**

David R. Gergen is a professor of public service and co-director of the Center for Public Leadership at the Harvard Kennedy School, positions he has held for the past decade. In addition, he serves as a senior political analyst for CNN and works actively with a rising generation of new leaders. In the past, he has served as a White House adviser to four U.S. presidents of both parties: Nixon, Ford, Reagan and Clinton. In the 1980s, he began a career in journalism with the McNeil-Lehrer NewsHour, and he has remained a regular commentator on public affairs for some 30 years. Among his current non-profit boards are Teach for America, City Year, Schwab Foundation, the Aspen Institute, and the Mission Continues. He is an honors graduate of Yale and the Harvard Law School, a veteran of the U.S. Navy, and has been awarded 26 honorary degrees.

**Rakesh Khurana, Co-Chair**

Rakesh Khurana is the Marvin Bower Professor of Leadership Development at the Harvard Business School. He teaches a doctoral seminar on Management and Markets and The Board of Directors and Corporate Governance in the MBA program. Khurana received his BS from Cornell University in Ithaca, New York and his AM (Sociology) and PhD in Organization Behavior from Harvard University. Prior to attending graduate school, he worked as a founding member of Cambridge Technology Partners in Sales and Marketing.

**William C. Kirby, Co-Chair**

William C. Kirby is T. M. Chang Professor of China Studies at Harvard University and Spangler Family Professor of Business Administration at the Harvard Business School. He is a Harvard University Distinguished Service Professor. He serves as Chairman of the Harvard China Fund and was Director of the Fairbank Center for Chinese Studies from 2006-2013. A historian of modern China, Professor Kirby's work examines China's business, economic, and political development in an international context. He has written on the evolution of modern Chinese business (state-owned and private); Chinese corporate law and company structure; the history of freedom in China; the international socialist economy of the 1950s; relations across the Taiwan Strait; and China's relations with Europe and America. He is the co-author, along with F. Warren McFarlan and Regina M. Abrami, of *Can China Lead? Reaching the Limits of Power and Growth* (Harvard Business Review Press, 2014). His current projects include case studies of contemporary Chinese businesses and a comparative study of higher education in China, Europe, and the United States.

**Charles J. Ogletree, Jr., Co-Chair**

Charles Ogletree is the Harvard Law School Jesse Climenko Professor of Law, and Founding and Executive Director of the Charles Hamilton Houston Institute for Race and Justice (www.charleshamiltonhouston.org) named in honor of the visionary lawyer who spearheaded the litigation in *Brown v. Board of Education*. Professor Ogletree is a prominent legal theorist who has made an international reputation by taking a hard look at complex issues of law and by working to secure the rights guaranteed by the Constitution for everyone equally under the law. Ogletree has examined these issues not only in the classroom, on the Internet, and in the pages of prestigious law journals, but also in the everyday world of the public defender in the courtroom and in public television forums where these issues can be dramatically revealed.

**Fernando M. Reimers, Co-Chair**

Fernando Reimers is the Ford Foundation Professor of International Education and Director of the Global Education and International Education Policy Program at the Harvard Graduate School of Education. Professor Reimers focuses his research and teaching on identifying education policies that support teachers in helping low-income and marginalized children succeed academically. His courses focus on the core education challenges in the development field and on the role of social entrepreneurs in creating solutions of value to improve the quality and relevance of education. His current research in Brazil and Mexico focuses on the impact of education policy, education leadership and teacher professional development on literacy competencies and civic skills. He is currently serving on the Global Learning Leadership Council of the American Association of Colleges and Universities Project “General Education for a Global Century” focusing on some of the pressing issues related to global learning and undergraduate education.

**Peter Brown Zimmerman, Co-Chair**

Peter Brown Zimmerman is Lecturer in Public Policy and Senior Associate Dean for Strategic Program Development at the Harvard Kennedy School. He also serves as faculty Chair of the Senior Executive Fellows Program and is Co-Chair of the Advanced Leadership Initiative. He is a graduate of the Kennedy School’s Public Policy program. Before coming to Harvard, he worked for the U.S. Navy, on the National Security Council staff and on the staff of the Senate Intelligence Committee. He has consulted with and advised a wide range of public and nonprofit organizations.

**David E. Bloom, Executive Board**

David E. Bloom is Clarence James Gamble Professor of Economics and Demography in the Department of Global Health and Population, Harvard School of Public Health. Dr. Bloom also serves as Director of Harvard’s Program on the Global Demography of Aging. He is an economist whose work focuses on health, demography, education, and labor. In recent years, he has written extensively on primary, secondary, and tertiary education in developing countries and on the links among health status, population dynamics, and economic growth. Dr. Bloom has published over 300 articles, book chapters, and books in the fields of economics and demography.

**Amy C. Edmondson, Executive Board**

Amy C. Edmondson is the Novartis Professor of Leadership and Management at the Harvard Business School. The Novartis Chair was established to enable the study of human interactions that lead to the creation of successful business enterprises for the betterment of society. Edmondson is the author of *Teaming: How Organizations Learn, Innovate and Compete in the Knowledge Economy* (Jossey-Bass, 2012), *Teaming to Innovate* (Jossey-Bass, 2013), and more than seventy articles on leadership, teams, innovation, and organizational learning. Number 15 on the 2013 Thinkers50 list of the world’s most influential management thinkers, Edmondson teaches on topics including leadership, teamwork, and innovation at HBS and around the world.

**William W. George, Executive Board**

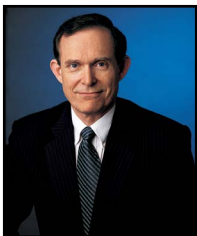
Bill George is a professor of management practice at Harvard Business School, where he has taught leadership since 2004, and the former chairman and chief executive officer of Medtronic. He is the author of four best-selling books: *Authentic Leadership*, *True North: Discover Your Authentic Leadership*; *Finding Your True North: A Personal Guide*; and *7 Lessons for Leading in Crisis*. *True North Groups: A Powerful Path to Personal and Leadership Development*, his most recent book, was published in September 2011. Professor George is currently the faculty chair of HBS’s Executive Education program *Authentic Leadership Development*.

**Monica C. Higgins, Executive Board**

Monica Higgins joined the Harvard faculty in 1995 and is currently a professor at Harvard Graduate School of Education (HGSE) where her research and teaching focus on the areas of leadership development and organizational change. Prior to joining HGSE, she spent eleven years as a member of the faculty at Harvard Business School in the Organizational Behavior Unit. Her recent book, *Career Imprints: Creating Leaders Across an Industry* (2005), focuses on the leadership development of executives in the biotechnology industry. In education, her research interests focus on both higher education and K-12 public education. Specifically, she has a multimedia project underway on the careers and social networks of the Harvard Business School Class of 1996. In addition, Professor Higgins is studying senior leadership teams and organizational learning in urban school districts as well as how entrepreneurial firms achieve impact at scale. Professor Higgins teaches in the areas of leadership and organizational behavior, entrepreneurship, self-assessment and career development, and strategic human resources management.

**Robert H. Mnookin, Executive Board**

Robert H. Mnookin is the Samuel Williston Professor of Law at Harvard Law School, the Chair of the Program on Negotiation at Harvard Law School, and the Director of the Harvard Negotiation Research Project. A leading scholar in the field of conflict resolution, Professor Mnookin has applied his interdisciplinary approach to negotiation and conflict resolution to a remarkable range of problems; both public and private. Professor Mnookin has taught numerous workshops for corporations, governmental agencies and law firms throughout the world and trained many executives and professionals in negotiation and mediation skills. In his most recent book, *Bargaining with the Devil: When to Negotiate, When to Fight*, Mnookin explores the challenge of making such critical decisions.

**Roger B. Porter, Executive Board**

Roger B. Porter is IBM Professor of Business and Government. Joining the Kennedy School faculty in 1977, he has served for more than a decade in senior economic policy positions in the White House, most recently as Assistant to the President for Economic and Domestic Policy from 1989 to 1993. He served as Director of the White House Office of Policy Development in the Reagan Administration and as Executive Secretary of the President's Economic Policy Board during the Ford Administration. He is the author of several books on economic policy, including *Presidential Decision Making and Efficiency, Equity and Legitimacy: The Multilateral Trading System at the Millennium*. An alumnus of Brigham Young University, Porter was a Rhodes Scholar at Oxford University, where he received his BPhil degree. He was a White House Fellow from 1974 to 1975 and received his MA and PhD degrees from Harvard University.

**Forest L. Reinhardt, Executive Board**

Forest L. Reinhardt is the John D. Black Professor of Business Administration at Harvard Business School. Reinhardt is co-chair of the Harvard Business School's Global Energy Seminar, a new executive education course for the leaders of firms that produce oil and gas, generate and distribute electricity, or play other important roles in the delivery of energy services. He also teaches regularly in the HBS Agribusiness Seminar. In the HBS Owner/President Management Program, Reinhardt teaches a core course on Global Markets. Drawing on microeconomics, macroeconomics, political science, and history, the course helps business leaders understand the economic and political environment in which business is conducted, and the strategic opportunities and risks to which globalization gives rise. Reinhardt recently served as course head for the required MBA course, *Strategy*, which covers topics in industry analysis, competitive advantage, and corporate strategy. Reinhardt currently serves as the faculty chair of Harvard Business School's Asia-Pacific Research Center and the chair of the HBS Executive Education Asia-Pacific Region.



Guhan Subramanian, Executive Board

Guhan Subramanian is the Joseph Flom Professor of Law and Business at the Harvard Law School and the Douglas Weaver Professor of Business Law at the Harvard Business School. He is the first person in the history of Harvard University to hold tenured appointments at both HLS and HBS. At HLS he teaches courses in negotiations and corporate law. At HBS he teaches in several executive education programs, such as Strategic Negotiations, Changing the Game, Making Corporate Boards More Effective, and the Advanced Management Program. He is the faculty chair for the JD/MBA program at Harvard University and the Co-Chair of the Harvard Program on Negotiation. Prior to joining the Harvard faculty he spent three years at McKinsey & Company.



Ronald S. Sullivan, Jr., Executive Board

Professor Ronald S. Sullivan, Jr. joined Harvard's law faculty in July 2007. His areas of interest include criminal law, criminal procedure, legal ethics, and race theory. Prior to teaching at Harvard, Professor Sullivan served on the faculty of the Yale Law School, where, after his first year teaching, he won the law school's award for outstanding teaching. Professor Sullivan is the Faculty Director of the Harvard Criminal Justice Institute. He also is a founding fellow of The Jamestown Project. Professor Sullivan is a Phi Beta Kappa graduate of Morehouse College, and the Harvard Law School, where he served as president of the Black Law Students Association and as a General Editor of the Harvard BlackLetter Law Review. After graduating from Harvard, Professor Sullivan spent a year in Nairobi, Kenya as a Visiting Attorney for the Law Society of Kenya.

2014 Advanced Leadership Fellows



Lezli Baskerville

Lezli Baskerville has been President, CEO, National Association for Equal Opportunity in Higher Education, the advocacy association of the nation's Historically Black Colleges and Universities and Predominately Black Institutions, in Washington D.C.



Elizabeth Bruce

Elizabeth Bruce has been Executive Vice President and Member of the Executive Committee, Cablevision's Madison Square Garden Division in New York.



Bruce Cohen

Bruce Cohen has been Chief Counsel and Staff Director, and Minority Chief Counsel, United States Senate Judiciary Committee in Washington D.C.



Mary Louise Cohen

Mary Louise Cohen has been Founding Partner, Phillips & Cohen, a law firm in Washington, D.C. She has also been Counsel, United States Senate Judiciary Committee in Washington D.C.



John Conley

John Conley has been Partner and Co-Founder, Gilliam Capital, a life science investment firm in Massachusetts.



Patricia Cossío

Patricia Cossío has been Director of Portfolio Strategy and Business Development, AstraZeneca Mexico, in Mexico.

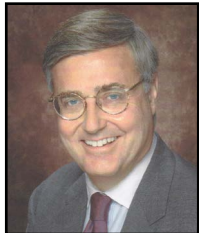
Carlos Guzmán joins Patricia Cossío as an Advanced Leadership Partner.



John Dubinsky

John Dubinsky has been Chairman, President and Chief Executive, Mercantile Bank. He has also been President Emeritus (Midwest), US Bank, Missouri.

Yvette Dubinsky joins John Dubinsky as an Advanced Leadership Partner.



Jeffrey Dunn

Jeffrey Dunn has been President and CEO, HIT Entertainment, a kids entertainment company, in London and New York. He has also been President, Nickelodeon Film & Enterprises in New York.



Juan Carlos L. Fernandez

Juan Carlos L. Fernandez has been President, Inmobiliaria y Constructora INCO Ltd., a real estate development firm in Chile.



Susan McManama Gianinno

Susan McManama Gianinno has been Chairman and CEO, Publicis Worldwide USA in New York, a global advertising and communications company.

Lawrence Gianinno joins Susan McManama Gianinno as an Advanced Leadership Partner.



Martin N. Gilbert, M.D.

Martin N. Gilbert has been External Consultant, National Health Service, United Kingdom; and Executive Advisor, Kaiser Permanente Medical Care Program in California.



Jeffrey T. Gilling

Jeffrey T. Gilling has been Chairman, Diamond Antenna and Microwave Corporation, an aerospace components manufacturer in Massachusetts.



Carol Goss

Carol Goss has been President and CEO, The Skillman Foundation, whose mission is to improve the lives of children in metropolitan Detroit, Michigan by strengthening their schools and neighborhoods.



Ronald B. Grais

Ronald B. Grais has been Partner, Jenner & Block LLP, in the law firm's Illinois office.

Marilynn Grais joins Ronald B. Grais as an Advanced Leadership Partner.



Arjun Gupta

Arjun Gupta has been Founder and Managing Partner, TeleSoft Partners, a special situations venture capital firm focused on high-tech and energy value chain companies, in California and Colorado.



Andrés Hidalgo

Andrés Hidalgo has been President and Associate Publisher, Grupo El Comercio, a newspaper in Ecuador.



Robin Howlings

Robin Howlings has been Owner & CEO, Danamark WaterCare Ltd., a provider of innovative water filtration solutions in Canada.



Margaret Huber

Margaret Huber has been Chief of Protocol for Canada. She has also served as Canada's Ambassador to the Czech Republic, Slovak Republic, Jordan and Iraq.



Kathy Hurley

Kathy Hurley has been Executive Vice President, Pearson Foundation, a nonprofit organization whose mission is to make a difference by promoting literacy, learning, and great teaching nationwide.



Carol Johnson

Carol Johnson has been Superintendent, Boston Public Schools, Memphis City Schools, and Minneapolis Public Schools.



James J. Kozlowski

James J. Kozlowski has been President and Co-Founder, TGF Management Corp, a private equity firm which invests in and manages various middle market companies in Texas.

Mary Kozlowski joins James J. Kozlowski as an Advanced Leadership Partner.



Peter H. McNerney

Peter H. McNerney has been Co-Founder and Partner, Thomas, McNerney & Partners, a venture capital firm focused on medical technology and life sciences in Minnesota.



Alberto Mora

Alberto Mora has been Secretary and General Counsel, Mars, Incorporated in Virginia; General Counsel, Department of the Navy; and Winner, 2006 JFK Library Foundation Profile in Courage Award.



Jorge Moran

Jorge Moran has been CEO & President, Sovereign Bank. He has also been Global Executive Vice President, Santander Bank in the U.S.



Carrin Patman

Carrin Patman has been Partner, Bracewell & Giuliani, in the law firm's Texas office.



Patricia Ramsay

Patricia Ramsay has been Cultural and Development Director, University of Technology, Jamaica. She has also been a television host in Jamaica.



Arthur J. Reimers

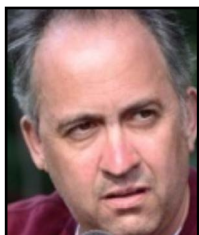
Arthur J. Reimers has been Partner and Managing Director, Goldman, Sachs & Co., New York and London.

Lindsay Reimers joins Arthur J. Reimers as an Advanced Leadership Partner.



Luis Rodriguez-Ovejero

Luis Rodriguez-Ovejero has been Founder, CEO & President, Grupo Satec, a Spanish IT systems integrator in Spain.



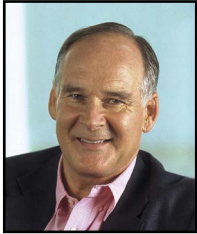
Guy Rolnik

Guy Rolnik has been Deputy Publisher, Ha'aretz-Group, a news media company in Israel; and Founder and Editor-in-Chief, TheMarker, a financial news media company in Israel.



Michael Rubenstein

Michael Rubenstein has been Founder and Director, CambridgeSoft, a Massachusetts-based company that develops scientific software for pharmaceutical, chemical, and biotech R&D.



Inge Skjelfjord

Inge Skjelfjord has been Managing Director, Rabobank International, a global banking business serving agri-clients. He has also been a member of the International Finance Corporation, World Bank Group.



Gillian Sorensen

Gillian Sorensen has been Assistant Secretary-General of the United Nations. She has also served as Senior Advisor to the United Nations Foundation.



Mark Sterling

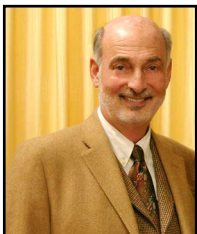
Mark Sterling has been Partner, Hogan Lovells, in the law firm's Florida and Washington, D.C. offices.

Wendy Sterling joins Mark Sterling as an Advanced Leadership Partner.



Mary Green Swig

Mary Green Swig has been President and CEO, Mary Green Enterprises, an internationally recognized design firm in California.



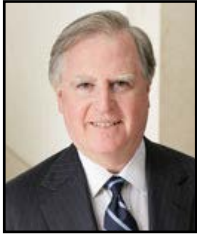
Steven L. Swig

Steven L. Swig has been Co-Founder and President Emeritus of Presidio Graduate School, awarding an MBA/MPA in Sustainable Management in California.



Torsten Thiele

Torsten Thiele has been Head of Telecom Project Finance, Investec Bank plc., an international bank and asset manager, serving the United Kingdom, South Africa and Australia based in the United Kingdom.



Waide Warner

Waide Warner has been Partner, Davis Polk & Wardwell LLP, in the law firm's New York and London offices.

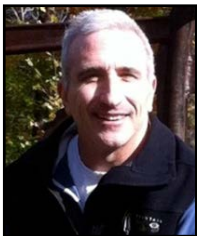
Cecilia Tso Warner joins Waide Warner as an Advanced Leadership Partner.



Marissa C. Wesely

Marissa C. Wesely has been Partner, Simpson Thacher & Bartlett LLP, in the law firm's New York and London offices.

2014 SENIOR ADVANCED LEADERSHIP FELLOWS



Howard Fischer (2014 Senior AL Fellow)

Howard Fischer has been founder and CEO, Basso Capital Management, with a core focus on investing in convertible securities and SPACs, in New York.

Randee Fischer joined Howard Fischer as an Advanced Leadership Partner.



Nina Lahoud (2014 Senior AL Fellow)

Nina Lahoud has been Principal Officer in the Asia and Middle East Division at the United Nations Department of Peacekeeping Operations, in New York.



Paul W. Lee (2014 Senior AL Fellow)

Paul W. Lee has been Partner, Goodwin Procter LLP, at the law firm's Boston office. He has also been past president of the National Asian Pacific American Bar Association.



William A. Plapinger (2014 Senior AL Fellow)

William A. Plapinger has been a partner of Sullivan & Cromwell LLP, most recently in the firm's London office.

Cassie Murray joined William A. Plapinger as an Advanced Leadership Partner.



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Advanced Leadership Initiative

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