Celebrating 75 years
The Kennedy School Then and Now
IN THIS ISSUE

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On the cover: left to right, Don Price, Dean 1958–1977; Edith Stolkey, lecturer in public policy, emerita; Leland Cheung MCI/MPA-MIT 2011; David Ellwood, Dean 2004–present; Scott M. Black Professor of Political Economy; Nanette Coleman MPA 2001, Graham Allison, Dean 1997–1998; Douglas Dillon Professor of Government and director, Belfer Center for Science and International Affairs; Suzanne Cooper, senior lecturer in public policy and associate academic dean; Lucía Sanchez MPA/ID 2011; Akash Deep, senior lecturer in public policy; Samuel Adjarquah MCI/MPA 2011, Edward S. Mason Fellow; Luidovico Littauer, benefactor

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What are we celebrating? Seventy-five years since a group of men had a vision for a school. The grainy photos of those men seem from another age. But it would be a mistake to think of the school’s founders, and their ambitions and concerns, as very distant from us. They lived through wars, economic upheavals, and technological revolutions. They saw people crushed by tyranny, or fighting for civil rights and independence. They saw a world stumbling toward a calamitous conflict. And still they had the impossibly optimistic hope that a school could make a difference. The Kennedy School can now measure its history in generations of men and women dedicated to that idea. Their stories are told in these pages.
Dear Reader:

This fall marks not only the start of a new academic year, but also the launch of the Kennedy School’s 75th anniversary celebration.

As you will read in the following pages, the school has much to celebrate. Our story is a compelling one—filled with both enormous effort and impressive achievement. We began with a vision that individuals wishing to serve the public needed the same level of professional training as those preparing for medicine, business, or law. We faced many challenges along the way, but I believe the school has not only realized its goal, but exceeded it.

Today the Harvard Kennedy School is regarded as one of the top public policy schools in the world. Our alumni are extraordinary individuals who serve as heads of state and leaders of major international organizations. Many others, our unsung heroes, are working behind the scenes throughout the world—in rural India, in Haiti, and in cities and towns across the United States. They constantly inspire us with their work.

And the extraordinary work of our faculty is also leading the way in improving the lives of people across the globe. Through their research and leadership, they are working to solve some of the world’s toughest problems—nuclear disarmament, climate change, emerging democracies, health care, and the rapid growth in worldwide inequality.

Human beings by their nature believe they live in a critical moment in history, but I believe we really do live in such a moment—one of enormous challenge that demands exceptional leadership. We are excited by the opportunity to be at the center of the new ideas and initiatives that will be needed to face these challenges.

As the new academic year starts, we are very engaged in developing the strategic direction of HKS for the next few years. We are working on the most effective ways to reach exceptional public leaders, through recruiting and financial aid. We are exploring new themes for intensified research and faculty collaboration, including: “Making Democracy Work” and “Shared and Sustainable Prosperity.” All of our work occurs in a global context—we have an increasing international enrollment in both our degree and executive education programs, and our faculty is involved in research and activities that touch virtually all corners of the globe.

Seventy-five years ago, the school began as a small start-up committed to making the world a better place. Three quarters of a century later, I believe we have a lot to show for our effort. As we look to the future, it is hard not to be inspired by the wonderful combination of idealism, intelligence, and capacity of our students, alumni, faculty, and staff. While the challenges before us are daunting, I am truly encouraged by what the Kennedy School—at its 75th anniversary—has to offer.

Please join with us as we celebrate how far we’ve come and how ready and enthusiastic we are in facing the challenges ahead.

Dean David T. Ellwood
September 2011
It was the biggest donation in Harvard’s history at the time, and the university didn’t quite know what to do with it. After all, in 1935, when Lucius Littauer offered to give $2 million (the equivalent of more than $30 million today) to establish a new independent school of public administration, few models existed for the kind of educational institution he envisioned.
A. Lawrence Lowell, the long-serving Harvard president who had stepped down shortly before, had fully rejected the idea of the university endowed special training to prepare students for government service, opting instead to create the Harvard Business School in 1908. Still, Litauer, a Harvard graduate, a successful businessman, and a former congressman, saw the need for an institutional curriculum “directed to a professional objective and the development of training in government as a profession, and not simply to education in government as a branch of learning,” as he wrote in a letter to the new president, James Conant, when he graduated. Of course, that vision eventually came true, in ways that Litauer and those who oversaw the school’s beginnings certainly could not have imagined. Seventy-five years after its founding, what “the need called for an individual who wants to learn about government as a profession has established itself as one of the preeminent institutions of its kind, with 14 research centers, a variety of master’s and doctoral programs, more than 25 executive education programs and a robust portfolio of public policy events, a program that would later be affectionately called the “fighting fathers.” Preeminent scholars in that field included political science, statistics, and economics, they changed attitudes about the training the school should be offering future public leaders, providing solid training in analytical skills as well as managing and launching the Master’s in Public Policy program. Before Price’s tenure as dean ended, in 1977, he proposed a faculty reorganization, with a core group teaching courses for the specific needs of Kennedy School students. The institution was becoming the independent entity that Litauer had hoped for, but it had yet to experience the growth that would shape it into the Kennedy School that stands today. THE PUBLIC BENEFIT The Litauer Center is not the only monument to the man whose unprecedented gift to Harvard led to the creation of the institution that became the Kennedy School. In 1925, the Littauer home in Greenwich, New York, a city once known as the glove capital of the world, a bronze statue stands in tribute to him. He helped give Griswold’s that distinction by naming his father’s glove manufacturing business, and became what the city calls its “greatest philanthropist,” funding Griswold’s first hospital, which was named after his father, Nathan. As a Harvard student, Litauer played football (he was listed as a 165-pound lineman). After graduating, in 1878, he returned to the school to become what is believed to be the nation’s first college coach. During his undergraduate days, he befriended future president Theodore Roosevelt and later assisted him while serving as a Republican congressman from 1910 to 1917. Litauer retired from office to devote himself to business and philanthropy, much of his generosity was directed toward Harvard. He established a professorship of Jewish literature and philosophy, and the Lucius N. Littauer Foundation has donated more than $5 million to the Harvard College Library’s Judaica division. That this philanthropy turned to creating the LSRP at Harvard may be traced to his friend and personal secretary, Harry Star, who suggested that Litauer endow a school devoted to government public service. In a speech given at Harvard in 1976, Star recalled that Litauer had told him, “Unless there is some way in which we can use these resources and these people for the public benefit, I don’t really want them.” Litauer died in 1945. On the basis of his stature in Griswoldville, which fittingly stands in front of a city administration building, are the words “A Lover of Mankind.” —LR

THE KENNEDY NAME

In the late 1950s, when Don Price was in discussions with Harvard President Nathan Pusey about establishing Edward Mason as dean, Pusey acknowledged that he was considering closing the school because he questioned whether it was actually fulfilling its intended goal of training graduates for the profession of government service. In fact, Price recalls that he accepted the dean’s job on a “make it or break it” basis. He would soon add faculty members whose primary affiliation was with the school as one way of beginning to forge a distinct identity. But the most important change was brought about by outside events. The election of John F. Kennedy and change management was also a key moment when the president known for his ties to Harvard and also a member of the LSRP visiting committee, brought renewed interest in politics and government and in the school. After Kennedy was assassinated, in 1963, his family moved to establish a Kennedy library and museum at Harvard. Kennedy associates also sought another institution to memorialize the president, with a particular emphasis on public policy, and Pusey proposed that Harvard open one. The Kennedy Library was eventually sited in Boston, but the family agreed with Harvard’s proposal that the new Institute of Politics (TIP) become part of the LSRP. In addition, the school itself was renamed the John F. Kennedy School of Government in 1966. In 1968, the LSRP was launched (see page 38), initially located in the “little yellow house” on Mount Auburn Street. Led by Richard Neustadt, the LSRP focused on promoting research, how to educate new public servants and a collection following to people leaving or joining public-service positions. Its core mission, inspiring undergraduate participation in the political issues of the day, would be successfully. During the same period, the school’s curriculum underwent major changes and new faculty members arrived, including Neustadt, Thomas Schelling, Howard Raiffa, Frederick Mosteller, Francis S. Conlon, and Philip Heymann—a group that would later be affectionately called the “fighting fathers.” Preeminent scholars in that field included political science, statistics, and economics, they changed attitudes about the training the school should be offering future public leaders, providing solid training in analytical skills as well as managing and launching the Master’s in Public Policy program. Before Price’s tenure as dean ended, in 1977, he proposed a faculty reorganization, with a core group teaching courses for the specific needs of Kennedy School students. The institution was becoming the independent entity that Litauer had hoped for, but it had yet to experience the growth that would shape it into the Kennedy School that stands today. NEW BUILDING, NEW INITIATIVES

In the mid-1970s, the Kennedy School was in dire financial difficulties. Spending exceeded income every year, and a fundraising campaign had fallen far short of its goal. The new dean, Graham Allison, taking the reins from Price, brought not only an ambitious new vision for the school, but also a preternatural skill as a fundraiser. Under his leadership, the school’s finances were stabilized and construction began on the building that would become the public face of the Kennedy School. That building, the 100,000-square-foot Littauer Center of Public Administration, was dedicated in a fall ceremony attended by some 4000 people, including the Kennedy family, top officials from the Kennedy presidential administration, and Massachusetts Governor Michael Dukakis. Perhaps the new building’s most distinctive feature was a forum designed to be a center for conversation and public discourse on politics and government. The ARCO Public Affairs Forum (later renamed the John F. Kennedy Jr. Forum) would host leaders from around the world, including presidents, senior officials of the federal government, and UN secretaries general. The new building also allowed the 100 to move out of its limited space and become integrated with the rest of the school. With its renewed visibility for the Kennedy School, Allison undertook a reorganization focused on three divisions: graduate degree programs, executive education, and research centers. The number of students enrolled for the annual master’s degrees mushroomed, from 200 in 1976 to about 700 only five years later. The school also instituted a two-year MBA degree, which gave students more latitude in their studies. Executive education programs were limited and run in conjunction (as junior partners) with Harvard Business School. Striking out on its own, the school developed several executive programs (see page 18), exposing senior practitioners working out in the world to ideas being developed at the school, and, in turn, helping faculty refine those ideas. Executive programs have subsequently grown to incorporate a greater global reach and have also attracted participants from the private sector and nongovernmental organizations. Research centers, likewise, began to develop and become an integral part of the Kennedy School, becoming engines of research within their particular fields. Before Allison’s deanship, the only entity on campus that was considered a research center was the 100. Today there are 14. By the end of Allison’s deanship, in 1990, the endowment had quadrupled to $120 million, while faculty members and alumni had nearly tripled in number since 1978. For deans following Allison—Robert Putnam, Albert Carnesale and Joseph Nye, Jr.—the challenge was to respond to and consolidate the extraordinary growth that had occurred in the 1980s. Nye oversaw a significant increase in the number of internal students and, in part, in 2000, the current dean David Ellwood has broadened the definition of public service to include those choosing to serve the public, not only through government but across all sectors, and he has helped double the school’s financial aid. Seventy-five years ago, the scope of the school and many of its areas of study, such as climate change and nuclear proliferation, would have been unimaginable. But its mission of making government work better and advancing the public interest has adhered to the spirit of what Lucius Litauer envisioned. Derek Bok, president of Harvard during the school’s growth years, believes that the Kennedy School of today would have made its founder proud. “The school has ended up doing… the kinds of things that Lucius Litauer wanted to support. His idea was to improve government. The Kennedy School has no particular underlying position about the size of government. We don’t believe that more is better than less. But we do believe that whatever government we have ought to be conducted at the highest level of excellence.” —Lewis Rice is a freelance writer living in Arlington, Massachusetts. HARKENING KENNEDY SCHOOL 7

ON THE WEB http://ken.sas/ken-different
We speak of the founding “fathers” of the school; and indeed, all eight deans who have led the school have been men and men still make up the majority of the faculty, despite growing numbers of exceptional women scholars. But the school has nonetheless made important strides in its 75 years. With the notable exception of honorary “founding mother” Edith Stokey, there were no women on the faculty when Mary Jo Bane, left, and Julie Wilson, second from right, joined, in 1981. Today, women make up 27 percent of the faculty (in line with Harvard University). Bane, who became the first female academic dean in 2005, was succeeded by Iris Bohnet, second from left, in July, marking a continued presence of female leaders in HKS’s administration. Since the first female student enrolled, in 1944, the percentage of women enrolled in degree programs has grown; it now tops 42 percent.

The school has also focused research on issues of gender in the public sphere, with the creation of the Women and Public Policy Program. A new generation of female leaders at the school, including Monica Singhal, right, will no doubt be witness to more change.

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With laptop, becoming an invasive species (and BlackBerrys, smartphones, and tablets only a few years away), the school went wireless in 2001. Today, we operate two servers, the IT department services more than 500 computers, and computers are a requirement for students. (Above, plugged into the matrix, a student with the ubiquitous laptop.)

The Kennedy School experienced its own variation on Moore’s Law (which predicts the doubling of computing capacity every year) as computers became mainstays in everything from administration offices to classrooms, and as the Web exploded.

STATE OF THE ART

In the beginning (after the punch card and the Selectric typewriter, but before the personal computer), there was the librarian. Malcolm Hamilton, who created Harvard Kennedy School’s library from scratch, was by default in charge of the school’s computer department. That was only three decades ago—when faculty members would request, and be charged for, database searches that often ran overnight. Since then the school, like the rest of the world, has seen digital computing go from an exotic luxury to the indispensable glue seemingly holding everything, from administration to research projects, together. From mainframes and “dumb” terminals to iPads and e-mail, zeros and ones have played an integral role in the evolution of the school.
Bob Matteson didn’t stick around for graduation with the rest of his MPA class after finishing his exams in the summer of 1941. He was needed in the field for his new job: setting up the food stamp program in Maine.

He could have gone to Washington, DC, where many of his classmates were headed and where he had spent a year working in the growing bureaucracy of the New Deal, before coming to Cambridge. But he wanted something different.

“Most young, ambitious girls and guys who are going to get MBAs or PhDs or MDs, they have a yen to go to the center, not necessarily of the action, but the center of the policy structure,” Matteson says. “I somehow got the yen to get out and work with the guy in the street, so to speak.”

His first job involved explaining to grocers, welfare recipients, and town selectmen (the welfare program was administered at the town level in Maine) how the new program worked.

“I felt I was in public service where public service met the people,” he says. “Government is food stamps, it’s soup kitchens, it’s building side roads, it’s schools. All that is government. And think it’s very important that the leaders of public administration have that sense of what it’s like out in Pothunk, Nebraska, and not just what it’s like on K Street in Washington, DC.”

Matteson, 95, is a member of the first class of MBAs. He came up to Cambridge in 1939 as a fellow. He had been working in Washington through an internship program, and the new Harvard Graduate School of Public Administration caught his and his colleagues’ imaginations.

“The idea of a profession of public administration or public service wasn’t very old in, say, 1938 or 1939, so we had sort of a pioneering sense that we were on an early undertaking to professionalize the public service,” he remembers.

During his first year at Harvard, the university gave the CSSA, then only a couple of years old, authority to award degrees, and Matteson enrolled in its first graduating class. Though the school was often described as being in the shadow of its larger and then more influential neighbors – the Harvard departments of economics and government – Matteson remembers Littauer as very much its own institution.

“It was a great experience,” he says. “I felt very privileged to have been able to go to this school for those two years.”

In the 70 years after he graduated, Matteson served in the Pacific with the Navy during World War II, headed the American Society for Public Administration, got a doctorate from Harvard, and became Vermont state planning director, among many other things. Blessed by what he says are good genes (longevity runs in the family, and running helps too) – he is a competitive senior track and field athlete and holds multiple world records in his age categories – Matteson still operates Matteson Associates, a public affairs consulting firm he founded in 1964, in Bennington, Vermont, his hometown.

“I never made a hell of a lot of money,” he says. “But I’ve done a lot of interesting things.” – RRQ
A New Trajectory

Richard Zeckhauser

Richard Zeckhauser has been at Harvard since arriving as a freshman in 1958—53 years ago. A decade later, he was a young faculty member in the university’s economics department when he was approached to join a rebooted Kennedy School—Tom Schelling, Howard Raiffa, Fred Mosteller, Francis Bator, and Richard Neustadt formed its backbone—as it was about to launch a master’s in public policy program.

Q: How were you recruited to the Kennedy School?

Schelling was my undergraduate and graduate faculty advisor. He said, “You should come and be a part of this.” And Neustadt got Graham Allison, who was his star student. It was this little band, with very high morale. We didn’t have much of an idea of what we were doing, but it turned out well.

Q: What did you teach when you started here?

At some point I said, “Well, what will I teach? I assume I’m going to be teaching the economics course,” and they said, “No, we’re going to have you teach the course on analytic methods—that’s operation research, decision analysis, game theory, that sort of stuff.” I said, “That’s really very interesting, but I’ve never taken a course in that area.” And they said, “You’ll learn”—and I did. I co-taught the course with Raiffa, who was an incredible pedagogue.

Q: What did this new turn mean for your academic life?

That was transformative for me, because I was teaching all this material that I’d never studied. I think it enabled me to do lots of things that I wouldn’t have done, like thinking about uncertainty. The world’s always been an uncertain place, but I think it’s perhaps more uncertain now than ever. There’s been a revolution in understanding how uncertainty should be dealt with and how we should think about it in the world. I think it launched an intellectual trajectory for me that was quite fortunate.

Q: You’ve observed the school’s evolution for 43 years now. What do you think lies ahead?

We really now have a great opportunity, because no one is satisfied with the public sector in the United States. There’s just too much to do and not enough money, and we have to find new ways to do it. And I believe in the next decade new conceptions of the way government works are going to have to come to the fore. My recent book with Jack Donahue, Collaborative Governance, lays out one approach.
Abbott Lawrence Lowell, the president of Harvard from 1909 to 1933, responded to a plan for a Harvard school of public service at the beginning of the 20th century by questioning the value of “training men for a career that does not exist, and for which, if it did exist, I think our training would very likely not be the best preparation.”
From its very beginning, Harvard Kennedy School has been concerned with how to prepare students for life in the public service. Should they be taught as neutral managers, as analysts informing decision makers at the highest levels of government, or as leaders ready to assume the responsibility of command in multiple sectors?

The answers have been influenced by the school’s growth and independence, by fluctuations in the size of the public sector, by swings in enthusiasm for or against public service, and by the lessons learned in three-quarters of a century of teaching. Those answers are still evolving.

Lucius Lamar, the man whose vision and money helped create the school, saw it as a training ground for a new breed of public servant that would be needed following the dramatic expansion of government during the New Deal. The school’s first students (though they would not be given degrees until 1941) were mid-career public servants. Although there was no core curriculum for the students, vibrant seminars were immediately a hallmark of the program.

“I felt like I was part of a public affairs or public administration program and that this was a new or growing professional field,” says Bob Matteson, MPA 1933/1941. “You had a sense of becoming part of a profession which was becoming newly identified.”

Offering both an MPA and a doctorate of public administration, the school remained virtually unchanged for nearly three decades. Some saw a failure in that. James Bryant Conant, the president of Harvard from 1933 to 1951, had championed the school’s creation but was disappointed by its progress. He was once quoted as saying that a degree from the Graduate School of Public Administration was “not worth the paper it was written on.”

Jonathan Moore, MPA 1957, had heard that quote, but disagreed. When he was there, the school already had a view of public policy as its own distinct field of study and research. With the election of President John F. Kennedy in 1960, a new level of interest in government presaged a new era for the school and its teaching. The size of government was set to expand with the growth of social programs, and the Policy Planning Budgeting Systems implemented by Secretary of Defense Robert McNamara’s “whiz kids” were being adopted throughout government. They needed “a new cadre of rigorously trained analysts,” Graham Allison, dean of the school from 1977 to 1986, wrote in an essay on the growth of public policy schools.

Universities began to shift their focus from public administration to public policy, emphasizing “a greater understanding of the complex social and political environment within which policy is shaped and implemented,” Allison wrote. The Kennedy School, which had been renamed for the slain president in 1966, responded by creating the MPP (see sidebar). The new public policy courses changed everything about the way the school taught and meant that its students were now corridor within its own classes, rather than being scattered across other departments.

The mid-career MPA, the direct descendant of the first MPP, the school had awarded, also began to provide a core of quantitative teaching. And by instituting a mandatory summer program, where mid-careers would be dunked back into academia after what had often been a long absence, the class became more a cohort and less just an assortment of individuals.

The two-year MPP degree, created in 1980 as an alternative for those who already possessed the core of quantitative learning for which the MPH would become famous, gave greater freedom across the school’s curriculum.

The doctoral programs, which became more cohesive programs in the wake of the MPP, would give the school a place where teaching, research, and outreach could all come together.

But just as the students have benefited from the curriculum, so the teachers, and the classes themselves, have gained from the students, whose diversity—of nationality, gender, ethnicity, and experience—challenges teachers but also provides incredible opportunities for learning.

A degree from the Graduate School of Public Administration is not worth the paper it is written on.”

It was the summer of 1969, a suitably revolutionary time, when the professors forming the core of the fledgling John F. Kennedy School of Government met to come up with a curriculum for the newly minted Master in Public Policy program. This was a pivotal moment for the school, still only three decades old but in a sense new. The school was breaking away from the university’s departments of economics and government, which had always overshadowed it, and forming its own identity.

In the midst of the political turmoil over Vietnam that gripped Harvard and the rest of the nation, Richard Neustadt, assistant dean of the school and former government professor at Columbia, had assembled some of the university’s finest minds: Tom Schelling, a future Nobel Prize winner and already a legendary economist; Fred Mostel, an extraordinary statistician; Howard Raiffa, a leading decision theorist; Francis Bator, an economist freshly picked from the Johnson White House; Harvard Law School’s Philip Heymann; and some then junior faculty members—Graham Allison, Richard Zeckhauser, and Henry Jacoby. Schelling called the group “distinguished motifs.”

Public policy was not only a new degree, it was a new direction for the academy, which was shifting away from a focus on administration to one “on a greater understanding of the complex social and political environment within which policy is shaped and implemented,” as Allison later wrote. Neustadt would sometimes say that he wanted to get young Bob McNamara and Francis Rosevelts (technocrats and politicians) to understand why they would need each other and how they could use each other.

With 12 core courses on the way, the school was determined to teach people at the beginning of their careers in government and to prepare them just as the law, business, and medical schools did for their fields. Over the course of the summer, Bator says, the group met, sometimes in small, stuffy rooms, to go over each week’s classes and negotiate what would be taught—in economics, statistics, operations, political science—and how it could all be brought together to form a coherent whole.

They were inventing a discipline, and a curriculum, from scratch—for a profession that didn’t really exist. “For most, it seems it turned out to be the most intense learning and teaching experience of our lives,” Bator remembers. “Skillfully hard work, but enormous fun.”

http://ken.sc/mag-discipline
The superintendents of the three major U.S. military academies—for the Air Force, the Army, and the Navy—have also passed through Kennedy School executive education programs.

Its training of high-level military personnel is just one example of how influential and pervasive the executive education program has become since the school prepared its first program, 35 years ago. The Kennedy School now offers the most comprehensive range of such programs available anywhere in the world, providing instruction—lasting anywhere from two days to four weeks—to some 3,000 students from 140 countries on subjects as diverse as economic development, homeland security, 100 management, and regulatory and enforcement policy.

"Executive Education is one of the most distinctive things about the Kennedy School—something that really sets us apart from other public policy schools," notes Zimmerman, who directed the program from 1977 to 2005. "The premise of executive education—providing short courses to people in leadership posts who have time for only brief leaves of absence—dates back to the original premise of the Kennedy School, when it was founded in 1936 as the Graduate School of Public Administration.

"This was supposed to be a place where government executives could come on a kind of sabbatical to study with faculty and return to their positions enriched and, hopefully, better prepared for the challenges ahead," Zimmerman says. Fast-forward to 1976, when the Kennedy School and Harvard Business School started an executive program called Senior Managers in Government, a three-week summer course primarily intended for upper-level federal employees. The Kennedy School added Senior Executives in National and International Security in 1978 and, a year later, Senior Executives in State and Local Government. Senior Executive Fellows was launched in 1980.

From that point onward, the Kennedy School has added about two new executive education programs each year. Christine Letts, senior associate dean from 2003 until this past summer, says, "We add programs based on the changing demands we see in the market. For example, we now offer several skills-based programs, like Mastering Negotiations and Leadership Decision-Making. This year we are working on new programs focused on economic growth in developing countries and the use of evidence in evaluating government programs."

EXECUTIVES AS STUDENTS

Designing programs for professionally accomplished students posed new challenges for the Kennedy School faculty. This was especially true in the early days of executive education, as professors scrambled to make sure they had something of substance to offer people who had already made a mark in their fields—the same fields where the school's younger students eventually hoped to find employment. At a minimum, instructors were pushed away from abstractions and driven toward the dilemmas faced in real-world situations.

Zimmerman recalls that when a young faculty member prepared to teach in the first Senior Managers in Government program, a more senior colleague told him "I've calculated that there is about a thousand years of experience in that classroom. I'm sure they'll be interested in hearing what you learned during your 18 months in Washington." Professors quickly realized that conversations had to shift from topics of great interest to the faculty to topics of great interest to the participants. Most of the teaching has since become discussion-based, directly engaging participants who learn from one another.

"They get a lot of inspiration from peers who want to try to do things differently," adds Christine Letts. "That's a critical part of the experience."

The teaching strategy deviates from the norm by almost 180 degrees, Zimmerman explains. "In most of our education, we focus on relatively inexperienced students for whom we try to make an unfamiliar world less forbidding. For executives who live in that world, the idea is to bring in new perspectives that help them see things in a new light—to make the familiar unfamiliar, in other words."

"Students" and "teachers" can both profit from this arrangement. Students can make sure their skills and knowledge are up to date. Faculty members gain direct access to people who can test out their ideas upon reentering the workplace.

"Public leaders today don't necessarily face a greater array of challenges than in the past," adds Letts, "but they are more interested in dealing with those challenges in a professional manner, drawing on the latest research to guide their decisions."

THE FUTURE

In July, Debra Iles took the helm as associate dean for executive education, planning to build on the strong foundation that exists. "The need for programs like this is greater today than ever before," she says. "There's more demand for good government because more countries are moving from authoritarian regimes to democracies. Most government leaders understand that the world has become more connected. They need to know the latest ideas and how countries are applying them."

For the past several years, most of the growth in executive education at the Kennedy School has been in international markets, even though the early programs involving U.S. federal, state, and local governments are still thriving. Iles adds: "Today most of our 60-plus programs reflect an international mix of participants."

In order to expand access even further, the Kennedy School has introduced a suite of online programs targeted to nonprofit organizations worldwide. These programs use blended technologies to create online communities of learning, with intensive support from faculty members. In Marshall Ganz’s recent program, Leadership, Organizing, and Action, teams from 27 organizations worked alongside one another to solve the critical problems their organizations faced. Other new programs—such as the course for Young Global Leaders, offered in collaboration with the World Economic Forum and chaired by the new academic dean Iris Bohnet, a match the strengths of existing faculty members with the needs of new leaders.

Llets hopes that her legacy will be the push to expand the Kennedy School's presence in places like Africa and South America. "We're now engaged in aggressive outreach to these underrepresented areas," she says. "A lot more people would come here if they had the resources, and that's what we're trying to address. We have seen firsthand the potential for impact, and we want to make it real."
An International Commitment

FROM ITS EARLIEST DAYS, the Kennedy School has reached beyond its own borders to train new generations of public leaders. Today almost 42 percent of its students come from outside the United States, making the Kennedy School the most international student body at Harvard.

“As we think about the nature of the challenges we face as leaders...trying to solve the hardest public problems, they inevitably have a strong global component,” says Dean David Ellwood. “Our international students help give us that perspective.”

As early as the mid-1940s, students from outside the United States attended the school. In 1944, half the student body was from foreign countries. By 1957, Edward Mason, the school’s second dean, brought seven economists from India, Pakistan, Burma, and Indonesia for training in what was called the Public Service Program and later renamed the Mason Program.

Today the program enrolls approximately 50 students from outside the United States attended the school. In 1944, half the student body was from foreign countries. By 1957, Edward Mason, the school’s second dean, brought seven economists from India, Pakistan, Burma, and Indonesia for training in what was called the Public Service Program and later renamed the Mason Program.

The school has also seen extraordinary growth over the years in its internationally focused research. From Indonesia to Pakistan, South Africa, and Chile, faculty members conduct research, consult with officials, and help train leaders in foreign countries. Economist Asim Jai Khwaja’s research in Punjab Province in India—the LEAPS (Learning and Educational Achievements in Punjab Schools) project—compares more than 800 government and private schools in 312 villages. Economist Rohini Pande works primarily in developing countries on the economic analysis of the politics and consequences of different forms of redistribution.

The faculty also focuses on issues that cross international boundaries in fields such as climate change, global poverty, diplomacy, trade, and micro development. Led by faculty members Ricardo Hausmann, Lant Pritchett, and Dani Rodrik, the Center for International Development’s Growth Lab is studying the dynamics of growth in countries around the world to help improve productivity in poorer countries. In Singapore, Dubai, and Vietnam, Kennedy School professors advise and contribute to public policy programs.

In 2000, the school expanded its commitment to international issues by creating the two-year MPA/ID program. Representing countries from around the world, MPA/ID students focus on some of the most difficult development problems. Committed to improving the lives of people in developing countries, the program’s graduates go on to work for international organizations, nonprofits, and governments. The school’s executive education program has also expanded the number of students from outside the United States (see page 18).

“When you look and see the radical changes in the way we’re thinking about governance, in what’s going on in the march to democracy in some places and the alternatives to democracy in others,” says Ellwood, “you recognize that this is a world where all of the most interesting problems cross boundaries.”

Jonathan Moore MPA 1957 — a former director of the Institute of Politics — knew at an early age that he wanted to care about issues in foreign affairs. He was so convinced of this fact that, as a Dartmouth undergraduate, he majored in literature, rather than joining the school’s new international relations program, because he figured he would get to the foreign stuff soon enough anyway.

Moore stuck with his plan and enrolled in Harvard’s Graduate School of Public Administration shortly after finishing college. At the school, he says, “I didn’t distinguish myself as a scholar, and I’m not sure I was really ready, and I never sought a career in academia.”

What he mainly cared about was working in distant lands and getting the best preparation he could for that.

“The school was a little loose-jointed at this stage,” Moore recalls. MPA students had a lot of freedom to choose their subject areas, and with no dedicated faculty based at the school, they picked among professors and courses from across the university.

“Public administration had not been fully accepted by the professional academics,” he says, but even at that early stage in the school’s evolution, he says, he understood its mission and resolved to pick up anything that might come in handy during his career.

“That education served me well,” he says. “It didn’t transform me, but I needed some maturing. And this gave me the chance to mature in ways that would later prove useful.”

After earning his degree, Moore figured he’d soon be off the last of academia. The U.S. Information Agency fulfilled his wish for some on-the-job travel, sending him to Bombay and then Liberia. Next Moore picked up various jobs back home, working for Senator Leverett Saltonstall (R-MA) and Assistant Secretary of Defense and State William Bundy. By the mid-1960s, as Moore came to doubt the Vietnam policy, he started looking for something new. That’s when Richard Neustadt, who’d been hired as director of the newly formed IOP, recruited him to join the first class of IOP fellows. After two years at Harvard — with a break in between to advise Michigan Governor George Romney during his unsuccessful 1968 presidential bid — Moore joined Elliot Richardson at the State Department, at Health Education and Welfare, the Defense Department, and as associate attorney general before Richardson resigned in the midst of Watergate.

Harvard called again. This time Moore was asked to head the IOP — a role he filled from 1974 to 1986 (see page 38). He was not only the institute’s longest-serving director but also its first “practitioner,” which is to say someone drawn from the “real” world rather than from academia — though Moore was quick to tell his colleagues, “I haven’t found the real world yet.”

While at the helm, Moore expanded the IOP’s academic and research programs and its programs for undergraduates. He also strengthened its ties with the media, formalizing the idea in 1980 with a proposal for what eventually became the Shorenstein Center on the Press, Politics and Public Policy.

Unwilling to leave the last job, Moore worked as an ambassador on refugee programs and development in war-torn countries, primarily for the U.S. government and the United Nations. Since 1992, he’s continued his work at the Shorenstein Center, where he accepted a position as an associate from Marvin Kalb, then the director. Now almost 80, Moore still travels to countries such as Afghanistan, Beirut, and Cairo. “You can’t learn what you need to know about these places from Harvard,” he says. “You’ve got to get out to the field.”

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HARVARD KENNEDY SCHOOL 21

Learning by Doing

IN 1969, the architects of the school’s Master in Public Policy program set out to design a degree program different from anything offered anywhere else at the time. The program was to be interactive, hands-on, and grounded in a core curriculum of economics, finance, and statistics—courses that would prepare public policy students to think critically and analytically.

In 1971, 21 students graduated in the first class. More than 40 years later, almost 500 students are enrolled in a two-year program that has become a model for training high-caliber public policy professionals. At the heart of the program are Spring Exercise and the Policy Analysis Exercise (PAE)—two hands-on exercises, offered at different stages in the curriculum, that give students the opportunity to try out the skills they are developing.

“The logic is that MPP students come here with a lot of intellectual horsepower, maybe some experience, but not the kind of rigorous tool kit that we require,” says Jack Donahue, faculty chair of the MPP program. “This is a professional school, and we want people not just to know things, but be able to do things. Teaching people to do is difficult if you don’t actually have them engage in some kind of practice.”

First-year students study the MPP’s core subjects: economics, statistics, management, ethics, politics, and finance. Late in the second semester, they leave the classroom to participate in Spring Exercise, a two-week simulation where they delve into an issue identified by the program’s planners. “Spring Exercise gives them a brief but intense experience of putting those building blocks together,” Donahue says. Now in its 14th year, Spring Exercise “has been the most valuable innovation of the core in the past 20 years.” Topics over the years have ranged from world hunger to the flu pandemic to global warming. This year the subject was Haiti. Students listen to experts, prepare individual memos, and work in teams to develop presentations.

The director of the MPP program, Debra Isaacs, MPP 2000, says that Spring Exercise gave her the chance as an MPP student to work at a different pace. “Everything else comes to a standstill during those two weeks,” she says. “I started to understand how the skills we were building in the MPP core came together.”

The PAE, which has been part of the curriculum almost from the start, takes place in real-time. Second-year MPP students choose a topic in their field of interest, partner with a client organization, and work with that organization to prepare a substantive analysis. “That’s the next big step in taking them from a smart layperson to a trained professional,” says Donahue. Mike Wolking, who now works for the New York City schools, says that Spring Exercise gave him the chance to visit Secretary of State Hillary Clinton in Washington, DC. His PAE on human capital gave him the opportunity to work with leaders in the Detroit school system. “My PAE was really helpful in terms of consulting experience, which was something I could refer to in a job interview,” says Wolking, who now works for the New York City schools.

“There’s powerful evidence that active learning means better learning,” says Donahue. “The PAE program is integrative, applied, and hands-on. That’s what makes it a distinctive program.”

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IDEAS

Ideas have allowed the school to remain at the forefront of teaching public policy and at the cutting edge of its practice. Through his development of game theory, Thomas Schelling changed the way the country’s leaders would think about nuclear weapons. Howard Raiffa’s exploration of uncertainty and decisions provided the theoretical underpinnings for the study of policy analysis. From the school’s founding to today, the line extends unbroken. Robert Stavins pioneered the use of market forces, through the emissions trading system, to combat acid rain in the United States. Ashton Carter’s study of the Soviet nuclear arsenal, published as the USSR collapsed, led to the Nunn-Lugar Act and a program to contain and protect nuclear materials. And Sarah Sewall’s Mass Atrocities Response Operations Project has changed the way the Pentagon prepares to stop genocide. As we celebrate the school’s 75th anniversary, here is a sampling of 75 ideas, books, and initiatives from Harvard Kennedy School scholars that have helped reshape the way we understand and tackle public problems.
With Losing the News: The Future of the News that Feeds Democracy, Alex Jones in 2004 warns against the loss of “the iron core of news that serves as a watchdog over government, holds the powerful accountable, and gives citizens what they need.”

In “A Selection Model of Political Representation,” Jane Mansbridge turns traditional representation models on their heads, concentrating the voters’ resources instead of choosing representatives who can trust and then giving those representatives more freedom to act once in office.

Frances Kamm takes ethical theory into the “dark side” with Ethics for Enemies, a 2011 work that looks at torture, terrorism, and war and demonstrates the value of philosophy in politics and society.

In a globalized age, Mathias Risse’s political philosophy attempts to offer a new view of justice, providing an alternative to the standard views that principles of justice only apply within states or to all human beings, focusing instead on collective ownership of the earth.

The Transparency Policy Project, headed by Archen Fung, studies which public disclosure systems work and which do not.

Robert Putnam tracks Americans’ increasing disconnectedness from each other and from their democratic and civic institutions in 2000’s Bowling Alone, and then uses the Saguaro Seminar to study ways to increase social capital.

Anthony Saich has been studying China since the mid-1970s, when the country began traveling down the path that has lead to its spectacular growth. In works such as The Governance and Politics of China, Saich helps untangle the country’s complicated politics and policy.


What and whom do we believe when confronted with different accounts of reality and how can we be persuaded? In War Stories: The Causes and Consequences of Public Views of War, Matthew Baum analyzes the interaction between press, political elites, and the public.

The history of Americans’ right to participate in elections does not proceed along a straight, progressive line. In the groundbreaking Right to Vote: The Contested History of Democracy in the United States in 2001, Alex Keyssar charts the contractions and expansions of democracy.

In his meticulous work, The Vanishing Voter, which collects data on nearly 100,000 respondents, Thomas Patterson explains the exodus of millions of American voters over several decades through changes in journalism, campaigning, and voting itself, which had turned off millions of voters.

In “40 Selection Models of Political Representation,” Jane Mansbridge turns traditional representation models on their heads, concentrating the voters’ resources instead of choosing representatives who can trust and then giving those representatives more freedom to act once in office.

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In 1979, Public Choices and Policy Change, by Melville Grindle and John Thomas, provides leaders in developing countries with a framework for managing and understanding their unique policy problems.

Lant Pritchett argues for the importance of the wealth created by global labor mobility in “Income Per Natural.” International migration, he contends, isn’t an alternative to poverty reduction, but rather one of the principal sources of poverty reduction.

Ricardo Hausmann uses tools from the field of network science to develop the theory of “product space,” creating a virtual map of an economy’s complexity and the possible ways in which it can develop.

In 2005, Indonesia has developed one of the world’s most vibrant and innovative microfinance markets. Progress with Profit: The Development of Rural Banking in Indonesia, by Jay Rosenzweig with Richard Pattan, explores the launch of Indonesia’s microfinance revolution as well as provides guidance for building on Indonesia’s early successes.

When the Nobel Prize committee announced Tom Schelling’s prize in economics in 2005, it cited his classic work, Strategy of Conflict (first published in 1960), and “his vision of game theory as a unifying framework for the social sciences.” Schelling’s work was, most famously, the basis for nuclear deterrence policy in the Cold War, but it also informed our understanding of everything from racial segregation to public health.

Graham Allison’s graduate thesis became a book and then a classic. Essence of Decision, first published in 1971, uses the Cuban Missile Crisis to create three conceptual ways of understanding and analyzing the behavior of governments and institutions: the rational actor, the organizational process, and the governmental politics models. The book is rewritten in 1999, with coauthor Mark Zelikow, using updated materials made possible by the fall of the Soviet Union and the release of tape recordings from the Kennedy White House.

In 1991, the Harvard Kennedy School is established as a memorial to President Kennedy. The HKS is endowed by a gift from Walter and Phyllis Shorenstein.

In 1997, the Lant Pritchett thesis became a book and then a classic. When the Nobel Prize committee announced Tom Schelling’s prize in economics in 2005, it cited his classic work, Strategy of Conflict (first published in 1960), and “his vision of game theory as a unifying framework for the social sciences.” Schelling’s work was, most famously, the basis for nuclear deterrence policy in the Cold War, but it also informed our understanding of everything from racial segregation to public health.

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Sustainability science tackles one of the central challenges of our time: promoting human well-being while conserving the natural systems of the planet. The Sustainability Science Program, headed by William Clark, is the effort’s central hub at Harvard.

Africa has become synonymous with hunger. In the New Harvest: Agricultural Innovation in Africa, Calestous Juma points the way to the continent’s food independence. This work provides crucial guidance in how, not whether, to stop genocides and mass atrocities.

As a representative of the UN secretary general, John Ruggie establishes a framework for securing a better balance of human rights and transnational corporations, which is adopted by the UN Human Rights Council in 2008.

In areas ranging from China’s growing role as a major oil importer, to the viability and environmental impact of biofuels, the Environment and Natural Resources Program, directed by Henry Liu, is a hub for policy-relevant research.

J. Bryan Hehir is at the forefront of scholars in the 1990s making a moral argument that force ought to be used in places like Somalia, Rwanda, and Kosovo because of the nature of the human rights violations happening there. That ethic of intervention evolves into the “responsibility to protect.”


Stephen Walt’s 2006 paper, The Israel Lobby, and the following year’s book of the same title, examine the role and influence of a pro-Israeli lobby in the United States, and its effect on the country’s foreign policy. Walt’s work, coauthored with John Mearsheimer, causes a furor, but also opens a difficult topic to discussion.

Howard Raiffa’s Decision Analysis: Introductory Lectures on Choices Under Uncertainty, published in 1968, is the culmination of an evolution in the use of mathematics and statistics in making decisions and marks the creation of an entirely new field. Decision analysis is used in everything from business to medicine and becomes part of the core curriculum for the new MBA program.

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Modernity, technology, and globalization seem only to have helped increase the influence of religion in politics. In God’s Century: Resurgent Religion and Global Politics (2011), Monica Tufi, argues that religion must be understood as a central shaping force in the modern world.

A gift from A. Alfred Taubman endows the 1988 Southern Africa. In 1988 the Common Market for Eastern and Southern Africa (COMESA) was established with a gift from the family and the Phyllis and Jerome Lyle Rappaport Foundation. In 2003, Roy and Lila Ash endow the Institute for Government Innovation, which was established with a gift from the Ford Foundation. In 2006, a gift from the family and Jerome Lyle Rappaport Foundation permanently endow the institute.


Marshall Ganz worked for the United Farm Workers for 25 years, starting in 1965 and rising to become director of organizing. In Why David Sometimes Wins, Ganz demonstrates the power of strategic capacity.

Gary Orren’s Media Polls in American Politics and Media and Momentum. The New Hampshire Primary and Nomination Politics from 1992 offers a combination of great scholarship and experience in the field, which he has in spades—he played a leading role in the creation of the first national news media poll and helped draft the rules of the presidential nomination process.

The Program on Crisis Leadership, directed by Arnold Howitt and Herman “Dutch” Leonard, improves our capacity to deal with crises by studying risk reduction strategies, emergency preparedness, and disaster recovery. The City of San Francisco, where the threat of a major earthquake looms large, enters their approach to advance recovery strategies.

In researching “Policing Los Angeles Under a Consent Decree,” from 2009, Christopher Stone and the Program in Criminal Justice Policy and Management worked with the Los Angeles Police Department to help it better understand how and whether it was changing.

Malcolm Sparrow focuses on the advantage of reducing one bad thing as opposed to promoting many good things. In 2008’s The Character of Norms, he proposes scrutinizing harms, discovering their dynamics, and then sabotaging them.

Walter Cassayre, a professor of philosophy and law at Harvard Law School, is the project director of Thinking in Time: The Uses of History for Decision Makers, a Harvard Kennedy School initiative that will run from 2009 to 2011. The Institute for Government Innovation is established with a gift from the Ford Foundation. In 2003, Roy and Lila Ash endow the Institute for Government Innovation, which was established with a gift from the Ford Foundation. In 2006, a gift from the family and Jerome Lyle Rappaport Foundation permanently endow the institute.

A grant from Jerome Lyle Rappaport allows the Program on Government and International Affairs to hire a new professor, a tenure-track position, in 2008. This position is in addition to the Michigan professor who is on a leave of absence. The joint center for Urban Studies establishes the Program on Government and International Affairs.

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Anger, sadness, or disgust impact the choices we make in ways we are not even aware of. Jennifer Lerner’s Decision Science Laboratory blends psychology, economics, and neuroscience and applies them to public policy.

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The question of whether trade increases a country’s income is an old one, but one economists have long struggled to answer precisely. In 1993’s “Trade Causing Growth,” Jeffrey Frankel and coauthor David Romer were able, using a country’s geographic position, to quantify trade’s positive impact on a nation’s income.

Francis Bator’s work on macroeconomics, The Question of Government Spending: Public Needs and Private Worts, is listed as one of a handful of books that influence President John F. Kennedy. Bator, founding chairman of the school’s public policy program, also serves as deputy national security advisor to President Lyndon Johnson.

The Early Admissions Game: Joining the Elite, written in 2004 by Chris Avery and Richard Zeckhauser, with coauthor Andrew Fairbanks, expresses the then little-known practice of college early admissions and the advantages it offers privileged students.

Brigitte Madrian’s research finds that people tend to procrastinate and leave money on the table when it comes to saving for retirement. In short, that they’re irrational. Her research is influential in shaping the federal Pension Protection Act of 2006, which attempts to turn procrastination and inaction into an asset.

Roger Porter knows the White House in theory and practice, having served three presidents from the 1970s to the 1990s. Presidential Decision Making looks at how presidents, faced with interconnected issues and a fragmented bureaucracy, move toward decisions.

“The shared discretion” involves finding the right balance of authority, delegation, and flexibility in a successful partnership between government and the private sector. In 2011, Richard Zeckhauser and John Donahue write of a need to compensate, pricing, and drug imports, which leads to more and cheaper drugs being made available to needy residents of third-world countries.

Heaven’s Door, Immigration Policy and the American Economy, by George Borjas, argues that immigration provides only a modest boost to the U.S. economy, favors the richest and hurts the poorest, and attracts less skilled workers than in the past.

In Uncomfortable Arguments—When to Cover Versus What to Cover, Ambitah Chandra’s analysis lays bare the hard choices posed by budget deficits on one side and medical advances on the other, and helps inform the national debate.

Ron Ferguson is at the cutting edge of research into the achievement gap between white students and black and Hispanic students. His work, including surveys of tens of thousands of students, has helped identify problems and suggest solutions.

Jose Gomez-Ibanez’s work on transportation and planning, such as “Driving and the Built Environment,” tackles problems such as how to reduce greenhouse gas emissions in the United States when car use is driven by how our public spaces are developed.

Cities have been getting a bad rap for decades. In fact, centuries: they’re overcrowded, unsanitary, and dangerous. Edward Glaeser’s Triumph of the City is more than an ode to the urban but shows how concentrations of people create cultural and economic wealth.

In Mega-Projects: The Changing Politics of Urban Public Investment, Alan Altshuler and David Luberoff develop a new, 88th annual and compelling strategy to address transportation, congestion, and transmission. The emissions trading program it helps determine the price of delivered electricity by calculating and accounting for energy, congestion, and transmission.

Robert Kalt and Robert Stavins, American Indian Reservations, has studied social and economic development on American Indian Economic Development, led by Edward Glaeser, reshaped American cities from the 1950s to the present.

Since the late 1980s, the Harvard Project on American Indian Economic Development, led by Joseph Nye, has studied social and economic development on American Indian reservations. In 1997’s Successful Economic Development and Sustainability of Government Form on American Indian Reservations, Kalt and coauthor Stephen Comi show the importance of getting institutions right.

The emissions trading program helps determine the price of electricity by calculating and accounting for energy, congestion, and transmission. The emissions trading program helps determine the price of electricity by calculating and accounting for energy, congestion, and transmission.

Monica Singhal helps uncover a large hole in our understanding of the economies of developing countries. In “Informal Taxation,” Singhal finds that in some countries household participation reaches more than 80 percent, a hugely significant number for policy planners.

Mary Jo Bane and David Ellwood have a long collaboration that leads to the publishing of Poor Support and Welfare Realities. In the early 1990s Bane and Ellwood are both chosen to be assistant secretaries in the Department of Health and Human Services and are co-leaders of President Clinton’s welfare reform efforts.

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From probing the mysteries of medical pricing to methodically studying the effects of various health care plans to groundbreaking work on medical malpractice, Joseph Newhouse’s work has informed the field of health care for decades. Free for All: Lessons from the RAND Health Insurance Experiment, published in 1995, is still used by the Congressional Budget Office to generate cost estimates for insurance plans.

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The school’s focus on criminal justice has real, long-term impact. Frank Hartmann and Mark Moore’s work in the mid 1980s on community policing helps revolutionize the way police departments operate.

Paul Peterson studies the effect of school vouchers and student performance in 2002’s The Education Gap: Vouchers and Urban Schools. The book, based on an analysis of 40,000 low-income families in four pilot programs, finds African-American students’ performances in math and reading improve substantially after they use vouchers to switch from public to private schools.

Through the stories of six low-income single mothers, Kathryn Edin’s Promises I Can Keep, written with Maria Kallas, looks at why these young women “have children they can’t afford—and tells us why they nearly always put motherhood first.”

Over the next 20 years, the number of Americans aged 65 and older will nearly double, reaching 80 million. David Wise has been studying the implications of this approaching wave on everything from retirement savings to health and disability for three decades.

The Early Admissions Game: Joining the Elite, written in 2004 by Chris Avery and Richard Zeckhauser, with coauthor Andrew Fairbanks, expresses the then little-known practice of college early admissions and the advantages it offers privileged students.
The term stakeholder is commonplace now—prominent in the lexicon of politics and management. But when Klaus Schwab organized his first Davos conference, the term was freshly minted and it carried with it a new and specific challenge—a challenge that still motivates Schwab and the organization he has created, the World Economic Forum (wef). Schwab developed the stakeholder theory in 1971 as his thinking crystallized on the importance of balancing private enterprise and growth with a responsibility to the public. Schwab realized that a company serves all the groups connected directly or indirectly to it, including shareholders and creditors, but also employees, customers, suppliers, and the state and wider society. With the organization of the European Management Forum (the wef’s precursor) that same year, Schwab put that theory into practice. The event, held in the idyllic Swiss ski resort of Davos, brought together European business leaders and their stakeholders, as well as academics and the media. Today the size and scope of the meeting have grown, but the mission remains the same: a commitment to improving the state of the world.

Schwab can trace his interest in that mission to his earliest years. Growing up in post-war Germany he was active in a French-German youth movement. “It taught me that mutual understanding and dialogue are the key for a peaceful living together in our world,” Schwab said in a recent interview.

But he can also draw a line from Davos to Cambridge. Schwab earned two doctorates, in mechanical engineering and in economics and the social sciences, before coming to the Kennedy School in 1966. “I wanted to get exposure to more political issues, in addition to spending some time in the United States,” Schwab remembers.

With the school yet to form its own core faculty or curriculum, Schwab used the opportunity to study widely across Harvard University, with a special focus in public policy as well as strategic management courses at Harvard Business School. “It changed my life,” he says. “Without my year at the Kennedy School I would probably have made a career in business. The Kennedy School was the catalyst for becoming an entrepreneur in the global public interest.”

As the wef and Kennedy School grew, so did their ties. Faculty and alumni have played an increasingly important role both in the annual meeting and in other wef ventures, with the school, for example, offering a leadership program to the wef’s Young Global Leaders, a program that brings together a new generation of leaders from across the globe. “I feel very much a member of the Kennedy School family,” Schwab says. “I recognize the role the school has played in my life, and I have a feeling of pride and affection for it.”

The school’s mission states it simply enough: train enlightened public leaders and help solve public problems. The school is not about learning in the abstract, or about producing neat scholarship. The acid test is its commitment to, and success in, public service. From the impact of its ideas, to the achievements of its alumni, to the engagement of its faculty, the school can stand proud of its record. But it is also aware that there is no respite. The problems the world faces seem more complex and daunting than ever, but the school has accepted the challenge.
On a Mission

BY SARAH ABRAMS

At the start of each academic year, the Kennedy School welcomes new and returning students at its first Forum event, “Ask What You Can Do: Inspiring Public Service.” The panelists, all alumni of the school and all public servants—from political staffers to journalists to those serving in the military—share their career stories.
“This business of making the world a better place, which so completely animates the school, is what we’re all about,” explained Dean David Ellwood at last year’s event. Hosting this particular Forum is important to Ellwood, now in his seventh year as dean, for keeping the school’s mission front and center.

“Our mission is very straightforward: train exceptional public leaders and provide the ideas that solve the most important public problems,” he says. It is a mission, he believes, that has changed very little from what Lucius Littauer imagined 75 years ago, when he offered to build a school in a broad way for public service.

Derek Bok, one of the school’s most enthusiastic supporters, who as president of Harvard University was instrumental in the school’s remarkable growth during the 1970s, believes that the Kennedy School has exceeded its goals. In a recent interview, Bok pointed to the world leaders the school counts among its alumni. “One thing that has clearly surprised me is the number of senior public servants who have come here,” he said. “And the graduates . . . look at the number of alumni who have served in responsible positions.”

By any measure, the school’s alumni have distinguished themselves in the public arena. They are heads of state: Ellen Johnson Sirleaf, president of Liberia; Felipe Calderón M.C./M.P.A. 2000, president of Mexico; and Lee Hsien Loong M.C./M.P.A. 1986, prime minister of Singapore. Others, such as Vak Ilirriska M.C./M.P.A. 2009, Serbia’s foreign minister, serve in senior government positions.


Other alumni, less visible but also engaged in high-impact work, serve around the world as administrators, educators, planners, and local government officials. In Uganda, former government minister Betty Bigombe M.C./M.P.A. 1997 acted as the chief mediator in 2005 talks between the Lord’s Resistance Army (an insurgent force) and the Ugandan government. Jay Carter, himself the son of the late President Jimmy Carter, M.P.P. 1970, is currently the head of the Peace Institute, a private, nonprofit organization aimed at ending the world’s intractable conflicts.

This tradition continues today. Before his appointment as dean, in 1995, political scientist Joseph S. Nye, Jr., served as assistant secretary of defense for international security affairs in the Clinton administration and had previously served in the Carter administration. According to Nye, experiences in academia and government enrich each other.

“I think Dick Neustadt, one of the founding fathers of this school, gave us the benefit of being on ‘in-and-out,’” says Nye about his government service. “My work in the government was better because of the ideas I brought from Harvard, and my teaching and research have benefitted from what I learned in government.”

Such career tracks are not unusual for the school’s faculty. Ellwood, too, served in Washington during the Clinton administration as assistant secretary for planning and evaluation at the U.S. Department of Health and Human Services. The late Richard Darman, on the faculty for more than 35 years, held senior positions under five presidents, and professor of business and government Roger Porter served in the Bush administration and as a White House assistant to President George W. Bush as director of the Domestic Policy Council.

“Economist Lawrence Summers, who served as President John F. Kennedy’s appeal for civic engagement, they believed that training future public servants required expertise both in ‘in and out’ of academia,” he says.

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This tradition of “in-and-outers” also includes faculty members who’ve spent their careers primarily in the public sector. David Gergen, advisor to four U.S. presidents, Meghan O’Sullivan, deputy national security advisor on Iraq and Afghanistan to President George W. Bush, and Nicholas Burns, undersecretary of state for political affairs under President George W. Bush, and U.S. ambassador to Greece under President Bill Clinton (see page 44) are all current professors of practice.

Making it financially possible for students to enter public service has been one of Ellwood’s most important goals as dean. He speaks often about the difficulty for those who choose public service over more remunerative careers. Since becoming dean, he has increased financial aid from $11 million to $12 million annually and has doubled the number of public service fellowships. These full-tuition grants are given to students committed to working in public service for at least three years after graduation. He has also spoken before Congress about the difficulties for talented individuals who may wish to serve in government, but are discouraged by the government’s current process of recruitment and hiring. Last year he convened leaders from the private, nonprofit, and academic sectors to discuss federal service hiring reforms.

For Ellwood, this commitment to public service gains momentum each year. On a cool day in May, Ellwood, president of the Kennedy School since 1971, convened the school’s 75th anniversary symposium at the John F. Kennedy Library in Boston. It was fitting that Ellwood should lead the celebration. It was his work in the Kennedy administration that led Ellwood to the Harvard Kennedy School. Ellwood, an environmental scientist, then a professor of public policy at MIT, was invited by the Foreign Ministry to speak with government officials about the uses of “soft power” and the strong emergence of China.

To honor the school’s 75th anniversary, Harvard University organized a week-long celebration that included a series of symposiums, lectures, and a visit to the Kennedy School. Among the participants were former presidents Jimmy Carter and George W. Bush, and former Secretary of State Colin Powell.

This year’s event was held in conjunction with the school’s annual symposium, “In- and- Outers: A Tradition of Service and Exemplary Leadership,” which marked the 25th anniversary of the springtime event. The event featured a keynote address by former senator and Nobel Peace Prize laureate John McCain, as well as a series of panel discussions and lectures by faculty members and alumni.

The symposium was kicked off by President Lawrence S. Bacow on April 19, when he welcomed 650 faculty members, students, and alumni to the symposium. Bacow highlighted the school’s commitment to public service and announced a new initiative to support students who wish to pursue careers in public service.

“I am proud of the work of the Harvard Kennedy School,” Bacow said. “Our faculty and alumni are leading the way in creating a more just and equitable world.”

The symposium included a variety of sessions, including a panel discussion on the role of the media in shaping public opinion, a lecture by former U.S. Secretary of State Condoleezza Rice, and a keynote address by former senator and Nobel Peace Prize laureate John McCain.

Throughout the week, the school hosted a series of events, including a reception for alumni and friends, a special performance by the Harvard Glee Club, and a film screening of “The Presidents’ Gatekeeper,” a documentary about former Kennedy School president Derek Bok’s tenure as president of Harvard University.

The symposium also featured a series of lectures by prominent public figures, including former U.S. Secretary of Defense Robert Gates, former U.S. Secretary of State Condoleezza Rice, and former U.S. Supreme Court justice Sandra Day O’Connor. The lectures were followed by a panel discussion with the speakers and other prominent public figures, including former U.S. Secretary of State Henry Kissinger and former U.S. Secretary of Defense Robert Gates.

The symposium was capped off by a gala dinner on April 21st, where Bacow presented a special award to former senator and Nobel Peace Prize laureate John McCain. McCain was honored for his work in the field of public service and for his commitment to supporting the school’s mission.

Bacow said, “We are proud of the work of the Harvard Kennedy School, and we are committed to continuing its legacy of excellence and leadership in the years to come.”

The symposium was hosted by the Harvard Kennedy School, which was founded in 1946 and is one of the leading schools of public policy in the world. The school has a long history of producing leaders in public service, including former U.S. presidents Jimmy Carter and George W. Bush, and former U.S. Supreme Court justices Sandra Day O’Connor and Stephen Breyer.

The school’s mission is to prepare students for careers in public service and to conduct research that informs public policy. The school offers graduate degree programs in public policy, law, and economics, as well as a number of executive education programs.

Professor of public policy, speaks at a U.S. House Intelligence Subcommitte hearing on the Muslim Brotherhood.

Then take the lead . . . We look forward to your great journey ahead! That’s a send-off Lucius Littauer would have applauded.

second from right, works as a political advisor to Tank Force Commander Col. Randy George, left. Joseph Nye, Jr., Harvard University-Distinguished Service Professor, left, meets with Vietnam’s Prime Minister Nguyen Tan Dung on a visit to Vietnam in spring 2010. Nye was invited by the Foreign Ministry to speak with government officials about the uses of “soft power” and the strong emergence of China.
The demand curve, a core element of microeconomic theory, helps explain the decision that Paul Volcker MC/MPA 1951 made to enroll in Harvard’s Graduate School of Public Administration in 1949. At the time, Volcker was a Princeton graduate considering further studies in law, economics, or public administration.

Volcker Rules

The theory posits that demand is inversely related to price. Harvard offered Volcker a fellowship that covered his educational expenses. The price was right for a man whom six presidents would hire or appoint to posts that included chairman of the Federal Reserve Board from 1979 to 1987.

He also became chairman of the investment bank James P. Woldenberg, Inc.; chaired the Corruption Oversight Commission at the World Bank; headed a commission that dug into Iraq’s oil-for-food program for the United Nations; was president of the Federal Reserve Bank of New York in 1975; and was elevated to the Fed’s chairmanship in 1979. That was a time of stagflation—high inflation and low economic growth. Volcker took strong measures to get inflation under control. The policy was unpopular in the construction and farming sectors, which were sent reeling by the high interest rates. But inflation came down, and the nation’s economy recovered.

“Volcker is credited with singlehandedly slaying the dragon of inflation, which had been terrorizing the country for 10 years,” says economist and Kennedy School professor Jeffrey Frankel.

Against that backdrop, Volcker says, studying public administration was even more essential in the 21st century. “You may not like a program ideologically, but if we have it, we need to make sure that it’s well run,” he says. “We won’t have decent health care unless people know enough about public administration to manage it correctly. You can say the same thing about fighting wars too.”

The school offered a limited number of fellowships, and I got one. And fellowship sounded better than scholarship. It sounds like you actually deserved it.”

“The school offered a limited number of fellowships, and I got one. And fellowship sounded better than scholarship. It sounds like you actually deserved it.”
IOP Keeps Politics Alive

NEW IOP DIRECTOR TREY GRAYSON, former secretary of state in Kentucky and a student at Harvard in the 1990s, remembers the Institute of Politics with great fondness, crediting the program—popular with Harvard undergraduates—as having played a pivotal role in developing his interest in public service.

“When I was an undergraduate, nearly 20 years ago, the IOP not only provided the spark for politics and public service I later turned into a career, but also served as a bridge to the Kennedy School’s classes, students, and faculty that further enriched and broadened my Harvard experience.”

Those sentiments still ring true at the IOP, which continues to inspire young people to connect with public life and the world by engaging students from throughout Harvard University as well as the general public in its activities. Founded as a memorial to President John F. Kennedy, the IOP seeks to follow his example through a Forum speakers series, programs, and conferences that create opportunities for students to engage with leaders in politics and public service.

Harvard undergraduates work in close collaboration with IOP staff on all aspects of planning and executing IOP programming and events. They sit on an advisory committee to coordinate student activities and help ensure that the IOP’s mission is fulfilled. Initiatives include civics, which sends Harvard undergraduates into area classrooms to talk about the U.S. government, the Harvard Political Union, which features student discussion and debate on current political issues, and Citizenship Tutoring, in which students help prepare Harvard employees for the U.S. citizenship exam. In addition, the IOP sponsors a variety of politics-related internship opportunities geared primarily toward undergraduates.

“If you have experienced the enthusiasm…particularly from the undergraduate students…it’s alive, it’s extraordinary, and it’s very healthy,” says Dan Glickman, IOP director from 2002 to 2004, who went on to become chairman and CEO of the Motion Picture Association of America and previously served as U.S. secretary of agriculture and a congressman.

“The Institute of Politics is a truly unique place,” says Jeff Solnet, chair of the IOP’s student advisory committee. “I don’t know any undergraduate at any other university who has the opportunity to meet and spend time with some of the leading thinkers and practitioners in politics and public service. Connections at the IOP go both ways: students learn new skills, challenge their opinions, and gain new perspectives on how politics and service work from the fellows and speakers, who almost always walk away with new ideas of their own. It’s a transformative place.”

Undergraduates active in the IOP’s programming are eligible to receive financial support toward a graduate degree at the Kennedy School. The IOP also offers a stipend for Kennedy School students to work on political campaigns over the summer. Kennedy School faculty members, too, are involved with the IOP, frequently participating in political conferences such as New Members of Congress and Newly Elected Mayors as well as Forum events.

In a large way, the IOP’s public identity is centered on the John F. Kennedy Jr. Forum (formerly the ARCO Forum), an expansive space at the heart of the Kennedy School that opened in 1978, the same year that the IOP moved out of the “little yellow house” on Mount Auburn Street. The Forum has featured more than 1,000 events attended by more than 850,000 people, including appearances by George H. W. Bush, Mikhail Gorbachev, Cesar Chavez, Betty Friedan, Desmond Tutu, Ellen Johnson Sirleaf MC/sara 1971, Bill Clinton, Nancy Pelosi, and Gerald Ford. These events have been seen by millions more viewers, with some 30 years of past events available on the IOP’s website.

The IOP also includes a fellows program that hosts prominent people in public life for a semester. In the fall of 1999, Jonathan Moore, IOP fellow (see page 42). He doesn’t know that he would begin serving a 12-year stint as IOP director less than a decade later, but he did know that the IOP would provide a unique immersion into the world of politics both as it is practiced and as it is studied. “There was a color, freedom, and the promise of combining the special perspective of the political scholar and the political practitioner in fresh, mutual grappling with the political challenges which faced us,” he recalls. Many veterans of public life who have arrived at the Kennedy School through the study groups, “I think that kind of interaction between the guest and indeed the students is the most valuable of all, and certainly I learned from that kind of interaction.”

Both the Forum events and the fellows program offer Kennedy School students the opportunity to interact with an almost constant flow of political practitioners involved in IOP programs. The interplay among students, faculty members, and practitioners represents a “dynamic juncture of people, ideas, and action,” says Moore. Having previously served in several government positions, including in the State Department, he remained as director as long as he did because it was too exciting to leave. The IOP strives to make that excitement contagious.

For Grayson, that excitement lives on. He says, “It has been incredibly satisfying working with staff and students this year to lead the Institute. Our unique and unparalleled mission is needed now more than ever.”
The doctor-in-training saw a flyer posted near the dean’s office at Harvard Medical School—something about a new program in public policy and the offer of fellowships to students in the first entering class of September 1969.

“I learned later that applicants from professional schools were especially welcomed because they wanted graduates to have something to fall back on if the program failed to gain standing and recognition in the world,” recalls Harvey Fineberg MPP ’71, one of four medical students to enter the school’s first MPP class. As part of his application essay, he wrote: “Our present system of health care is disorganized, inequitable, inefficient, largely unvalued, and immensely expensive. … I would seek to prepare myself as fully and effectively as possible to deal with these problems.”

More than 40 years later, those same words could be used to describe Fineberg’s focus as president of the Institute of Medicine (IOM), an independent organization based in Washington, DC, that draws on the expertise of some 1,700 elected members to provide unbiased advice to policymakers and the public on health-related matters. An arm of the National Academy of Science, the IOM tackles a dizzying array of issues that range from clinical practice guidelines to screening for childhood obesity.

Fineberg is no stranger to the demands of overseeing a large institution, having served as dean of the Harvard School of Public Health for 13 years and then as provost of Harvard University from 1997 to 2001. His strategic approach to leading the IOM, which he joined in 2002, has been simple, despite the organization’s vast scope: “Find the people who have the right motivation and skill set and then give them the means to accomplish their goals and the institution’s goals.”

An established researcher in his own right, Fineberg coauthored The Swine Flu Affair, a 1978 report on an unprecedented federal immunization program launched in response to a flu outbreak two years earlier at Fort Dix, New Jersey. While the program reached 40 million Americans, it was also troubled by delays, vaccine side effects, and other complications. With the 2009 swine flu scare in the news, Fineberg recently chaired a committee established by the World Health Organization to review the response to the pandemic and evaluate the effectiveness of established international health regulations.

“One of the problems was the challenge of measuring and reporting severity,” he comments. “The first thing you want to know about a pandemic is where it is occurring and how bad is it? But there are multiple dimensions beyond individual illness that can make that difficult to project.”

Fineberg worked at the epicenter of the AIDS epidemic during his tenure as dean of School of Public Health. He notes that the IOM recently completed a strategic report on dealing with AIDS globally. “Just because the disease has become more familiar doesn’t mean it’s less devastating,” he says. The report (President’s Emergency Plan for AIDS Relief program introduced by George W. Bush has made a huge difference in the world, he reports, suggesting ways it could be even more effective. Ultimately, I think it’s unlikely that we can contain this disease without a functional vaccine. And that is still elusive.”

The complexities of committee work, coupled with the IOM’s agenda for the coming year—health care reform and sustainability, obesity and other chronic health issues, partnering with academies in Africa, research on special populations ranging from children to military personnel—isn’t it all enough to make you long for the days when he was just a doctor? “I am a doctor,” he says with a laugh. “There is a special satisfaction in the one-on-one relationship you have with patients that is unlike anything else from a professional point of view. But it’s still one person on one. With the work we’re doing at the IOM, we have the chance to affect the lives of millions of people.”

“First in Class”

Harvey Fineberg MPP


“Beyond Our Differences”

Esther Hsu worked on a documentary exploring the commonality of all the differences to filmmaker Peter Bisanz.

“CHANCES ARE THE SCHOOL’S FOUNDERs would have been somewhat surprised by the breadth of aspirations of today’s Kennedy School students.”

While the majority of today’s graduates still go on to serve in the public arena, many others choose careers in fields the school’s forefathers would not have expected. They are financiers, physicians, artists, and journalists. They create the school’s forefathers would not have expected. They are the school’s forefathers would not have expected. They are the school’s forefathers would not have expected. They are the school’s forefathers would not have expected. They are public servants.

All the hard work and intellectual and physical challenges students have been exposed to and many new lenses with which to view public sector issues. “Beyond Our Differences” is a documentary that examines the commonality of all the differences to filmmaker Peter Bisanz.

The school has responded to this rapidly changing world by training students with a broad range of career goals. To meet their needs, the school has established, in recent years, concurrent degree and joint degree programs with other professional schools, and in 2008, a joint degree program with Harvard Business School.

Entrepreneur Esther Hsu MPP/MBA 2010, who wanted to use her business skills to help improve the lives of people in the developing world, entered the Kennedy school to gain perspective on public sector issues. Among her business efforts, she has helped create a yak fiber industry that is providing sustainability to some of the poorest parts of China and, more recently, is working with tamtam projects in Ghana to create a business model that will sustain itself.

“Spending two years as an MPP student exposed me to a vast breadth of subjects, interests, and peers from countless disciplines and passions,” says Hsu. “This provided me with the As I look in the rearview mirror, Fineberg recently chaired a committee established by the World Health Organization to review the response to the pandemic and the effectiveness of established international health regulations.

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“Beyond Our Differences” is a documentary that examines the commonality of all the differences to filmmaker Peter Bisanz.
What Colonel John B. Richardson IV learned on the ground in northwest Baghdad led him to become a National Security Fellow (NSF) at the Kennedy School; it may also help save the lives of future combat soldiers.

While deployed from 2008 to 2009, Richardson’s squadron had been trained to counter their main threat over the past five years: improvised explosive devices. Over time, however, the enemy had developed an anti-tank hand grenade called the RPG-3, which posed new challenges for the U.S. Army. The enemy’s quick adaptability required that Richardson’s squadron also change its tactics, but several casualties later, it was still not trained to fight the new threat. “Because we didn’t adjust as quickly as we should have, we paid the costs,” he says.

Eventually, the squadron gained protection from the device, but he argues that the process took longer than it should have. Following his command tour, he was selected by the Army to spend a year as a National Security Fellow. At the Kennedy School he had a chance to reflect and make sense of this experience so that other soldiers might avoid a similar situation. He also decided he would use the time to focus on adaptive leadership.

“By nature, our profession is not known for flexibility,” says Richardson. “So I decided to write about how we might challenge some of the organizational culture barriers in the Army to improve our capacity for operational adaptability.”

Richardson is among a group of professionals from various vocations—the media, government, business, the military—who come to the school each year as fellows. Some come for a semester, others for two, while still others are here for shorter periods. The 10 provides a few two-day study groups, participate in lectures and Forum events, and produce research papers.

In addition to conducting research on adaptive leadership, Richardson relished the opportunity to study with professors who have shaped his current work. “During the first part of the program, I couldn’t believe I was studying with professors I had always read about—Joseph Nye, Roger Porter, Meghan O’Sullivan, and others,” he says. “It was incredible to interact with them and realize they also valued what the fellows brought to the classroom.”

Inside and outside the classroom, the fellows add to the diversity of the JFK student body, which in his case, Richardson says, bridges cultural barriers between military personnel and civilians. “Just as we have learned about those from other walks of life, other parts of government, and other nations, so too students learned a bit about members of the U.S. profession of arms.”

In his capacity as a National Security Fellow, Richardson’s duties vary from year to year. He studies, does research, and attends classes. “I’m not a full-time fellow, but at least a part-time fellow on strategic issues,” he says. “Once I leave command of the 1st Cavalry, I will most likely work in the Pentagon, where I will concentrate full-time on strategic issues.”

As much as he is inspired by what he personally gained from his time at HKS, Richardson feels strongly that the benefits of his time as a National Security Fellow ultimately belong to his country.

“I would like to reiterate that today’s security environment is one that is complex, ambiguous, and rapidly changing, so our military leaders must be adaptive,” he says. “They must be lifelong learners, and able to provide expertise in the use of military power in the context of a ‘whole-of-government’ approach. To maintain that expertise and the trust of the American people, the military must always seek the opportunity to grow, learn, and develop. For National Security Fellows, HKS has provided that learning environment and will pay dividends for our nation in the future.”

Colonel John B. Richardson IV

challenges.” In taking time away from the military to study in an international environment, the fellows explore diverse viewpoints, which ultimately help them consider new and intellectual approaches to military conflict.

In addition to meeting Kennedy School students from around the world, Richardson had the opportunity to expand his circle beyond the Army as he studied with fellows who hail from the Marines, the Coast Guard, and the Air Force as well as with leaders from the Department of Defense. Sharing experiences and resources among military agencies, Richardson believes, will help the United States make the most progress in fighting multiple wars. “The security environment in the 21st century is what I call a ‘thinking man’s fight,’” he says. “It became clear early on that we are not going to fight our way out of these conflicts; we need to think our way out. It is going to require a holistic government approach, combining all elements of national power—diplomacy, information, military, and economic.”

After completing his fellowship, Richardson will start his next assignment as regimental commander of the 3rd Cavalry Regiment, in Fort Hood, Texas. He’s been focused at HKS on understanding the strategic level of military action, and he’s returning to a tactical unit with, in his words, “a strategic mind-set.” “Having an understanding of the strategic goals helps me better link what we’re doing at the tactical level to the overall picture,” Richardson says. “Once I leave command of the 1st Cavalry, I will most likely work in the Pentagon, where I will concentrate full-time on strategic issues.”

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“NSF’s help break down stereotypes, while bringing a different and unique perspective to national security challenges.”
Practice Makes Perfect

Q+A

Nicholas Burns

As protests raged across the Middle East during the Arab Spring, Harvard Kennedy School students had a direct line to an expert in the field: Professor of the Practice of International Relations Nicholas Burns, director of the Future of Diplomacy Project. One of 12 professors of practice at the school, Burns brings 27 years of public service to his teaching—and a wealth of experience as a high-ranking diplomat in the Middle East.

Q What do professors of practice contribute to the school?
First, I feel very much honored to teach at the Kennedy School. As a relative newcomer to academia, I greatly admire the extraordinary contribution that our professors who are lifelong academics make to the school. I hope that those of us who have spent the majority of our careers in public service can also provide students with a perspective they might otherwise not receive. We have seen directly how governments succeed and fail. We have led important international negotiations and have advised leaders at the highest levels. That is of value to our students.

Q How do professors of practice help the school to advance its mission?
Theodore Roosevelt gave credit in his celebrated May 1910 speech at the Sorbonne to the person in the arena who devotes him- or herself to public action and the public good. The core mission of the Kennedy School is to inspire young people to devote themselves to public service. Professors of practice such as Meghan O’Sullivan, David Gergen, Bryan Hehir, Stephen Goldsmith, Ricardo Hausmann, Calestous Juma, Samantha Power, Rory Stewart, Lant Pritchett, Malcolm Sparrow, and Christopher Stone are exceptional role models for our students.

Q What is it like to be teaching after 27 years in the U.S. Foreign Service?
Teaching has been the highlight of my Kennedy School experience. We have extraordinarily gifted students. I admire their idealism and dedication to Tennyson’s “Newer World” that Robert Kennedy talked about in his 1968 campaign. I do miss the State Department, however, from time to time, and the camaraderie and teamwork that are the hallmark of public service.

Q Is there a time when a student has said to you, “That’s something I could only learn from a professor who has spent most of his career in the field”?
Only my students can answer that question. You’ll have to ask them! But I do think that the Kennedy School is stronger because our career academics and professors of practice can, in tandem, give our students the best preparation to make this world more just, stable, and peaceful as we hand the baton of leadership to them in the years to come.
1941
Bob Matteson MPA has had a 70-plus-year career in public service (read his story on page 30), beginning with hands-on preparation through the federal internship program of the National Institute of Public Affairs, 1938–1939, followed by two years in residence at the Harvard Graduate School of Public Administration (Littauer), predecessor to the Kennedy School, 1939–1941. In keeping with Bob’s aspirations to work in the field, not Washington, Bob’s subsequent early under- takings included two years with the federal Agriculture Mar ket Administration, which encompassed establishing the Food Stamp Program in Maine, Pennsylvania, and Virginia, followed by two years as Assistant State Director of APA in Pennsylvania, administering war-time food dis tribution orders. After two years in the Navy during World War II, first as a supply officer of a flotilla of Landing craft infantry boats, and then as a consultant with the Institute of Public Administration, New York, including for New York City, New York State, New England, and staffed numerous major financial and planning studies, regarding public affairs, focused considerably on local and state planning in his hometown, which has provided consulting services to multiple public sector organizations.”

HKS Alumni
1950
Stanley Karon graduated from HKS’s predecessor, the Littauer Grad uate School of Public Administration. “I went from there to become a legislative assistant to New York Senator Herbert Lehman until I left in 1955 to join the staff of presidential candi date Adlai E. Stevenson’s campaign. “Ending employment after the ’56 election, I joined the life insurance trade association, finally in 1972 becoming director of its Clear inghouse on Corporate Social Responsibility where over the next 23 years I helped enable $2 billion of grants for social and community service projects around the county and $3 billion of social investments for housing and health care facilities. I am actively engaged with a number of civic causes in hometown, Virginia, and on boards of several national health organizations.”

1954
Warren Kilby wrote that he is still studying for his master’s, in the U.S. Army Security Agency, specializing in “code cracking” and learning Russian. From 1954 until 1958, Warren worked in the public sector, aside from some minor forays in private sector and as a senior staff member at the Brookings Institution. Warren was also a part-time professor of political science for 50 years at three universities, the George Washington University, American University, and Florida-based Nova Southeastern University’s Washington Center.

1958
Wolfgang Russell Rosenberg notes that he left felt out, noting that the last issue of alumni news was 1958. “Ralph H. Kasien wrote, “He was 100,” reports that, however, the same issue, in its entirety, was “a beautiful and splendid job,” and expresses great appreciation to the editors, designers, and writers.

1959
Max Petersen MPA is retired from the third time, having retired as chief of the U.S. Forest Service in 1989, execu tive vice president of the Association of Fish and Wildlife Agencies in 2003, and executive director of the National Fish and Wildlife Museum in 2004. He was chairman and member of several boards including the National Conservation Leadership Program, The wonders of Wildlife Museum, the National Museum of Forest Service History, and the Chaplin’s Priory Ministry of the Churches of Virginia.

John Sandor MPA, commissioner of the Alaska Department of Environmental Conservation from 1990 to 1996, now serves on the board of the Alaska Canada Energy Coalition, which is promoting the development of hydroelectric and other renewable energy projects in Southwest Alaska and an inter-tribal which would be linked to Britain’s Columbia’s electricity grid 35, scheduled to be developed by 2015. This system can then be linked to the North American Power Grid.

1961
Joseph Daiglemaur Jr. MPA works on projects to assist veterans and active military personnel. As a retired Navy captain, a career submariner who commanded an attack submarine, “I believe in a religious dimension in public policy experiences. In the Pentagon, he is a graduate of the Naval Academy and the Middle East and North Africa area through local affiliates in Egypt, Jordan, Morocco, West Bank/Gaza, and Yemen. While he misses his almost daily commute to the region, he is now enjoying his family, fiction writing, and volunteering as an Embassador in a DC, Washington, nc. running group.

1964
Sami Twefli, IsraM, is still teaching at Grand Valley State University, Grand Rapids, Michigan, as professor of political science with an emphasis on international business. Since graduating from the Edward S. mandate Public Service Program, he earned his M.A. from Indiana University. He has been consulting with the Bank of America, inter national Labor Organization, the United Nations Development Program, the government of Indonesia, and the United States, and teaching in Egypt, Kuwait, China, Japan, Singapore, and other countries. He is the author of two books and 30 scholarly articles. He considers the Mendoza Program the most memorable event in his career. He wishes for a reunion of the Mendoza fellows of 1964 and 1976 in Cambridge soon.

Carl Reidl is the Sanders Unive rsity Professor emeritus and founding director of the Environmental Program, University of Vermont. Carl received his Ph.D. from the University of Minnesota and Minne sota Law School, visiting professor at Yale and supe Synagogue; Buhlard Fellow, Harvard “75’-77; representa tive, Vermont Legislature; president, American forestry Association; vice president, National wildlife Federation; and vice president, New Eng land Environmental Policy Center.

1967
Douglas Johnston mc/mpa has authored Religion, Terror, and Error: U.S. Foreign Policy and the Challenge of Spiritual Engagement, a new book that spells out how to incorporate religious considerations into the practice of U.S. foreign policy; advance beyond the rational-actor model to a process that accommodates “ren nal” factors like religion; and move to a new leadership paradigm that will serve better the United States in the multipolar world.

1968
Michael Arrow wrote that he felt left out, not noting that the last issue of alumni news was 1968. “Ralph H. Kasien wrote, “He was 100,” reports that, however, the same issue, in its entirety, was “a beautiful and splendid job,” and expresses great appreciation to the editors, designers, and writers.

1969
Laurence Michael Hager mc/mpa has retired as president of the nonprofit Education for Employment Founda tion, which is helping to create jobs for youth in the Middle East and North Africa through local affiliates in Egypt, Jordan, Morocco, West Bank/F Gaza; and Yemen. While he misses his almost daily commute to the region, he is now enjoying his family, fiction writing, and volunteering as an Embassador in a DC, Washington, nc. running group.

Paul Ostergard mc/mpa is a founding board member of the MasterCard Foundation, with some $3 billion in assets, focused on microfinance and youth learning worldwide. In 1970 he headed the GE Foundation when it was awarded Harold’s Dively Award, and in the same year, the Clinton Group Foundation. In 1992 he helped establish the Ford Foundation and its Corporate Philanthropy, and in 1997 became president of Junior Achievement Worldwide. In 1984, with January Via, to become a WorldWide in 2004. In 2007, his seeks of 2007, his

1971
Frankly Bookinson is a professor of international law and ethn ologist at the University of California in San Francisco. After being a Harvard assistant senior tutor, he was the faculty at Emory University and then directed the National Institutes of Health. He covered the University of Vienna in Austria, he taught and also played violin in Vienna, Leipzig, Berlin, and Nash ville. Married for 42 years, Fred and his wife, Elizabeth, are the parents of Rachel and Joshua. The first of their three sons is Rachel. is mother of Eva (born 2010) and executive to the Los Angeles schools superintendent.

Larry Hackman mc/mpa, former director of the Center for International and Develop ment at the Truman Presidential Library, is the editor and leader author of many books of the President’s Advisory and the Development of Archives, published by the Society of American Archivists.

1973
Richard Atwood mc/mpa has retired from an academic career serving on the faculties of both Brandeis and DePaul universities. His field was comparative politics with a emphasis 75th ANNIVERSARY ISSUE | AUTUMN 2011 | hks.harvard.edu

To submit a classnote, e-mail alumni@hks.harvard.edu. The subject line should be “classnotes.”

ON THE WEB
Find alumni contact information in the online directory at hks.harvard.edu/about/alumni/online-community

FIRST CLASS
Last class at the old Littauer Center. Christopher Edley Jr. mw 1982 (right) with other unidentified students.
The campus was expanding in 1982, when this orientation picnic photo was taken, but the construction of the Taubman Building was still a few years away. Economics. His recent book, The Reality of Preemption: Competing Risk Regulation in the United States and Europe (Oxford), examines the interpretation and application of the precautionary principle.

Joseph Aiello mc/mpa has been named vice president and chief strategy officer for Promontory Financial Group Canada, a global consulting firm for the financial services industry in strategy, risk management, and regulatory affairs. He has been an officer in the Bank of Canada, Sherry is finding new skills and expertise in law, likely to be in the private sector and many of the colleges and universities. Rob Sharpe mc/mpa, former Dem- ocratic state senator from North Caro-lina and now guide at the United States Capitol, is publishing a book for young readers about the 12-year-old boy, Willard. His father, Pennsylvania Governor Andrew Curtin, sat on the platform at Gettysburg, November 19, 1863. Edward Surratt, President of Harvard, gave the oration at the Dedication Ceremony of the National Soldiers’ Cemetery. The author of Ceremony of Innocence, (Mercury University Press, 2006), is an associate justice of the Massachusetts Supreme Judicial Court.

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As the Arab Spring swept out autocrats on a wave of fervent idealism in 2011, Jennifer Bremer MPP ’75, PhD ’82 was working to educate the region’s new generation of democratic leaders. Bremer, an associate professor in the School of Global Affairs and Public Policy at the American University in Cairo (AUC), oversees the region’s first master’s in public policy program. Its first cohort began in September, just months before protests broke out in Tahrir Square.

“They’ve been talking about decentralization for 30 years, but now there’s really hope, as the country moves toward democracy, that there will be more decisions made on the local level,” she says. At AUC, theory is mixed with streetwise experience, as the school’s new students get involved in new political parties or work within the government to affect change. Most of the students are full time, so they can contribute to the reform debate from the inside.

“You have students from many different political perspectives,” Bremer says. “You have those on the left with a social justice perspective, and others forming new parties. We have everything you can imagine, and there’s more openness to have the kinds of conversations it’s been hard to have in the past.”

DMW

Jennifer Bremer MPP ’75, PhD
Dawning of Democracy

David Barell SRW is working with endowments, businesses, nonprofits, and families, managing investment-oriented toward United States energy independence and building wealth.

Judy Bunnell SRW and Joseph Olchefske APC report that “the unwrapping of their next classroom,” they recently celebrated their 25th wedding anniversary with their 18-year-old daughter India. Judy is a freelance writer and Joseph is president of Educate Online, a learning company. They live in the Georgetown area of Washington and continue to stay in touch with a number of high class mates (whether they like it or not).

Brett Doney SRW is president of the Great Falls Development Authority. A regional economic development public/private partnership in Great Falls, Montana, this work includes energy production, agricultural processing, redeveloping, financing, and supporting entrepreneurs. His daughter, Kelsey, has joined under-graduate studies in music education and performance at the University of Idaho, and his son, Jakie, has joined the Montana State University

Elizabeth Langby SRW, 1987 has won a research grant for a fiscal crisis management study. After her 1987 at Harvard in political theory, Elizabeth moved to the countryside in New Hampshire, started a family and a nonprofit, spent some years commencing to her native Sweden working for an investment firm, served on town boards, and was involved in conservation issues. With the two children now in college, she is doing some time on writing.

H. Bailey Spencer MC/MPA manages the federal civilian team at USAF. His job is to provide training and consulting on the world’s largest priv-ately held software company and the market leader in business analytics. Their work focuses on strategic growth in many critical federal business areas, including fraud detection and prevention, financial regulation and systemic risk, data and text mining, forecasting, and predictive analytics. Since leaving the Kennedy School, Bailey has pur- chased a public sector focused career working with the company’s nonprofit companies including SAP and SAS.

Earl Anthony Wayne MC/MPA, former ambassador to Morocco, is “an army career ambassador in any sense in the diplomatic sense.” He was the ambassador to Morocco and has been serving as deputy ambassador at the U.S. Embassy in Turkey since June, 2009. Before that, he was U.S. ambassador in Argentina. He says he finds the diplomatic world fascinating, “You get to step by step for a glass of wine when they make your appointment, and then you’d ask to make the project bigger, and maybe add another $10 million,” she says.

“it was like having a thunderstorm building,” says Bremer, who chairs the school’s public policy and administration department. “It was incredible how rapidly it exploded, and how determined the people are to have the change succeed.”

The WP program evolved from AUC’s master’s in public administration program, a more traditional approach that trains leaders to manage government programs more efficiently. The WP program looks at the role government plays with a wide range of stakeholders and analyzes how it can shape outcomes through its own programs while also assessing the private and nonprofit sectors to work toward those ends.

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Members of the Kip handle some of the world’s most pressing problems. They are experts in fields such as health, energy, and economics, and they work tirelessly to find solutions that benefit both individuals and societies. Their dedication to their work is truly inspiring.

The Kennedy School's world-class faculty attracts students from around the globe. They come to study at Harvard as they seek to change the world for the better. The school is home to some of the most respected minds in their fields, and students have the opportunity to learn from the best.

In summary, the Kennedy School is a place where students come to learn, grow, and contribute to making the world a better place. It is a community of thinkers, innovators, and leaders who are committed to making a positive impact on the world.
Michael Santoro mec/mpa was promoted to professor of management and global business at Rutgers Business School. His latest book is China 2020: New Western Business Game and Should Influence Social and Political Change in the World. He is a Decode (Cornell University Press 2009). He also serves as the special business ethics adviser to the Malaria Bednet Dialogue at the Global Business School. The book is under to the individual and collective interests of writers and translators. In The Netherlands, Pierre works as an independent business writer and communications consultant. He lives with his wife, Karen Finnemore, and their daughter, Emma.

Jie Sun mec/mpa has finished his term as senior vice president for China policy at the Hong Kong Securities and Futures Commission and has returned to Beijing to resume his work at the China Securities Regulatory Commission. While his final assignment is yet to be determined, he is actively engaged in the mutual fund industry and research on the subject of the fast developing industries in China. He exchanges with fellow alumni on the subjects of mutual fund regulatory and self-regulatory agencies and the latest of the fund industries.

N. Tom Tsai mec/mpa has been with McKinsey & Company and heads non-oil research and consulting programs as a member of the company’s executive committee. He is the company’s top think tank and continues to work on the subjects of China and the Middle East. "We are living in Washington, DC, with her husband and three boys. We feel blessed for what we have."

Karl Bostic mec/mpa is a producer in the London office of HKS News. He is responsible for producing stories for Nightly News, Today, and Face the Nation. The London office is also the headquarter for foreign news gathering for mec/mpa. Karl has been involved with a range of stories in the past year from Afghanistan to Pakistan, to the announcement of the British Royal wedding. The year has begun with coverage of the crisis in Japan and the uprisings in the Middle East and North Africa. Karl also works as a DJ (digital journalist) shooting, editing, and reporting his own stories.

Carie Lynn Cable mec/mpa returned earlier this year to Seattle from Los Angeles to reprise a role she played several years ago: executive director of the Japan America Society of the State of Washington. In Los Angeles, she was executive director of the Asia Society Southern California Center and director of special projects at the Pacific Asia Museum.

Bennie Wilson mec/mpa continues consulting work, doing external evaluations of education programs as chief of Innovation Consulting, Inc. He and his wife, April Evelyn Cody mec/mpa, also plan to travel. Last year they biked 360 miles of the Camino de Santiago de Compostela in Spain to the burial place of Saint James, and this summer planned to sail in the Gulf of Alaska and cruise for a month in Poland.


A bell, a net, and a corner of the quad—the Kennedy School athletics department.

Students take to the stage for the annual talent show.

Edith Stinsky, long-time associate dean and secretary (second from right) with Gabriela Canepa mec/mpa (1991) at (left) and classmates.

The class of 1991.

MC/MPA Yearbook
Uncharted Waters

SALLY BRICE-O’HARA MC/MPA
AND LIUTAAR FELLOW

Uncharted Waters

Nobody knows the complexities of the Coast Guard’s work better than Vice Admiral Sally Brice-O’Hara MC/MPA, second in command at the agency. Brice-O’Hara credits her year at the school with helping her prepare for an administrative role in a largely male-dominated organization, because while a student, she was introduced to cultural differences that bridged gender, ethnicity, and race. She also observed what was for her a cultural sea change in the classroom, where group participation and forum discussions trumped the authority-based teaching style she was used to. Since assuming her new role, in May 2010, Brice-O’Hara has endeavored to create an environment where these elements, especially inclusiveness, can flourish. “I am a people person,” she says. “I would classify myself as someone who has always wanted to help others and to use my position as wisely as possible. It’s not about me and my stature; it’s all about how I enable other Coast Guard men and women to be as successful as possible in their careers.”

In addition to managing a force of 42,000 active-duty members, 8,000 reservists, 8,000 civilian employees, and 30,000 Coast Guard Auxiliary volunteers, Brice-O’Hara oversees day-to-day business at Coast Guard headquarters in Washington, D.C., focusing primarily on policy and resources. “Until the economy rebounds, it means less discretionary funding,” she says. “I devote a great deal of time to finding efficiencies and making very tough decisions about where best to spend the service’s next dollar.”

In the Coast Guard, every dollar is needed to sustain frontline operations and to recapitalize its assets. When environmental and natural disasters strike in the nation’s maritime regions, the service is often the first to arrive on the scene. The Deepwater Horizon oil spill, Mississippi flooding, and the earthquake in Haiti (a country of national interest, which the Coast Guard managed to handle quickly when diverted from Caribbean drug patrols) are three recent large-scale incidents in which the Coast Guard played a key role.

“Life in the Coast Guard brings a highly unpredictable daily schedule because of the nature of our responsibilities,” says Brice-O’Hara. Since 2003, the agency has been part of the Department of Homeland Security, with post 9/11 duties adding to its maritime security operations.

One of the many enjoyable aspects of her job is managing the Coast Guard’s flag officers and senior executive service civilians. She is actively engaged in hiring decisions, evaluations and awards, and their professional development. In addition to mentoring a wide range of women and men, she often advises the service’s flag officers and civilians, writing recommendations and offering ideas for research topics.

Ultimately, Brice-O’Hara hopes her success within the Coast Guard will be noted in following the same path—in any organization. “You become a more capable leader when you have greater administrative knowledge,” she says. “Leaders are better at what they do once they’ve seen how others may have not done as well. For example, some of the case studies showed how initiatives faltered and didn’t necessarily achieve the expected outcomes. Fortunately, I learned from the best. I am very pleased that the Coast Guard gave me the opportunity to attend and continue to send promising officers to HES. # Lies.
This document contains a variety of texts, including articles and profiles of individuals. Here is a summary of the content:

- **Strengthening the Environment**
  - Tom Hughes, a best-selling author, discusses the challenges of working with environmentalists and the need for a sustainable approach to addressing environmental issues.

- **People in Profile**
  - Mark Feldman, a partner in the Corporate Law Department, highlights the importance of understanding legal issues in the corporate world.
  - Peter Boyton, an independent consultant, shares insights into the field of disaster management.

- **Community Initiatives**
  - Rachel Bresnick, a social entrepreneur, talks about her work in the education sector and the impact of technology on education.

- **Financial Markets and Economics**
  - Edward Rainey Renwick, a senior policy analyst, discusses the role of government in economic development and the importance of sustainable economic practices.

- **Global Health and Development**
  - Vidal Garza Cantú, a specialist in public health, shares his experiences in addressing global health challenges.

- **Technology and Innovation**
  - Alex Tomain, an expert in technology, explores the role of technology in improving healthcare and education.

- **Education and Leadership**
  - Eddy Purwanto, a former official in Indonesia, reflects on his experiences in leadership and the importance of education.

- **Business and Sustainability**
  - Ferdinand Swai, a former official in Tanzania, discusses the role of business in addressing global challenges and the importance of sustainability.

- **Healthcare and Public Service**
  - Eddy was chosen to serve as a Military fellow at the Institute for Defense Analysis in Arlington, Virginia, as a result of his work in promoting colonel, he will return to serve as a Military fellow at the Institute for Defense Analysis in Arlington, Virginia, in the summer of 2011.

The document also includes information about Harvard Kennedy School events and initiatives, highlighting the school's commitment to education and research in various fields.
Richard Bejtlich is chief securi- ty officer and security services archi- tect at Mandiant, a veteran of 20 years in the intelligence and defense communities. He built and led a team of 40 analysts and has consulted on projects in 65 countries for 2011, and is one of the organizers of the Taubman building in support of the New Mexico State University Alumni Foundation.

Jane Chong is a supervisory ed- ucation specialist at the Office of Education at the U.S. Department of Education, where she serves as the chief of the Policy Planning and Development Division. She has been involved in numerous projects, including the development of the National Assessment of Educational Progress and the redesign of the National Education Longitudinal Study. She has also served as a consultant to various organizations, including the National Center for Education Statistics and the National Governors Association.

Leroy B. Davis is a retired officer of the U.S. Navy with over 30 years of experience in intelligence and information operations. He has held positions in both the U.S. and overseas, including as the chief of the Information Operations Group at the National Geospatial-Intelligence Agency. He is currently serving as deputy commander of the Joint Information Operations Command.

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U.S. Department of Education

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Retired Officer
U.S. Navy

Richard Bejtlich is chief securi- ty officer and security services archi- tect at Mandiant, a veteran of 20 years in the intelligence and defense communities. He built and led a team of 40 analysts and has consulted on projects in 65 countries for 2011, and is one of the organizers of the Taubman building in support of the New Mexico State University Alumni Foundation.

Jane Chong is a supervisory ed- ucation specialist at the Office of Education at the U.S. Department of Education, where she serves as the chief of the Policy Planning and Development Division. She has been involved in numerous projects, including the development of the National Assessment of Educational Progress and the redesign of the National Education Longitudinal Study. She has also served as a consultant to various organizations, including the National Center for Education Statistics and the National Governors Association.

Leroy B. Davis is a retired officer of the U.S. Navy with over 30 years of experience in intelligence and information operations. He has held positions in both the U.S. and overseas, including as the chief of the Information Operations Group at the National Geospatial-Intelligence Agency. He is currently serving as deputy commander of the Joint Information Operations Command.

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knowledge by identifying “people who don’t know that they know.” Previously, Harm was a senior counterterrorism intelligence expert
Sergio espejo wpa is a former moini

harvard kennedy school
:: 75

sultant at a national (private compa-

mend of a Brigade Combat Team in the 82nd Airborne Division.

veronica sernez was a consultant of the afghanistan national

boarding school for international relief and

r&d

84th congressional district. the chapter was founded in 2002 to achieve the goals of the founda-

dermo agencies

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power sectors. John and his wife, Sue, live in Southern California with their children: Logan, Lina, Z, and Aidan, 5.
Column rule wpa writes, “I’ve just left

and simon.

catholic university of chile. veronica

projects

tute (uncitral)

and is a lecturer at the

in public issues. He is a “weekend

lawyer” for public issues. He is a “weekend

lawyer” for public issues.

michael fenzel wpa and lisa campa-penzel wpa are proud to announce the birth of their

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to the Texas House of Representa-
tives in 1994, at the age of 27. Jonica
currently serves as the vice-chair on
the House Committee on Environ-
mental Regulation and the Sta- tion
at the Border and Intergovernmental
Committee. In addition, she is a
member of the House Committee on
Democratic Caucus, and is the
founder and executive director of
Women’s Health Caucus.
Mark Feder [MPA] is an active
democrat in the U.S. Coast Guard, and
was in charge of the planning of the
National War College in Washing-
ton DC. He is a member of the
national security strategy. The
continuing my career at the
Diplomatic Service of the Repub-
llic of Azerbaijan. In 1995 to 1999 he
was a negotiator over the settlement of
the Nagorno-Karabakh conflict. In 1999 through 2006, in 2006 he
served as a negotiator for the
Minsk group. For the past year Cory
has been working with the
Department of Justice. In his position,
Cory was in private law practice, where
he practiced law as a former
Republican private attorney who
earned a pro bono award from the
Washington Lawyers’ Committee for
Civil Rights.
Maria Castro Barajas [MPA] is
currently serving on the board of
directors for the Non-profit Society of
Hispanic Women’s Denver Chapter and
the vice president of acquisition and
acquisition, commercial space trans-
portation, and negotiation. She
recently took a job as the associate director of
business service of the air traffic
control.
Mural Arif oglu Heydarov [MPA]
graduated with excellence from the
Baku State University with a major in
Turkic Relations. He was assigned to
the Diplomatic Service of the Repub-
llic of Azerbaijan. In February 1994, he
was a member of the agreement on
Karabakh between Azerbaijan and Armenia. He retired from the Foreign
Service in 1997 when he joined the
energy sector. He was assigned
to Azerbaijan Company from
2004), congressmen (1993–1999) and

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service in 1997 when he joined the
energy sector. He was assigned
to Azerbaijan Company from
2004), congressmen (1993–1999) and

Cory Way [MPA] has recently been
appointed dean of Kirkland House at Harvard College and in steward-
ship of the House of Representatives, a public policy consultant for Public Works LLC, and the chairman of the
Local County Democratic Party.
David Rice [MPA] was appointed
executive director of the International Development Research Institute (IDRI) at New York University where
he worked with preserved development
economist William Rutten. In 1992, he
took a position as assistant to
Several years ago Cynthia
returned from an 8-month tour in Iraq as public diplomacy officer for
the U.S. Department of State, where she
was responsible for high-profile spe-
ders in the country. During her time in Iraq, she was also a
member of the U.S. delegation to
the Middle East. In 1994 at the age of 27, Jessica
was recognized by the minister counselor
to Mayor John Marks in Tallahassee, Florida. Today she is
an endurance cutter that will conduct counter-narcotics, homeland security,
space and national defense operations throughout the Caribbean and Eastern Pacific.

Arjan Hillis [MPA], series ‘Contin-
uing my career at the university,
my recent area of focus has shifted
to the management of professional
program management professional
(2004–2009) and commercial pilot, he
brings to the position his leadership
and managerial experience in inter-
market, and is a member of the
acquisition, commercial space trans-
portation, and negotiation. He
recently took a job as the associate director of
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to Azerbaijan Company from
2004), congressmen (1993–1999) and
High-energy running during a cold race. Among the names are Brad Sewell and Gregory Wen, both MPP. Former dean of students Joe McCarthy brings the group up.

Robert Fyrt has taught law at the college where he taught for the past three years. Since then, he completed three elected terms as a county supervisor, a bachelor's degree at the University of Minnesota, and a master's degree at the University of California. This fall he will begin a doctoral program in political science at the University of Washington, which will allow him to write his dissertation on the state of the American political system.

Simone He is a senior manager of corporate strategy for the Asia Pacific region at Google. She has been working in the Google Asia Pacific region for ten years, starting as a senior expert in corporate affairs for China and a business unit controller with the Business Group. She is a graduate of the National University of Singapore, where she majored in economics and management. She loves to be a mother and to travel with her family. She enjoys reading, cooking, and spending time with her son and daughter.

All Ahmad is currently living in Alexandria, Virginia, with his wife, Saffa Alghamal. He is working as a project manager for Deloitte and Tuttle Consulting and is also the acting director of the Center for International Relations at the American University of Sharjah. He is currently working on several research projects, including the impact of the Syrian war on the region and the international response to the crisis. He also co-authored a paper on the impact of the war on the global economy. He has published numerous articles in academic journals and has presented at several conferences and workshops. He has a PhD in International Relations from the University of Geneva, Switzerland, and a Bachelor of Arts in Political Science from St. Joseph's University, Philadelphia.

Todd Ogden has been a senior adviser for energy, economic growth, and public-private partnerships at the World Bank since 2010. He is responsible for the World Bank's energy strategy and policy work, and he leads the Bank's partnership with the private sector to support energy access and climate action. He has also been on the board of directors of the World Bank since 2010. He earned his PhD in economics from Stanford University, where he studied under the supervision of Robert Barro. He was also a research associate at the National Bureau of Economic Research and a visiting scholar at the World Bank.

Mussa Sherburne is a partner at the firm of Daniel, which is dedicated to the development and implementation of public policy solutions. He has worked extensively on energy and environmental issues at the state and federal levels, including serving as a member of the California Public Utilities Commission. He has also served as a consultant to the California Energy Commission and the California Air Resources Board. He has been a visiting scholar at the University of California, Berkeley, and a research associate at the National Bureau of Economic Research.

Aviva Sufian is a senior manager at the Asia-Pacific based company, where she leads a team of analysts focused on economic and financial policy. She has been with the company for over five years and has worked in different countries, including Australia, Canada, and the United States. She has a bachelor's degree in economics from the University of California, Berkeley, and a master's degree in international affairs from the School of International and Public Affairs at Columbia University. She is also a member of the advisory board of the Asia-Pacific Economic Cooperation (APEC) and the Asia-Pacific Economic Commission (APEC). She is a frequent speaker at conferences and events on economic and financial policy.

Theophilus Codjoe HSP is an economics and business policy analyst. He is the director of the Citi Rights Division at the Commercial Bank of Ghana. He is also a member of the editorial board of the West African Journal of Business and Management. He has published several articles and book chapters on international trade, finance, and development. His research interests include international trade, finance, and development. He is a member of the editorial board of the West African Journal of Business and Management. He has published several articles and book chapters on international trade, finance, and development. His research interests include international trade, finance, and development. He is a member of the editorial board of the West African Journal of Business and Management. He has published several articles and book chapters on international trade, finance, and development. His research interests include international trade, finance, and development. He is a member of the editorial board of the West African Journal of Business and Management.
Kosta Barjaba is currently the deputy head of status of Women Public Leadership at Carleton University, director of the University of Durres, and to the minister of finance, founding Kosta served as senior policy adviser of Albania. Prior to joining the

Daniel Borges is currently the country program director for the Solidarity Center in Abiko, Nigeria where he manages the center’s West Africa office. The Solidarity Center is a DC-based nonprofit organization that advances workers’ rights and promotes broad-based, sustainable economic development.

Alex Canady Jarick is currently the executive director of the Community Food Bank of New Jersey. He keeps active in civil society while performing economic and financial consults (in the continuation of the Princeton Press publication in 2002) and also has recently started investing in real estate.

Stefani Carter is currently the senior vice president of the Rockefeller Foundation (Beacon Press) and the founding the Trade Institute, a Washington, D.C.-based nonprofit that promotes broad-based, sustainable economic development.

Brenda James Fairfax is currently the West Africa country program director for the Solidarity Center. She leads the recovery act for the army corps of engineers. Brenda retired, after a star travel career in cruises (group and individual). “Your passport to adventure.” Brenda has returned home (Kensington, North Carolina) and is operating Nomadic Star Travel, LLC. The agency’s slogan is: “Your passport to adventure.” Brenda is a member of the National Three Canons of the Women’s Professional Network. Her agency is full service, and specializes in cruises (group and individual). Please visit the website at nomadicstartravel.com. Brenda retired, after a successful 15-year federal career in the United States and Europe, from the Defense Logistics Agency, located in Virginia, Washington, D.C., as chief of information assurance.

Michael Fleming is currently the executive director of the David Solomon Foundation, which has appointed to be the newly created White House Council for Community Solutions. This is an executive order by President Obama, which this new presidential council exists a wide array of leaders from businesses, nonprofits, and philanthropic organizations, universities, and community groups to encourage the growth and maximize the impact of innovative, community-driven solutions to address some of our nation’s most serious challenges. The 30-member council is chaired by Sentry Smith, former head of the California Federation of Farm Unions and now head of the Smithsonian Board. Council members also include Julie Simmons, president of the Rockefeller Foundation, Tulane University President Andrew Breton, and the musician Bruce Horn (NC).

Mike Hayes is currently the senior vice president and executive director of the North Circumpolar Council — an international human rights organization working on advancing the rights of Inuit globally. Mike is also founding member of the Small Change Fund, a grassroots philanthropic organization. Previously, Mike was vice-chair of Human Rights International. He lives with his wife, Malachy Cole, and their three children (Noah, 6, Jacob, 4, and Naja Jane, 1) in Canada’s Arctic capital, Iqaluit.

Tanit Sakakini is currently the executive director of the National Human Rights Organization in Inuit Circumpolar Council — an international human rights organization in Inuit globally. Tanit is also founding member of the Small Change Fund, a grassroots philanthropic organization. Previously, Tanit was vice-chair of Human Rights International. He lives with his wife, Malachy Cole, and their three children (Noah, 6, Jacob, 4, and Naja Jane, 1) in Canada’s Arctic capital, Iqaluit.

Kirti Ejsaitic is currently the vice president and executive director of the Inuit Circumpolar Council — an international human rights organization working on advancing the rights of Inuit globally. Kirti is also founding member of the Small Change Fund, a grassroots philanthropic organization. Previously, Kirti was vice-chair of Human Rights International. He lives with his wife, Malachy Cole, and their three children (Noah, 6, Jacob, 4, and Naja Jane, 1) in Canada’s Arctic capital, Iqaluit.

Giovanna Negretti is currently the director of the South Florida Community Development Coalition. With the council, she seeks to end the regional food insecurity and economic disparities by promoting community development practitioners in Miami-Dade County. Previously, Giovanna was director of the Latino Economic Development Fund at the Miami Foundation. Giovanna also co-founded the Latinx Center for Community Development in Miami-Dade County. Giovanna holds a master’s degree in urban planning and policy from the University of Chicago and a bachelor’s degree in political science from the University of Miami. Giovanna is a member of the National Three Canons of the Women’s Professional Network. Her agency is full service, and specializes in cruises (group and individual). Please visit the website at nomadicstartravel.com. Giovanna retired, after a successful 15-year federal career in the United States and Europe, from the Defense Logistics Agency, located in Virginia, Washington, D.C., as chief of information assurance.

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to improve access to essential medi-
cation and 100% of the resident popu-
lation of rural areas. He is involved in
the development of sustainable and
environmental practices for public and
private real estate develop-
ment projects from the High Line in New
York to redevelopments of staff
accommodations for the U.S. Embassy.
In 2010, he was named a senior advisor
in the new york office of the
Ministry of Energy, as a special advisor
for international relations and
planning. Previously, he served as a
public affairs officer for the U.S.
Embassy in Egypt.

Having grown up in New York City, Jamie Springer has organized “Design
Socially Responsible Design” at Smith-
sonian’s Cooper-Hewitt National Design Museum in New York City, which serves leading global
and non-profit organizations.

He is also a member of the New York City Mayor’s
Advisory Committee on Homeless Services and
an active volunteer at the Neighborhood
Development Corporation’s Lower East Side
Residential Program. Jamie holds a MPA from the Harvard Kennedy School of
Government and a BA from Harvard College.

Lisa Marquez is a policy analyst at the
Bridgespan Group’s Boston office and a
2005 alumna of the Bridgespan Group’s
Executive Leadership Program. During
her time at Bridgespan, Lisa has been
involved in a wide range of engagements
driving higher and safer educational
outcomes for children in low-income
communities, with a particular focus on
educational equity and opportunity.

She holds a master’s degree in public
administration from the University of
California at Berkeley and a bachelor’s
degree in biomedical engineering from
Tufts University. Lisa has also served as
a Peace Corps Volunteer in Honduras.

Aimee and Brian were married in
November 2003 and have two
children, a son and a daughter.

Marjorie was recently elected
to serve on the executive board of the
National Association of Women in
Law Enforcement. She has been an
active member of the National Women’s
Police and Firefighter Caucus.

Her portfolio includes work on
financial leadership, resource manage-
ment, and family planning.

In 2010, Marjorie was appointed
to the executive board of the
International Association of Women in
Law Enforcement, and she has been
involved in a number of fundraising
efforts.

She is a member of the
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Firefighter Caucus, and she has
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Law Enforcement.

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that their second daughter, Alexandria, was born on January 24, 2013. Chris was named as a council member of the Federal Election Commission in November 2012.

Juana Iriarrarry is/was works as a program officer in the basic human needs program of The Chicago Com-

munity Foundation in Chicago, Illinois, for a dissertation about managing subjectivity in search engine results. The work proceeds a new field, known as an annotation science, and integrates or connects topics from political polling and micro-targeting into the construction of a modern search engine. His research was ranked to each person’s prefer-

ences. By providing a method to measure search engine bias, it is the first annual conference’s theme, search behavior in October 2013, it will be “Ethics in Sport Management”.

Stephen Purpura is/was granted a Web science in the field of location-based services. He is currently work-

ing on a PhD program at the University of Pennsylvania’s Wharton School of Business for a dissertation about how participatory design can improve the user experience of search engines. Before moving to the Wharton School, he was an associate professor at the University of California, Berkeley, where he co-authored the paper on the Web’s economics.

Serah Makka is/was a mother of four children. She was recently appointed chairman of the board of directors of King Abdullah’s Academy. She is inspired by His Majesty King Abdullah II, who initiated the idea of developing Jordan’s information communications technology sector, which is expected to become a key part of the country’s future economy. She has a long history of public service, having served as a member of the Jordanian Parliament and as a cabinet minister. Her appointment is seen as a significant step forward in the development of Jordanian ICT sector and its potential to boost the country’s economy.

Karim Kawar is/was a career diplomat with the United States Department of State. He is currently serving as the United States Ambassador to Jordan. He is the fourth Jordanian to serve in this position. He has also held a number of high-level positions in the United States government, including serving as Deputy Assistant Secretary for Near Eastern Affairs. He is fluent in Arabic, English, French, and Spanish.

Juanita Irizarry is/was an immigration and civil rights activist. She is the founder of the group America’s Voice, which is dedicated to advocating for immigrant rights and against anti-immigrant policies. She is also the author of several books on immigration and civil rights issues. She is a frequent speaker at conferences and events on immigration and civil rights.

Jameson Riley Johnson is/was a partner in the law firm of Sullivan & Cromwell. He is also a member of the firm’s executive committee. He is the author of several articles on legal issues and has been a frequent speaker at legal conferences.

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Steven Cohen is/was a career diplomat in the Foreign Service. He is currently serving as the United States ambassador to the United Arab Emirates. Prior to his current position, he served as the U.S. ambassador to the United Kingdom of Great Britain and Northern Ireland. He has also served as the U.S. ambassador to the United Kingdom of Great Britain and Northern Ireland.

Ben Renda is/was a former executive at Google. He is now a partner at the venture capital firm Foundry Group. He is also the founder of the Technology and Human Rights project.

Abdulrazzaq al-Saiedi is/was a well-known human rights activist in Yemen. He is the founder of the Foundation for the Promotion of Human Rights.

James Smith is/was a professor of law at the University of Virginia. He is also the author of several books on legal and political issues. He has been a frequent commentator on legal and political issues on the media.

Rye Barcott is/was a journalist and author. He is the author of several books on social and political issues. He has been a frequent commentator on legal and political issues on the media.

Andrew Block is/was an analyst at the Office of the U.S. Department of Homeland Security. He is also a member of the Human Rights Watch’s board of directors.

Karen Kwon is/was a partner at the law firm of Orrick, Herrington & Sutcliffe. She is also the founder of the Korea Foundation, a nonprofit organization. She has been a frequent speaker at legal conferences.

Malik Omar is/was a human rights activist in Pakistan. He is the founder of the organization Human Rights Watch. He has been a frequent commentator on legal and political issues on the media.

Martin Hommes is/was a professor of economics at the University of Maryland. He is also the author of several books on economic issues. He has been a frequent commentator on economic issues on the media.

Tawney is/was a partner at the law firm of Skadden, Arps, Slate, Meagher & Flom. She is also the founder of the Foundation for the Protection of Human Rights. She has been a frequent speaker at legal conferences.

Meyers is/was a partner at the law firm of Skadden, Arps, Slate, Meagher & Flom. She is also the founder of the Foundation for the Protection of Human Rights. She has been a frequent speaker at legal conferences.

McKnight is/was a partner at the law firm of Skadden, Arps, Slate, Meagher & Flom. She is also the founder of the Foundation for the Protection of Human Rights. She has been a frequent speaker at legal conferences.

Moulton is/was a partner at the law firm of Skadden, Arps, Slate, Meagher & Flom. She is also the founder of the Foundation for the Protection of Human Rights. She has been a frequent speaker at legal conferences.

Motshekga is/was a professor of law at the University of California, Los Angeles. He is also the author of several books on legal and political issues. He has been a frequent commentator on legal and political issues on the media.

Moe is/was a partner at the law firm of Skadden, Arps, Slate, Meagher & Flom. She is also the founder of the Foundation for the Protection of Human Rights. She has been a frequent speaker at legal conferences.
LELAND CHEUNG MPA/MB-A-MIT

Scholar Politician

In this age of elaborate, customizable coffee beverages, Leland Cheung MPA/mba-mit 2011 simply drinks a hefty mug of the stuff, black. The first student (he’s also enrolled part-time at MIT’s Sloan School of Management) and first Asian-American elected to the Cambridge City Council, Cheung’s timetable demands that he get his caffeine straight, pure, and strong.

“The office administrators at City Hall is always saying I should cut back,” laughs Cheung, admitting that his high level of activity creates a bit of a scheduling nightmare. There is no typical day, but one Thursday last spring began with an AA meeting in Kendall Square to discuss a proposed Entrepreneurs’ Walk of Fame project, followed by a class on branding at HKS, committee hearings, neighborhood association meetings, community celebrations... “I’m usually home by 10:30 or 11 pm, do homework for an hour or so, and go to bed,” he summarizes.

“It’s hard not to ask: Does Cheung have a significant other on top of it all?” “Fiancée,” he answers. “I’m getting married on Sunday!”

Cheung is a former venture capitalist, his interest in how politics affects business prompted him in 2005 to attend a class on the evolution of government in China at Harvard Business School. In 2006, as a fellow of the Future of the State and Globalization project, he was serving as the vice chief of the Joint Staff (air), Joint Force Headquarters, Oklahoma National Guard. His duties include the development and management of a governmental relations fusion cell with the mission to develop and maintain an integrated method of collecting and processing data for the adjudicant.

In 2010, Josh Archambault MPP has joined Pioneer Institute, a public policy think tank in Boston, and is leading two initiatives on health care policy and on urban redevelopment. Prior to joining Pioneer, Josh worked as a health policy fellow at the Harvard Health Care Reform Initiative in Washington, DC, on health and social policy.

Helen Wang-Zhu MPP is now settled in San Francisco this summer to work on issues of the 21st century. Previously Alexander was a member of the campaign team of Frank Walter-Steinmeier, the Social Democratic challenger of Chancellor Angela Merkel, during the last general elections. Alexander lives in Luxembourg with his wife, daughter, and son. Their third child was born in July.

Brent Wright was appointed as the vice chief of the joint Staff (air), Joint Force Headquarters, Oklahoma National Guard. His duties include the development and management of a governmental relations fusion cell with the mission to develop and maintain an integrated method of collecting and processing data for the adjudicant.

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Gregory David Macias md has been named clinical director of the 75th Anniversary Fund for Education Reform America (now cik) on the National Mall in Washington, DC. The new site will be held simultaneously with the anniversary of the beginning of American Education Week to encourage preparations and support at the United Nations in New York.

Joe Rucker is putting his widow’s training to use by preparing a plan for medical coverage for the unvaccinated agricultural workforce population of California. He is also using his widow’s training in production tax credits to work with Hananbood, an organization for immigrant students, faculty in the arts, staff, media, and entertainment.

Sheila Thornsberry is the director of special projects and board liaison to Year at National’s Office in Boston. Year is a youth and workforce development program for urban young adults. She manages the Boston Campus’s National Board and local Advisory Board.

Twila McInnis has recently joined the Education Pioneers Boston Alumni Board. Previously she was working in the office of Mayor Cory Booker in New Jersey, and the New York City Department of Health and Community Development’s OST initiative.

Aiz Leihan McKee’s.MD’s head operates at risk in Pakistan, and it is remarkable for implementing dia frame in line with the Basal II framework. Aiz also devotes his time on risk management at the Institute of Administration Medicine in Lahore. Past experiences include working on the board of one of the largest medical educations in Pakistan. Currently he is also voluntarily working on a community based of a number of community based schools that offer education to the underprivileged students.

Chris Lawrence-Pietroni M.D. has worked with Marshall-Gani and other aids on ground-breaking work that applies insights from community organizing to achieve quality improvement and cost reduction in the UK’s National Health Service. Chris is also an associate with Local Government Leadership and is currently providing support to a number of county and city governments as they strive to meet adaptive environmental challenges associated with flooding and coastal erosion.

In Memoriam

Adam Daulerio, 34, died in 2004, Henry Husbands APR/1973 Angeles Bayes M.D. 1950
In 1979, the school celebrated its first graduation on its new site. Only one of the campus’s buildings had been built, an MBTA station was still there, and friends and family of the graduates sat at lunch tables while watching the ceremony. Today (see inset) graduations are a more complex logistical feat, with more than 500 graduates, tents covering most of John F. Kennedy Park, and a live web stream carrying the ceremony to viewers across the world. For all that, the sense of pride and accomplishment can hardly have changed at all.

It’s been 70 years, and 18,424 degrees since 1941, when 18 masters in public administration took to the steps of the old Littauer building for the school’s first commencement.

Marilyn Averill
MC/MPA 2000
Lives ➔ Boulder, Colorado
Profession ➔ Environment and natural resources attorney, academic
Passions ➔ Friends, books, travel, HKS
Current work ➔ Doctoral student in environmental studies, chair of HKS Alumni Board
Giving ➔ I have contributed to the Kennedy School since 2001

Professional activities
I write and give talks about climate litigation, ethics, and other aspects of global environmental change. My goal is to help people understand what is at stake, how different stakeholders may be affected by policy alternatives, and the roles that science and values play in attitudes toward climate change.

Alumni activities
I came to the Kennedy School for the 10-month Mid-Career program and ended up staying for three years. The school introduced me to extraordinary students and faculty members whom I now regard as lifelong friends. HKS expanded my environmental interests to the international level, drawing me to climate change and sustainable development, and enhancing my understanding of the complex domestic and international forces at play. As an alumnus, I continue to use the tools I acquired at HKS to understand environmental problems and evaluate policy options.

For the past three years I have served on the HKS Alumni Board. I ran for the board to promote connections among alumni and the school, in order to foster the creative synergy many of us found on campus. I have worked with other board members and with the Alumni Relations Office to survey alumni attitudes about the school, to strengthen the HKS global network, to promote connections with the Office of Career Advancement for counseling, recruiting, and individual job searches; and to keep alumni connected to the school and to one another by updating their HKS profiles.

Why I give
I understand the importance of a strong tradition of giving back, and show my support by contributing annually to the HKS Fund. I want to make it possible for the best students to attend the Kennedy School, regardless of their personal finances, and for students to graduate without enormous debt. I agree with Dean Ellwood that our alumni should be able to choose careers that best fit their skills and interests, without the burden of student loans factoring into their decisions.

I also recognize that giving is not limited to money. Many HKS alumni give time by recruiting new students, creating networking opportunities, organizing reunions, serving on committees, giving talks at the school, and in countless other ways. I invite each of you to think about what the Kennedy School has given you, and what you might be able to give back to the school.

ON THE WEB
Learn more about what you can do to support Harvard Kennedy School at www.hks.harvard.edu/giving
617-495-5293
617-496-4511 fax