

# EDUCATION AND GENDER EQUALITY

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## EXECUTIVE SUMMARY

A synthesis of ideas from the Harvard University  
Advanced Leadership Initiative Deep Dive



**HARVARD**  
Advanced Leadership Initiative

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# Executive Summary

Across the world, education remains the most powerful tool for improving the lives of women and girls. Important advances have been made in gender and education equality in the last several decades, but millions of girls continue to live without access to quality education and opportunities to develop personal agency. The United Nation's 2015 Sustainable Development Goals enshrine inclusive, equitable, and quality education and the empowerment of women and girls as a global focus for the next ten years. Facing this challenge, the 2016 Advanced Leadership Initiative Deep Dive on Education and Gender Equality at Harvard University identified both key strategies and outstanding challenges in the global fight for gender empowerment in education.

First, the intersection of gender with race and socioeconomic diversity was a consistent theme throughout the event. Participants reflected that, along with gender, race and class can also highly determine who has access to opportunity. Yet discussions of gender, particularly in the United States, often implicitly focus on the plight of white women and need to become more inclusive of the distinctive needs of women from minority and impoverished backgrounds. Collectively, the discussions showed that siloed approaches are ineffective, and that a nuanced understanding of privilege and disadvantage is needed to address education inequities in each distinctive community.

The role of the private sector also featured prominently throughout the Deep Dive event. Companies need to take the lead in changing work structures for remote work, flexible hours, parental leave, and empowering men as caretakers. They can also use their financial resources to innovate, test, and prove new education models that the more risk-averse public sector can expand and bring to scale.

Structural constraints remain among the highest barriers to women's professional advancement. Implicit bias about women's capabilities, ambitions, trustworthiness, and authority in the workplace impede women from rising up the professional ranks regardless of personal ability. Informal "motherhood penalties," the unequal division of household labor, and a fast-tracking of men in the workplace and at universities makes it harder for women to prove their worth. Employers and education leaders need to re-think the structure of their hiring systems and workplace culture in order to create equal opportunities for women.

Finally, the conference highlighted numerous proven strategies, and the need for more innovation in education. Essential strategies for closing the gender gap in schools include mentoring and role modeling for girls in STEM fields, reaching adolescent girls in poor and violent countries, early childhood education, and focusing on education quality as much as quantity. In politics and the workplace, getting women to the table, transparent and data-driven hiring, quotas for women's partici-

pation, and bringing men into the conversation are effective at making women more visible, powerful, and included. Despite these established approaches, what happens in the classroom needs to evolve. 21st century education requires teaching human rights, global citizenship, and interdisciplinary problem solving to meet cross-border challenges like global warming, public health, and biodiversity. Self-efficacy is perhaps the most important outcome of education at the individual-level and requires curriculum geared toward personal empowerment to ensure this outcome.

## Introduction



*Monica Higgins,  
Harvard Graduate  
School of Education*

Monica Higgins, Kathleen McCartney Professor of Education Leadership at the Harvard Graduate School of Education and co-chair of the Advanced Leadership Initiative, opened the day's events with a reflection on the monumental passage of the Universal Declaration of Human Rights in 1948. At this point in human history, nations of the world declared that all human beings are born free and equal in dignity and rights, including a right to education. Although the push for gender equality in the 20th century resulted in numerous achievements, including near-parity in higher education enrollment, many structural inequalities remain pernicious and persistent.

Her colleague and ALI co-chair, Fernando Reimers, Ford Foundation Professor of International Education at the Harvard Graduate School of Education, highlighted stories of women's empowerment efforts in the education sphere that have yielded tremendous results in the developing world.

- A former HGSE pupil who started a professional development program for teachers in youth leadership.
- A motivated woman who expanded a Junior Achievement program to every country in the Middle East, which increased self-confidence among girls.
- A young man in Mexico who took out a \$20,000 grant to teach single mothers in factory towns to make and sell liquid soap so that they could earn a minimum wage while caring for their children.

Reimer's research on these programs show that the specific approach of any given program is nearly irrelevant, the most important factor is that they build the confidence and competence of women to achieve their goals. Looking back at the classroom, he added that a recent Gallup poll of 30,000 American adults at different points in their careers highlighted three defining undergraduate education factors in their career success and happiness: taking a class engaged in the real world, connecting with a faculty member who motivated and challenged them, and extra-curricular experiences that expand the boundaries of a particular course. Reimers concluded that while there are different ways to make an impact, gender equality remains unfinished business.

# Higher Education and Gender Equality

Panel chair Julie Ruben, Charles Warren Professor of the History of American Education at the Harvard Graduate School of Education, opened the day's first session with a probing question: "Why have women's gains as students within higher education not yet translated into leadership roles in academia and top professional sectors?"

The panelists addressed this question and also offered some hope that this was changing along with some possible solutions to address these barriers.

- The tenure system ensures that universities change slowly, but there has been important progress. Leah Rosovsky, Vice President for Strategy and Programs at Harvard University, shared that at Harvard 26% of tenure positions are now held by women, and the numbers are even higher in younger, untenured ranks who will change the tenure balance over time.
- The division of labor between men and women in the home remains highly unequal. At Harvard, male and female faculty work the same number of hours at the office, but at home women do 10 more hours of work a week than men, especially among those with children. These rates are similar at other professional institutions and reflects a need to equalize domestic burdens in order to value women's time.
- Confidence differences between the sexes create a "fast track" of opportunity for men and boys. Studies of schoolchildren show that girls and boys are equal in competence, but boys are relatively more confident, and often overconfident, in their abilities. This plays out in the workplace where men are more likely to pursue challenging opportunities.
- Informal "motherhood penalties" limit wages and professional advancement for women with children. Much of this plays out in the lack of employment flexibility for primary caregivers. Employers need to restructure their workplaces and how they value employees in order to compensate for these differences. Promising initiatives include "stopping the clock" on tenure track and partner advancement for employees with young children and project-based work that will allow men as well as women to take on caregiver rolls.
- Sexism and gender discrimination remain prevalent but are subtler than in the past. Carrin Patman, partner at Bracewell LLP, argued that young women need to be better educated about the ways gender bias manifests in the modern era and how to counteract it, as cultural and structural changes in traditionally male-dominated professions are slow to take hold.
- A persistent dearth of women "at the table." Often, it takes senior-level women to encourage the men around them to recognize, compensate, and promote other

talented women. Women have to be leaders and advocates for one another in order for women to advance, though the moral responsibility is shared by men and women alike.

- Social structures of education uphold elitist traditions. Stephanie Khurana, faculty Dean of Cabot House at Harvard and a member of FAS Standing Committee on Public Service and the President’s Task Force on Sexual Assault Prevention, said that while all male social clubs at Harvard are for many people the hallmark of achievement, their restrictive entry policies are harmful to men and women alike.

Overall, the panel highlighted tension between personal agency and systemic change in improving opportunities for women in higher education. Panelists spoke about the need for both men and women to own the problem of gender inequality, but also recognized that in practicality, advocacy from senior women was needed to push the needle forward.

## Question and Answer

The question and answer session left the panel with a number of unanswered questions. The first one pointed out that while white women lag behind men in terms of pay and promotion, minority women make up a noticeably smaller fraction of well-paid, high-level professionals. Are these women implicitly excluded in dialogue about women’s empowerment within powerful institutions? How can activists avoid operating in silos? A second audience member identified that while women in positions of power frequently talk about the importance of gender equality in the workplace, often their behavior focuses on fitting themselves within existing power structures rather than changing them. How should career-driven women manage the competing demands of self-promotion with leveling the playing field? How can men and women share this burden?

# Science, Technology, and Gender Equality

The Science, Technology, and Gender Equality panel focused on addressing the gender gap in STEM fields, where women and girls are most under-represented. Women's leadership in STEM is essential for ensuring that women's needs and perspectives shape scientific and technological developments in the 21st century. The panel featured speakers who actively work in encouraging girls to pursue education and careers in STEM from an early age. They shared impactful strategies.

- Early exposure is essential to counteract the underlying biases in our social structures, education systems, and parenting methods that push girls out of math and science at a young age. Studies show that attitudes and beliefs toward STEM are strongly shaped in the pre-K years and at the elementary school levels, yet panelists also insisted that middle school years are also formative for girls in deciding where their talents and interests lie.
- Peer mentoring and role modeling are highly motivating forces that give girls a support structure as they pursue STEM education. These efforts are essential not only for helping women and girls picture themselves in the STEM field, but also in building a support community to help individuals succeed. The panelists felt that mentors played a crucial role in their personal interests in STEM, and more efforts along these lines were needed.
- On-site exploration through internships, laboratory visits, or other practicum exercises, helps girls explore their interests in STEM fields and to build confidence in their own abilities to fulfill STEM roles professionally and in school. Many young women who would not otherwise self-select STEM pathways choose to study in the field after a targeted program provides them with direct exposure.
- School-based interventions, particularly through working with teachers, can radically change STEM delivery. Most teachers in the United States hold generalists degrees and lack strong science backgrounds, but offering them partnerships with scientists in the classroom can make them more prepared. There is also a need for school districts to train teachers about how they impact unintended biases about the relationship between gender and STEM to their students.

## Research and Practice

Facilitator Iris Bohnet of the Harvard Kennedy School and author of *What Works: Gender Equality by Design*, reflected on these issues and offered insight about the evidence base supporting various approaches. She underscored that most well-intended programs to strengthen gender equality in STEM are not evaluated. Thus, little data exists to confirm what works and help focus resources on the most effective interventions. Among the exceptions are mentorship, role-modeling, and community

building, which have overwhelming evidence of success. Diversity training, in contrast, has very little evidence showing positive impact.

Michelle Danoff, a junior at Harvard College and Co-President of the Harvard Women in Computer Science recruits women into STEM through community building at the college and building a stronger pipeline of girls interested in STEM with outreach programs for middle schoolers. In her role, these approaches are easier to tackle instead of focusing on implicit bias, which can be hard to identify and prevent.

## Gaps Among Race and Class

Uche Amaechi, a doctoral candidate at the Harvard Graduate School of Education, emphasized that gender is not alone in defining inequities in STEM within the United States. Research shows that children from lower socioeconomic backgrounds and with less educated parents suffer an early “word gap,” where they are exposed to fewer and simpler words than their more well-off peers. The readiness divide is often exacerbated once children enter school and are placed in separate tracks based on ability.



*Lauren States,  
2015 ALI Fellow*

There are also differences in STEM education opportunities that fall along racial lines. Lauren States, former President of Strategy and Transformation at IBM and a 2015 ALI Fellow, spoke about math literacy as a civil right. She pointed out that 25% of all U.S. schools with the highest percentage of black and Latino students do not offer Algebra II, thus leaving students unprepared for STEM careers and college degree programs. Effective programs to close this gap are in the interest of the public and private sector, as diversity on teams and in STEM has been empirically shown to boost outcomes and creativity in the workplace.

## Question and Answer

One audience member asked about how to gain entry and credibility in schools. Erika Ebbel Angel, co-founder and CEO of Ixcela, started Science for Scientists to expose children to hands-on science fair research projects. In her experience, showing teachers that her program is there as a support system and does not threaten their autonomy is key to gaining access to the classroom. A second question focused on public libraries- an enormous public resource that is often left out of efforts to strengthen interest in STEM. Finally, the panel was challenged with a question about the importance of arts in education, and whether STEM should be expanded to STEAM in order to accommodate this area of programming. Panelists felt that while valuable, arts education was often shoehorned in with other academic focuses, and instead should be its own, separate focus with attention to specific learning outcomes and connections to technology.

# Political Participation, Education, and Gender Equality

Women remain underrepresented in both education systems and the political arena, yet promoting parity can be a complex and overwhelming endeavor. Hannah Riley Bowles, Senior Lecturer at the Harvard Kennedy School, framed the panel's discussion by highlighting the need for contrasting approaches in increasing the political participation of women. Social change activists face the challenge of choosing between strategies: grassroots or structural focus? Personal empowerment or group social pressure? The panelists discussed useful lessons.

- Combine the data or scientific basis for a policy with strategies to build political support. These two approaches are integral to effective policy advocacy.
- Know your context. Strategies that work in the U.S. might not be well suited to conflict affected and fragile countries, which have unique economic, social, and political challenges.
- Quotas for political party lists and appointed government positions have proven extremely effective at increasing women's political participation.
- Programs that strengthen self-efficacy. According to David Gershon of the Empowerment Institute, improving a person's education, financial literacy, income generation, and health knowledge are all valuable, but when an individual lacks a sense of personal agency and visioning, the culture can overwhelm their ability to thrive.
- Utilize non-profits. Margot Strom, founder, President Emerita, and Senior Scholar of Facing History and Ourselves argued that more people should turn to philanthropy and the non-profit sector to solve problems, in addition to the traditional routes of government and business.



*Nina Lahoud,  
2014 ALI Fellow*

Grassroots strategies in particular can be highly cost-effective, and are an excellent way to reach women living in the world's most impoverished and violent countries. Nina Lahoud, a 2014 ALI Fellow with an extensive career in diplomacy and peace-building at the United Nations, advocated for increased support of the private sector and academia to improve the lives of marginalized women living in failed or weak states, particularly in increasing opportunities for higher education, election participation, parliamentary governance, legal education, and civil society capacity building.

A final note from Robert Selman, Professor at both the Harvard Graduate School of Education and Harvard Medical School underscored the dire need to address gender inequities in political spaces that echoed throughout the panel. Through his work with the Highlights for Children magazine, he observed that girls tend to be more advanced in their understanding of social justice due to implicit norms about gen-

der and social awareness. He asks “Does it matter that women may be prepared to be more skilled at governance than men, when men hold more positions of power which can be used to keep women out and keep men feeling socially and emotionally competent?”

## Women in the Corporation and Education Revisited

Women have made important advances in education and the workplace, but remain persistently under-represented at leadership levels. The panel on Women in the Corporation featured women from a variety of professional backgrounds who were each able to offer unique insights into the challenge of women’s advancement in their own fields and opportunities for redress.

- Finance: Sutapa Banerjee, former CEO of private wealth management in Ambit Capital and 2015 ALI Fellow, opened the panel by emphasizing that private sector diversity goes beyond increasing the talent pool. Corporations hold powerful roles in shaping the supply chain, investing and lending, and emerging market economies. Stressed Banerjee, “Corporations can actually move the needle.”
- Consulting: Gender bias often manifests in ways that are unconscious, often in the composition and discussions of private meetings. Dani Monroe, President of Center Focus International, a diversity-focused consulting firm, spoke about her work on talent reviews with corporate leaders, where professional gender norms result in women being rated with weaker soft skills than men, and men being talked about with greater energy and enthusiasm. By changing dialogue and implicit gender assumptions in these settings, it is possible to overcome organizational inertia in promoting and compensating women.
- Academia: Professor Lotte Bailyn’s research at the MIT Sloan School of Management identified that while PhDs in physics and chemistry assumed promotions came as a result of strong scientific performance, in reality, informal brainstorming meetings between senior and junior professionals- all men- determined who was identified and selected for dean positions.
- Marketing: Susan Gianinno, 2014 ALI Fellow and 2015 Senior ALI Fellow, shared two other strategies from her former role as Chairperson of North America Publicis Worldwide to promote gender equality in the workplace: 1) Shift the focus of young career women away from the anxious pitfalls of male-dominated industry and avoid negative stereotypes toward principles of leadership and professional mastery. 2) Pair strong data collection and transparency rules with no-tolerance policies for workplace bias.

Panelists agreed that moral suasion is insufficient to change corporate practices; change requires aligning corporate self-interest with gender equity. Effective strat-

egies include shifting investor preferences, pushing for women in senior corporate leadership, peer modeling among companies, and enhancing women's power as product consumers. When gender bias manifests in private meetings and conversation, the "Pause, Reflect, Reset" Methodology is a highly effective tool which allows participants to stop the action, identify what is being said, and introduce a new set of principles and decisions into the conversation.

## Responsibility for Gender Diversity

An important theme that underlined the panel discussion was responsibility for ensuring gender diversity in the workplace. One audience member shared that in her professional experience, it is usually women who are singled out for trainings and diversity programs, while men are not held responsible for creating equitable work environments. Panelists called for a more inclusive conversation about men as partners. Gianinno added that while often helpful, diversity programs are used to let companies evade responsibility to change organizational culture.

The discussion also highlighted that female corporate leaders and CEOs can be very resistant to gender diversity promotion, as if their own achievements would be belittled as a result. Women fall under enormous pressure to prove they can fit in male-dominated establishments, which requires avoiding perceptions of female favoritism. Fortunately, research shows that even a few women at the top of a profession or industry can encourage many others to follow in their footsteps. For this to happen, everyone agreed, companies need to not just work to hire more women, but to retain them and treat them as a high-value group.

# Against the Odds: Educating Girls Globally

## Dr. Sakena Yacoobi, CEO of the Afghan Institute of Learning (AIL)

Keynote speaker Dr. Sakena Yacoobi, CEO of the Afghan Institute of Learning (AIL), spoke about her work on the frontlines of women's education and empowerment in her home country of Afghanistan.

Yacoobi's father was an uneducated man who prioritized the education of his daughter from a very early age. As a young adult, she began studying medicine and engineering in Kabul and later pursued her higher education in the United States. When Russia invaded Afghanistan in 1979, Yacoobi became a refugee in the United States while her family fled to Iran. After becoming a professor in the United States, she felt compelled to return home and help other Afghan women who were still suffering

the consequences of war and displacement. Yacoobi visited some of the 7.5 million Afghans living in refugee camps inside Pakistan, and was shocked at the number of women and children she saw who appeared desperate, submissive, idle, and non-communicative.

Over the next several years, Yacoobi helped to build neighborhood schools, health centers, and women's learning centers in refugee camps and within Afghanistan. She observed an enormous appetite for education among the refugees, which she felt was at the heart of her program's success. Afghan Institute of Learning (AIL) quickly expanded from one compound to 15, with over 27,000 students within one year. Children learned to read and write within four months.



*Sakena Yacoobi,  
Afghan Institute of Learning*

Yacoobi's success rests on several organizational and pedagogical principles:

- **Critical thinking.** Yacoobi grew up with an education system based on rote memorization, but felt compelled to create a curriculum for Afghans that would teach Afghans, especially women, to think for themselves and develop personal agency.
- **Strong curriculum and teacher training.** Teachers were trained side by side with the day schools on methodologies grounded in student-centric pedagogy and participatory learning.
- **Trust-building.** Yacoobi worked through mullahs and other trusted local leaders to earn respect and to hire teachers who were held in high esteem within their own communities. For example, when starting her first school, Yacoobi sought permission from a local mullah who initially rejected her idea. She returned to his compound day after day to drink tea with him until he felt comfortable allowing a school and hosting it in his home.
- **Follow through.** Yacoobi knew it was essential to deliver on her promises in order to build credibility within each new community. She used formal contracts and effective management to make sure that programs, staff, and meetings happened when and where they were agreed to and that she was able to deliver on promised new facilities.
- **Respect for local agency.** Yacoobi believes strongly in the power of local people to identify their own needs. When entering a new area, Yacoobi would visit with the community and ask them what services they were most interested in receiving, whether a hospital, learning center, electricity program, or other initiative. She would always start with delivering on that request, and eventually build schools as part of longer term engagement.
- **Community participation.** Building and expanding schools required assistance from the community in providing staff, spreading news, and finding facilities. This in turn created a sense of community ownership in AIL initiatives. Community participation is also essential to working through education to tackle other critical issues, such as health and poverty.

After expanding in Pakistan, AIL was requested to open schools inside Taliban-controlled Afghanistan. Despite the security risks, Yacoobi agreed and set up schools for over three thousand students who today are doctors, engineers, and higher education professionals working to rebuild the country. When confronted by the Tali-

ban about the content of her programs, Yacoobi cleverly insisted that she was only teaching the Qur'an. When pressed further about her work on health and hygiene, she reminded them of the importance of keeping their wives, daughters, and sisters healthy, a message that was universally supported. At present, her programs reach 12.5 million people, with ever increasing demand, and with a high degree of crossover between her programs in education, health, electricity, citizenship, and women's empowerment.

Yacoobi concluded her presentation by sharing a story about an earlier encounter with the Taliban, who were known for their brutal attacks on girl's schools and NGOs. That day, her convoy had been held up at a road block of young, armed fighters who knew her name and her work on education and demanded she exit the car. Despite terrified protests from her bodyguards, Yacoobi went to speak with them. Instead of shooting her, they asked for classes of their own to improve their own futures. She demanded that they bathe, shave their beards, and followed her instructions, which they eagerly agreed to do. She then brought them to a local mosque and began setting up a school for them to learn. Said Yacoobi, "How will we bring peace to Afghanistan or any other part of the world? Education. Education solves the problem of poverty, the problem of disease, the problem of infrastructure. If today these people are knocking on our door, tomorrow they will be knocking on yours."

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### **Irina Bokova, Director General of UNESCO**

A keynote address by Irina Bokova, Director General of UNESCO since 2009, focused on the importance of women's education in the global movement toward sustainable development. Education is the most crosscutting item on the United Nation's global Agenda for Sustainable Development 2030. Bokova insisted that new Sustainable Development Goal 4, Quality Education, and Goal 5, Gender Equality, need to take center stage.

The previous Millennium Development Goals made important strides in these areas. In 2000, 110 million children were out of school worldwide and that number was reduced by half. Out of the 58 million children that remain, 32 million are girls, which is part of a broader gender gap in primary and secondary education. Adolescence is a particularly vulnerable time for girls, and support from fathers, community leaders, and institutions are needed to keep them in school. Girls who do stay in school are at significant lower risk for child marriage, domestic violence, and early pregnancy.

Education for women and girls is also increasingly becoming a security imperative. The global agenda of "Women, Peace, and Security" shows growing recognition of the connection between women's empowerment and stable societies, but women cannot play a role in peace if they cannot safely go to school.

Bokova emphasized that education alone is not sufficient, and only quality educa-

tion is an effective tool for empowerment. Today there are 250 million young people, mostly girls, who have completed three to four years of primary school and remain functionally illiterate. An important piece of quality education includes bringing values into the classroom, such as teaching children about human rights, civil engagement, history, and coexistence. Modern educators must also think about how they teach global issues that affect communities across the world, including biodiversity and climate change. “This,” she emphasized “is education for global citizenship.”



*Fernando Reimers, Sakena Yacoobi, Irina Bokova, Rosabeth Moss Kanter, & Monica Higgins*

## Faculty Comments

Professor Rosabeth Moss Kanter, the Chair and Director of ALI as well as the Ernest L. Arbuckle Professor of Business Administration at the Harvard Business School, commented that both keynote presentations showed that education for women is not only good for women’s personal and intellectual development, but that it also contributes powerfully to improving other long term, structural issues such as public health, peace, civic engagement, and workforce participation. Secondly, she highlighted the interconnected relationship between education and empowerment, but pointed out that one does not guarantee the other, necessitating a focus on what is being taught and how companies can play a role in connecting the two.

# Dinner Keynote: Gender Inequalities in the Workforce

Everyone knows the feeling of standing out in a group for some reason related to their gender, place of origin, age, race, or other personal characteristic. Professor Rosabeth Moss Kanter began her dinner keynote address by proclaiming that there is incredible value in taking what you are told you cannot do and deciding to do it anyway. Much of her career has been guided by the willful ignorance of gender barriers. When she first began her professorship, social science findings suggested that women do not advance because they fear success, but this victim blaming approach ignored the pernicious structural barriers and covert bias that women face daily in the workplace. Through consulting and teaching, Kanter observed these two factors, structural barriers and covert bias, play a much greater role than individual characteristics among the women in corporations. This is hopeful because structures are malleable to change. Her research for her 1977 book *Men and Women of the Corporation* showed how structure shapes individual bias and behaviors:

- Uncertainty and trust in promotion decisions. Higher degrees of uncertainty in a position, increases the chance that people in positions of power will select someone who looks and thinks like them. For decades, this phenomenon, known as homosocial reproduction, resulted in women and minorities being denied positions that require high levels of trust, risk, and independence and instead receiving promotions in easily measurable and routine fields, such as purchasing, personnel, and finance. Studies also show that while women tend to receive higher performance reviews than men on most 21st century skills, this does not hold for perceptions of vision because they are perceived as having lower leadership potential.
- Social roles such as manager, administrator, secretary, and executive all engendered certain types of behavior that reinforce stereotypes. For example, research shows that traditionally, female office administrators receive high levels of praise from male bosses for completing the relatively less complex tasks inherent in their role. If they move to higher level roles, however, they may struggle with receiving less positive feedback, which is inherent to the more challenging position. As a result, individuals become socially conditioned to the roles they have, making transition jarring or uneasy.
- Opportunity shapes aspiration, but not the other way around. Most individuals shape their aspirations based on their perceived opportunity structure and make peace with those preexisting limits. This creates both vicious and virtuous cycles of confidence, where those with limited opportunities think they are less capable and those with greater possibilities think they are more capable.
- Power, or lack of power, highly influences dynamics within an organization. Social categories like gender often sort people into the powerful and the powerless, which in turn shapes perceptions of likeability, credibility, and effectiveness. Powerlessness also tends to make individuals cling to the little authority they have, often leading to petty bureaucratic behavior among women who tend to be steered toward positions with low authority.
- Structure of numbers. When a person is the only person in their group representing a standout social category, they tend to be noticed as a token representative rather than for their individual attributes or performance. Often that person is expected to constantly serve as the spokesperson for their social category, which can result in overloaded expectations to perfectly represent their community. Having two members of that group does not resolve the problem and instead results in harsh comparison and competition. True workplace diversity is needed to alleviate this burden.
- Penalty of the “extras.” Workplace leadership requires not only professional competency, but also informal influence, resources, and connections that an individual is expected to bring to their role. These “extras” often require taking on side projects outside regular assignments, spending time on boards, and other time-intensive efforts. Women are generally less likely to have the space for these “extras” in addition to their domestic duties, where they still spend more time than men. Until the division of family labor reaches equality, it will be harder for women to succeed in executive level leadership.
- Learning cultures reinforce women’s leadership. Open workplace cultures create

more opportunities for women to succeed in the workplace. Conversely, closed workplace environments reinforce cultures of male cronyism that narrows the playing field and limits workplace learning and growth.

- The need for diversity within professions. Across the workplace, women's work continues to be devalued. A New York Times piece recently showed that the higher proportion of women in an occupation, the lower the average wage for that role. Diversity within professions, especially caregiving, is essential for women to be adequately valued.

Today, the numbers are changing slowly. Women are increasingly gaining access to high levels in business and government, which gives broader legitimacy to women in these spaces. Yet more progress is needed. Kanter believes that greater equality in household division of labor, job flexibility, and relaxing our modern workaholic culture will contribute to women's advancement, but ultimately, addressing the structural variables is the only way to achieve workplace equality.

## Opening Remarks Day II



*Fernando Reimers,  
Harvard Graduate  
School of Education*

Professor Fernando Reimers opened the second day's convening with a broad declaration- systems change within education will require addressing new and difficult topics with unclear answers. Advanced leadership means connecting the dots between new ideas, institutions, and programs to push forward in unconventional ways. The wheels of progress in education are turning, but slowly. Can we make better wheels that move faster?

The modern, global education movement brings together wide ranging actors from international NGOs, local social entrepreneurs, multilateral institutions, companies, and governments. Thanks to the United Nations Universal Declaration of Human Rights Education, education progress in the last several decades made strides in providing basic access to education around the world. Moving forward, education will need to focus on empowering individuals by teaching teamwork, cooperation, self-awareness, and interpersonal skills. Multilateral institutions will continue to play a critical role by continuing the work of the Millennium Development Goals with the new Sustainable Development Goals launched in 2015. He concluded with a call to action to support this new social compact and build on the progress of the last seventy years.

# Education in the Developing World and Gender Equality

Reimers introduced the panel around one focused question: What is promising, and what is possible to disrupt education systems in order to empower students? The morning's panel reflected a mix of speakers with private sector and with non-profit experience to highlight different approaches to education innovation. Overall, the panel echoed themes of building on what works while understanding the ways that technology will change the modern education landscape. While technological disruption will reach the Western world, sizeable efforts will be needed to ensure that girls in the poorest parts of the globe are also benefiting from our changing education systems.

## What Works

Emiliana Vegas, Chief of Education at Inter-American Development Bank, shared five findings from IADB research and education literature about the shared qualities of high-performing education systems.

1. High expectations of learning, grounded in well-designed and expansive curriculums.
2. Children enter school ready to learn based on effective home-based and early childhood interventions for poor and uneducated parents.
3. Access to effective teachers. Interestingly, there is a lack of conclusive evidence about which teacher attributes are most critical, but overall quality is highly important.
4. Adequate infrastructure, learning environments, and teaching materials.
5. Curriculum that is connected to the needs of the labor market. In Latin America in particular, the education has focused more on holistic education than private sector skill development, but students need to be prepared for future employment while still in the classroom.

## What Needs to Change

Richard Rowe of Open Learning Exchange spoke powerfully about the need for disruptive education models that can provide students with a sense of agency, meaning, and connection. Increasingly, one-size-fits-all models of education will fail, and technology will facilitate more individualized learning modalities where teachers function more as facilitators and coaches than instructors. Rowe believes that only the public sector can deliver this change for all students, but the private sector is needed to produce and prove- with rigorous and multi-year evaluations- innovations that work.

Addressing Safety Concerns According to M. Charito Kruvant, Co-Founder and CEO

of Creative Associates International, young adults living inside 35 countries worldwide experiencing civil wars are among those with the highest need for educational support. Adolescents living through conflict suffer from exposure to direct violence as well as broken education systems and infrastructure. These risks are especially high for girls, who need not only lavatories and running water but an assurance of safety from rape and other attacks. Educated females improve family income by 10% and GNP by 2%, creating strong incentives for educational investment in this area.

Finally, Junko Yoda, a 2010 ALI Fellow, shared her work preventing human trafficking in Asia. Through research in Indonesia, she learned about the importance of community-level interventions with high-risk populations. She now supports teacher training and training-of-trainer programs that help teachers and influential community members have the courage to speak up about the risks of trafficking, teach women and girls about sexual health, and act as prevention leaders.

## Disruptive Innovation and Gender Equality

Disruptive innovation, particularly in the digital age, can be a catalyst for gender equality. This panel posed the question of how to accelerate the pace of change, and whether existing programs are effectively reaching both men and women. Three women leaders from the technology and non-profit sector highlighted examples from their own work that sought to change gender norms barring women and girls from opportunity.

- **Access to Computer Science Literacy:** Karen Brennan, assistant professor at the Harvard Graduate School of Education, drew attention to computer science as an essential new medium of literacy, creativity, and self-efficacy. Yet while opportunities for computational learning for both boys and girls exist, she shared that closing the gender gap in computer science necessitates that girls can actually envision themselves in technology and computing spaces. This will require leaders in the technology sector to more actively establish mentoring programs, highlight female role models, and both recruit and retain women among their ranks.
- **Access to Social Services:** Mothers of children with mental or physical disabilities face enormous economic challenges and social isolation. Anne Punzak Marcus, a 2012 ALI Fellow, is developing a software platform to help parents navigate the complex universe of social services for children with autism. Marcus shared her experience conducting outreach to parents of children with autism. “When you have a child with a disability, the loss of income and the inability—often of the mother—to hold a full time job due to our inflexible work schedules and inadequate community supports, combined with unexpected large medical

expenses that are often not covered by insurance, can put a family into poverty.” She believes that the role of mothers as advocates, caretakers, and providers is significantly undervalued, which in turn cripples their ability to participate in the workforce and social sphere. Better and more affordable childcare, as well as hastening the trend toward remote employment, can change these dynamics.

- **Access to Economic Opportunity:** Challenges of the digital divide exist not only between men and women, but between the developed and developing world. Vanessa E. Beary, Entrepreneur in Residence at 1776, a global incubator, started a program in Tajikistan to help Tajik girls access the same educational and economic opportunities she had growing up in the United States. Beary explained: “Talent is equally distributed but access to opportunity is not. Access to information is not. Access to the internet, which has a lot of that information, much of which is un-curated, is not.” Yet without a post-program plan, her efforts fell short of empowering women. Effective interventions create theories of change and impact strategies for long term engagement.

Key questions for the panel included the importance of innovations in non-digital technology, the need for attention to more mundane but impactful social innovations, and whether the boom in social enterprise funding was chasing too many disparate ideas. Faculty moderator James Honan of the Harvard Graduate School of Education and ALI Associate Director and co-Chair closed by highlighting the importance of time, patience, and long term engagement for truly important changes to take effect.

## Coalition Building in Education for Gender Equality

Panel Chair Deborah Jewell-Sherman opened the final panel with a quote about leadership, “leadership is born of desire, passion, wisdom, and perceived necessity and as a continuous process of expanding one’s circle of influence in order to make a difference and create positive change.” The afternoon’s discussion focused on three very different stories of coalition building, and the relative advantage of different approaches across settings.

- **Harvard and Radcliffe Colleges:** Kenneth Kaufman, 2016 ALI Fellow and an attorney and partner at Manatt, Phelps, & Phillips shared his personal history of pushing for the integration of the all-female Radcliffe College with the all-male Harvard College in the late 1960s when Harvard was gender-segregated. As the then-head of the Harvard-Radcliffe Policy Committee he helped build a coalition of students from both Harvard and Radcliffe, galvanized a broader group of students by administering a survey, wrote articles in the *Crimson*, and communicated regularly with key deans and administrators across the university. This level

of transparency and active inclusion helped the coeducation movement within Harvard to gain traction and be taken seriously.

- Afghanistan: Wendy Robison, Senior Manager of Learning and Development at Etsy and former HGSE alum, spent 2003 to 2006 working in Afghanistan on the largest government-run education project. In her experience, it was more effective to create policies that include males rather than target only females. She found this went further in changing mindsets and norms in gender and education. She also built strong grassroots partnerships, even across areas of thematic interest, in order to capitalize on their deep ties and trust in the community. She also spoke about the importance of being aware of implicit assumptions- in her case, assuming Afghans kept girls out of school because of gender prejudice, when in reality it was often a safety measure to prevent girls from being attacked outside the home.
- U.S. Secondary Schools: Jennie M. Weiner, an Assistant Professor at the University of Connecticut framed coalition building as a challenge of breaking down cultural barriers. In her work with principals of “turnaround” schools, she’s observed a double bind for women and minority leaders where their personal leadership styles do not match traditional, masculine conceptions of male leadership, and they are either undervalued for their inherent characteristics or rejected for breaking behavioral norms for their race and gender. Schools and other institutions need to re-frame their concepts of leadership in order to allow new leaders to shine.

## Question and Answer

The issue of transgenderism was raised during the question period, with reference to how gender roles are understood in the context of education. Panelists agreed that it creates opportunities to increase flexibility in the framing of both leadership and gender norms among education professionals. There was also outstanding debate about partnership formats, and the relative advantage of public-private, private-private, and public-public partnerships. Above all, the panel highlighted the incredible value of using coalitions to achieve change, both from a practical and normative perspective.

# Conclusion

Professors Fernando Reimers and Monica Higgins closed the day's events by reflecting on key themes resonated throughout the Deep Dive.

- Urgency for change and scale often exists in tension with the need for quality in education programming.
- Top-down and bottom-up approaches are both needed in education, but it can be difficult to identify the right path for education activists and entrepreneurs.
- Education is riddled with pernicious cycles that need to be addressed, such as gendered norms around leadership and the relationship between education and structural inequalities.
- Many education challenges are unique to individual geographies and regions. Poor regions, war torn countries, and different sociocultural environments all differ from the education needs of developed nations and require specialized education solutions.
- Collaboration across sectors and countries is necessary to change education systems.
- Education alone is not sufficient to address societal norms around women's empowerment. A holistic approach is needed for women and girls to develop consciousness and break through the constraints of misogyny and patriarchy.

Reimers closed by reflecting, "There is a paradox in that so many of the leaders of [the global education movement] have been women, and yet it is still women that are clearly disadvantaged in terms of students from the benefits of that movement," and that therefore there is a tangible urgency for action.

The 2016 ALI cohort also had the opportunity to speak in small groups and then share publicly the ideas and solutions they created from the conference.

- Private donors, such as angel investors, can play a pivotal role in seeding new social change ventures that need to test and refine new models. Public donors and traditional philanthropic organizations tend to be more wary of programs that do not yet have data to prove their concept, but can be helpful in scaling ideas that have successfully moved beyond the pilot stage. There is also a need for these traditional donors to be more flexible when change manifests slowly or in a nonlinear fashion.
- Men need to play active roles in the movement for gender equality in education.
- Do something. Be passionate. Even small, local initiatives are valuable and can have a "butterfly affect" of incredible impact into the future.
- Feminine qualities of power and intellect need to be given greater value. Women should not be judged in comparison to men, but acknowledge for their individual and collective attributes.

# Appendix 1: Deep Dive Agenda

Thursday, March 31, 2016

8:15 – 9:00 Registration and Continental Breakfast

9:00 – 9:30 Welcome and Opening Remarks

Chairs: Monica Higgins  
Professor, Harvard Graduate School of Education  
Co-Chair, Harvard Advanced Leadership Initiative

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

9:30-11:00 Session I: Higher Education and Gender Equality

Chair: Julie Reuben, Harvard Graduate School of Education

Speakers: Stephanie Khurana, Harvard College, Cabot House  
Carrin Patman, Former ALI Fellow  
Leah Rosovsky, Office of the Provost,  
Harvard University

11:00 – 11:15 Break

11:15 – 12:30 Session II: Science, Technology and Gender Equality

Chair: Iris Bohnet, Harvard Kennedy School

Speakers: Uche Amaechi, Doctoral Student,  
Harvard Graduate School of Education  
Michelle Danoff, Harvard College student  
Erika Ebbel, Science from Scientists  
Lauren States, Former ALI Fellow

12:30 – 1:15 Lunch

1:15 – 2:30 Session III: Political Participation, Education and Gender Equality

Chair: Hannah Riley Bowles, Harvard Kennedy School

- Speakers: David Gershon, Empowerment Institute  
Nina Lahoud, Former ALI Fellow  
Robert Selman, Harvard Graduate School of Education,  
Harvard Medical School  
Margot Strom, Facing History and Ourselves
- 2:30-3:45 Session IV: Women in the Corporation and Education Revisited
- Chair: Monica Higgins
- Speakers: Lotte Bailyn, MIT Sloan School of Management  
Sutapa Banerjee, Former ALI Fellow  
Susan Gianinno, Former ALI Fellow  
Dani Monroe, Partners Health Care Systems,  
Center Focus International, Inc.
- 4:00 Departure to Askwith Forum
- 4:30 Askwith Forum: Against the Odds: Educating Girls Globally
- Keynote Speakers:
- Dr. Sakena Yacoobi, CEO of the Afghan Institute of Learning (AIL),  
World Innovation Summit for Education (WISE)
- Irina Bokova, Director-General of UNESCO
- Panelists: Monica Higgins  
Professor, Harvard Graduate School of Education  
Co-Chair, Harvard Advanced Leadership Initiative
- Rosabeth Moss Kanter,  
Professor, Harvard Business School  
Chair and Director,  
Harvard Advanced Leadership Initiative
- Fernando Reimers  
Professor, Harvard Graduate School of Education  
Co-Chair, Harvard Advanced Leadership Initiative
- 6:30 Walk to Loeb House, 17 Quincy Street, Cambridge, MA
- 6:45-8:30 Dinner (ALI Cohort and speakers/panelists)  
Location: Loeb House, 17 Quincy Street, Cambridge, MA

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

Friday, April 1, 2016

- 8:00 Shuttle service from ALI Office, 14 Story Street to AAAS  
Destination: The American Academy of Arts and Sciences (AAAS)
- 8:15 Arrive at AAAS
- 8:15- 9:00 Continental Breakfast  
Location: The American Academy of Arts and Sciences (AAAS)
- 9:00-9:30 Opening Remarks Day II
- Fernando Reimers  
Professor, Harvard Graduate School of Education  
Co-Chair, Harvard Advanced Leadership Initiative
- 9:30-10:30 Session I: Education in the Developing World and Gender Equality
- Chair: Fernando Reimers  
Professor, Harvard Graduate School of Education  
Co-Chair, Harvard Advanced Leadership Initiative
- Speakers: M. Charito Kruvant, Creative Associates International  
Richard Rowe, Open Learning Exchange  
Emiliana Vegas, Inter-American Development Bank  
Junko Yoda, Former ALI Fellow
- 10:30-11:00 Break
- 11:00-12:30 Session II: Disruptive Innovation and Gender Equality
- Chair: Jim Honan, Harvard Graduate School of Education
- Speakers: Karen Brennan, Harvard Graduate School of Education  
Vanessa E. Beary, 1776 (a global incubator)  
Anne Punzak Marcus, Former ALI Fellow
- 12:30-1:45 Lunch
- 1:45 – 2:45 Session III: Coalition Building in Education for Gender Equality

Chair: Deborah Jewell-Sherman,  
Harvard Graduate School of Education

Speakers: Kenneth M. Kaufman, 2016 ALI Fellow  
Wendy Robison, Etsy  
Jennie M. Weiner, University of Connecticut

2:45 – 4:30 Closing Remarks/Cross themes

4:30 – 6:00 Closing Reception

# Appendix 2: Deep Dive Speaker Biographies



**Uche Amaechi**  
**Doctoral Student, Harvard Graduate School of Education**

Uche Amaechi, EdM, MBA is a doctoral candidate at the Harvard Graduate School of Education studying how students and teachers negotiate the use of students' mobile devices in schools and classrooms. While at the Ed School Uche has also studied and worked with courses focusing on leadership, entrepreneurship, technology, and media—investigating how these varied fields can be brought together to build and scale impactful organizations. Uche is also the Extended Learning Time coordinator at the Fletcher Maynard Academy elementary school in Cambridge where he works closely with school faculty and staff on academic, strategic, and administrative projects. Uche serves on the board of Science Club for Girls, a Cambridge based non profit focused on getting girls from undressed populations excited about and interested in STEM fields. Uche was involved with growing the organization from a founder led organization that served a few hundred girls, to a larger staff led organization serving over 1000 girls in the greater Boston Area. Uche also serves on the board of Farrington Nature Linc, a Cambridge-area non-profit focused on enhancing the lives of children from low-income communities through a connection with nature.



**Lotte Bailyn**  
**Professor, MIT Sloan School of Management**

Lotte Bailyn is the T Wilson (1953) Professor of Management, emerita. For the period 1997-99 she was Chair of the MIT faculty, and during 1995-97 she was the Matina S. Horner Distinguished Visiting Professor at Radcliffe's Public Policy Institute. She has been an Academic Visitor at Imperial College of Science, Technology and Medicine in London, a Visiting Scholar at New Hall College of Cambridge University, a Scholar-in-Residence at the Rockefeller Foundation Study and Conference Center in Bellagio Italy, and a Visiting University Fellow in the Department of Management Studies at the University of Auckland in New Zealand.

Professor Bailyn is an authority on conditions of the workplace, particularly as they affect the careers and lives of technical and managerial professionals. Her research deals with the relation of organizational practice to employees' personal lives, with a particular emphasis on gender equity in business organizations and academia. She has also done action research in organizations to change their practices such that the goals of work effectiveness and gender equity can both be met. With colleagues she has developed Collaborative Interactive Action Research (CIAR) as a means to achieve this double goal.

Professor Bailyn is the author of *Living with Technology: Issues at Mid-Career; Breaking the Mold: Women, Men, and Time in the New Corporate World* and its new and fully revised edition called *Breaking the Mold: Redesigning Work for Productive and Satisfying Lives*; and co-author of *Working with Careers and Beyond Work-Family Balance: Advancing Gender*

Equity and Workplace Performance.

She is the recipient of Radcliffe's Graduate Society medal, the Everett Cherrington Hughes award for careers scholarship, the Work-Life Legacy award, MIT's Gordon Y Billard award, and the scholar-practitioner award from the Academy of Management. Her biography is listed in Who's Who in America.

Lotte Bailyn has a BA from Swarthmore College in Mathematics, an MA and Ph.D. from Harvard in Social Psychology, and two honorary degrees. She is a Fellow of the American Psychological Association and a Charter Fellow of the Association for Psychological Science.



**Sutapa Banerjee**  
**2015 ALI Fellow, former CEO, Private Wealth, Ambit Capital Private Limited**

Sutapa Banerjee has spent over 23 years in the financial services industry across 2 large multinational banks (ANZ Grindlays and ABN AMRO), and a boutique Indian Investment bank (Ambit). In the last 16 years she built and lead different businesses in banks. A well recognized thought leader in the Wealth Management space having headed and successfully built from scratch the Private Wealth businesses in both ABN AMRO Bank and Ambit Capital in the last 11 years Sutapa was voted as one of the 'Top 20 Global Rising Stars of Wealth Management' by the Institutional Investor Group in 2007 - the only Indian and one of only two winners from Asia. She led Ambit Private Wealth to 'Best Private Bank in India' in the 2013 AsiaMoney polls and in 2012 was shortlisted in the '50 most Powerful Women' by Fortune India. Sutapa is an Advanced Leadership Fellow (2015) of Harvard University. Currently she serves as an Independent Director on several boards of companies (JSW Holdings, IL&FS Group companies) and non profits (Oxfam India and Dignity foundation). She writes, speaks and blogs on the use of a 'gender lens' to enhance impact in the mainstream corporate sector which was also her area of study at Harvard.



**Vanessa E. Beary**  
**Entrepreneur in Residence, 1776 (a global incubator)**

Dr. Vanessa E. Beary is currently an Entrepreneur in Residence at 1776, a global incubator. From 2014 until early 2016, she served as Senior Advisor on Youth Entrepreneurship at the U.S. Department of State and spearheaded the design of the Department's Resilient, Entrepreneurial, and Dynamic Youth (READY) Initiative. During her time at Harvard (2009-2014) she received the Harvard Presidential Scholarship, a Kauffman Dissertation Fellowship, and a Fulbright Fellowship. In her dissertation, she examined the effectiveness of a youth entrepreneurship education program in northern Tajikistan. Vanessa is the founder of Powerful Girls Now and Entrepreneurial Lab.



**Iris Bohnet**  
**Professor, Harvard Kennedy School**  
**Co-Chair, Advanced Leadership Initiative**

Please see "Advanced Leadership Faculty" for more information about Professor Bohnet.



**Irina Bokova**  
**Director-General of UNESCO**

Irina Bokova has been the Director-General of UNESCO since 15 November 2009, and was successfully reelected for a second term in 2013. From Bulgaria, she is the first woman and the first Eastern European to lead the Organization.

As Director-General of UNESCO, Irina Bokova is actively engaged in international efforts to advance gender equality, quality education for all, and combat terrorist financing by preventing the illicit traffic of cultural goods. A leading champion in the fight against racism and anti-Semitism, Bokova has spearheaded UNESCO's activities on Holocaust remembrance and awareness. She is a leading advocate for ensuring quality education for all and has championed gender equality, making this her own personal priority for the Organization. Other fields of action include enabling scientific cooperation for sustainable development, such as early warning systems for tsunamis or trans-boundary water management agreements and global advocacy for the safety of journalists and freedom of expression.

Having graduated from Moscow State Institute of International Relations, and studied at the University of Maryland (Washington) and the John F. Kennedy School of Government (Harvard University), Ms Bokova has served as Bulgaria's Minister of Foreign Affairs a.i. and Coordinator of Bulgaria-European Union Relations, Ambassador to France and Monaco and Permanent Delegate to UNESCO and Personal Representative of the President of the Republic of Bulgaria to the Organisation Internationale de la Francophonie, among other distinguished positions. As Member of Parliament (1990-1991 and 2001-2005), she advocated for Bulgaria's membership in EU and NATO and participated in the drafting of Bulgaria's new Constitution.

Irina Bokova serves also as Executive Secretary of the Steering Committee of the UN Secretary-General's Global Education First Initiative (GEFI) and co-Vice-Chair of the Broadband Commission.

She has received state distinctions from countries across the world and is Doctor Honoris causa of leading universities.



**Hannah Riley Bowles**  
**Professor, Harvard Kennedy School**

Hannah Riley Bowles is a Senior Lecturer in Public Policy. She conducts research on gender in negotiation and the attainment of leadership positions. She has developed numerous cases on leadership in crisis and the management of complex multi-party conflicts. Her research appears in academic publications, such as the *Academy of Management Journal*, *Journal of Personality and Social Psychology*, *Organizational Behavior and Human Decision Processes*, *Psychological Science*, and *Journal of Behavioral Decision Making*. Bowles teaches leadership and negotiation in numerous executive programs. She is the faculty director of Women & Power, the Kennedy School's executive program for women leaders from the public, private and non-profit sectors. She won the Kennedy School's 2003 Manuel Carballo Award for Excellence in Teaching. Earlier in her career, she was a research associate at the Conflict Management Group and Harvard Business School. She was a technical advisor to the Minister of Natural Resources, Energy & Mines of Costa Rica and has been a fellow at the Argentinean National Institute of Public Administration, the West German Parliament, and Oxford University's Forestry Institute. She has a DBA from the Harvard Business School, an MPP from the Kennedy School, and a BA from Smith College.



**Karen Brennan**  
**Professor, Harvard Graduate School of Education**

Karen Brennan is an assistant professor at the Harvard Graduate School of Education. Her research is primarily concerned with the ways in which learning environments in and out of school, online and face-to-face can be designed to support young people's development as computational creators. Many of Brennan's research and teaching activities focus on constructionist approaches to designing learning environments encouraging learning through designing, personalizing, connecting, and reflecting, and maximizing learner agency.

Some current projects include: Cultures of Computing, an examination of how K-12 teachers design learning environments to support novice programmers, focusing on teachers' design intentions and how those intentions are enacted; ScratchEd, a model of professional learning for educators who support computational literacy with the Scratch programming language, involving the development of a 15,000-member online community, in-person events, and curricular materials; and Cultivating Computational Thinking, an investigation of the concepts, practices, and perspectives that young people develop through computational design activities.

Before joining HGSE, Brennan completed her Ph.D. in Media Arts and Sciences at the MIT Media Lab, as well as an MA in curriculum studies, B.Ed. in computer science and mathematics, and B.Sc. in computer science and mathematics at the University of British Columbia.



**Michelle Danoff**  
**Student, Harvard College**

Michelle Danoff is a junior concentrating in Computer Science at Harvard University and is co-President of Harvard Women in Computer Science (WiCS). With WiCS, Michelle is working to achieve female representation in CS by helping to foster a community, enable access to opportunities, and provide mentorship for female Computer Science concentrators on campus. Michelle also currently serves as a teaching fellow for CS20, a math-for computer science course which is designed in part to make CS accessible to those without a formal proof math background, a group which is statistically skewed female.



**Erika Ebbel**  
**Founder, Science from Scientists**

Erika Ebbel Angle received her Ph.D. in Biochemistry in 2012 from Boston University School of Medicine. She holds a B.S. from the Massachusetts Institute of Technology.

Erika is the CEO and co-founder of Ixcela, a Biotechnology start-up company aimed at developing diagnostic tests and natural interventions to improve gut microbiome efficacy and prevent neurodegenerative and cardiovascular diseases.

In 2002 Erika founded Science from Scientists. Erika currently serves on the Massachusetts STEM Council Legislator Education Work Group and the Board of Elementary and Secondary Education STEM Advisory Council. She is also a member of the Board of Trustees and Executive Committee at Endicott College in Beverly, Massachusetts. In 2014 the Boston Business Journal selected her as one of the “40 Under 40” business and civic leaders who are making a major impact in their respective fields in the Boston area. Her accomplishments have also been recognized by the Greater Boston Chamber of Commerce’s Pinnacle Awards for Emerging Executive. In 2013 the Boston Chamber of Commerce selected her as one of the “Ten Outstanding Young Leaders” in Boston. Selected by L’Oreal Paris as a 2007 Woman of Worth for her work with Science from Scientists, Erika has been featured on Lifetime TV and Nova Science Now on “The Secret Lives of Scientists and Engineers.” She is the host of “The Dr. Erika Show,” an educational science TV show for children.

Erika served as a Commissioner for the MA Commission on the Status of Women. Erika was Miss Massachusetts 2004 in the Miss America Scholarship program. At age 11, she became interested in isolating natural antiviral products from an herb. She continued to pursue this interest for the next 7 years, winning multiple state, national, and international science fair competitions.

Outside of work, Erika enjoys SCUBA diving, skiing and, a graduate of the San Francisco Conservatory of Music, continues her lifelong passion for classical piano. She is married to Colin Angle, CEO of iRobot.



**David Gershon**  
**Co-Founder, CEO, Empowerment Institute**

David Gershon, Co-founder and CEO of Empowerment Institute, is one of the world's foremost architects and practitioners of empowerment and transformative social change. He has successfully utilized these strategies over the past 35 years to mobilize millions of people around the world to engage in positive social change. His clients have included large companies and small businesses, national and local governments, grassroots community groups, NGOs and social entrepreneurs. He is the author of 12 books on various aspects of empowerment and social change including the award winning *Social Change 2.0: A Blueprint for Reinventing Our World* and the best selling *Empowerment: The Art of Creating Your Life As You Want It*. He has lectured at Harvard, MIT and Johns Hopkins and served as an advisor to the White House and United Nations on various empowerment and behavior change issues. He co-directs the Empowerment Institute School for Transformative Social Change.

[www.empowermentinstitute.net](http://www.empowermentinstitute.net)



**Susan Gianinno**  
**2014 ALI Fellow, 2015 Senior ALI Fellow**  
**Chairman, North America, Publicis Worldwide**

Susan Gianinno is Chairman, North America of Publicis Worldwide. She oversees all North America operations, including Publicis, Publicis Hawkeye and Riney. Susan is a member of the Publicis Worldwide Management Board and the Publicis Groupe Strategic Leadership Team. In addition to her responsibilities at Publicis, she is a Senior Fellow at Harvard University as part of their Advanced Leadership Initiative.

Previously, Susan was Chairman and President of D'Arcy Worldwide; CEO at J. Walter Thompson NY; and Managing Director of Global Accounts at BBDO. Susan was the first woman to serve on the Board of Directors at four of the largest agencies in the world.

Susan started in advertising while completing her Ph.D in Comparative Psychology from the University of Chicago. She also has a Master's Degree with high honors in Comparative Human Development from the University of Chicago, a Master's Degree in Psychology from Northwestern University and a Bachelors Degree with honors from Boston College.



**Monica Higgins**  
**Professor, Harvard Graduate School of Education**  
**Co-Chair, Harvard Advanced Leadership Initiative**

Please see "Advanced Leadership Faculty" for more information about Professor Higgins.



**Jim Honan**  
**Professor, Harvard Graduate School of Education**  
**Co-Chair/Senior Associate Director, Advanced Leadership Initiative**

Please see "Advanced Leadership Faculty" for more information about Professor Honan.



**Deborah Jewell-Sherman**  
**Professor, Harvard Graduate School of Education**

Dr. Jewell-Sherman is a graduate of Harvard Graduate School of Education's Urban Superintendents Program and has built a reputation over the past decade as one of the most successful urban district superintendents in the country. Prior to joining the Harvard Graduate School of Education's faculty, Dr. Jewell-Sherman served as superintendent of Richmond Public Schools with a track record of success that culminated in her being named Virginia Superintendent of the Year 2009 by the Virginia Association of School Superintendents (VASS). During her appointment, 95 percent of Richmond's lowest performing schools achieved full accreditation under Virginia's Standards of Learning reform legislation. In addition, the district improved from 18 percent to 91.7 percent of all schools meeting this standard as measured by the State Department of Education (2008). Currently, Dr. Jewell-Sherman serves as the Director of the Urban Superintendents Program and is the principal investigator for an initiative between the faculty of the Harvard Graduate School of Education and the University of Johannesburg in South Africa. In the fall of 2010, Dr. Jewell-Sherman will serve as a key faculty member for HGSE's new Doctor of Education Leadership Degree (Ed.L.D).



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

Please see "Advanced Leadership Faculty" for more information about Professor Kanter.



**Kenneth M. Kaufman**  
**2016 ALI Fellow, Partner, Manatt, Phelps & Phillips**

Please see "Advanced Leadership Fellows" for more information about Ken Kaufman.



**Stephanie Khurana**  
**Faculty Dean, Cabot House, Harvard College**

Stephanie Khurana is currently a faculty dean of Cabot House at Harvard and serves on several University committees, including President’s Sexual Assault Prevention Task Force, FAS Standing Committee on Public Service, Smith Campus Center, Alcohol and Other Drugs, among others. She currently teaches in the strategy group in the Executive Education General Management Program at Harvard Business School as well as offers a case-based seminar to Harvard undergraduates. She also is a Managing Director at the Draper Richards Kaplan Foundation responsible for identifying and supporting Draper Richards Kaplan Foundation social entrepreneurs.

Stephanie’s background is as an entrepreneur having started several for-profit enterprises as well as advised many social enterprises through board service. She was on the founding team of Cambridge Technology Partners (CTP), a visionary startup in the tech space that was one of the first entities to foresee the transformation from mainframe-centric solutions to client-server architecture and packaged solutions. CTP eventually went public with a market cap of \$5 billion and global workforce of 4,000. Later, she was Co-Founder, CEO, and Director of Surebridge, Inc, a \$50M early software as a service provider which was sold to Navisite/Time Warner, Inc. She has served as Acting Executive Director at the Tobin Project, a nonprofit organization that sits on the forefront of major research initiatives that address some of society’s most pressing problems and helps transform public policy debates and currently serves on their Board of Directors. She has also consulted with clients ranging from early stage to established organizations in the nonprofit, education, and healthcare sectors.

Stephanie currently serves on the boards of Braven, Immigrant Justice Corps, EdBuild and Step Into Art. Stephanie received a “Top 40 under 40” award from the Boston Business Journal in 1999 and serves on the President’s Council of Cornell Women. She received her BS in Applied Economics with a concentration in International Relations from Cornell University, an MBA from the Harvard Business School and an MPP from Harvard’s Kennedy School of Government.



**M. Charito Kruvant**  
**CEO, Chairman of the Board, Co-Founder, Creative Associates International**

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

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



**Nina Lahoud**  
**2013 ALI Fellow, Principal Officer, Office of the Assistant Secretary-General,  
United Nations Department of Peacekeeping Operations**

Nina Lahoud is a Principal Officer in the Office of the Assistant Secretary-General of the United Nations Department of Peacekeeping Operations, and has served with the United Nations for over three decades. She has dealt extensively with legal, rule of law, peacekeeping, development and gender matters while serving in various offices at UN Headquarters and in six UN peacekeeping operations deployed in Lebanon (as the UN's first woman Legal Adviser), Namibia, Cambodia, Croatia, Kosovo and East Timor. After leaving the UN Office of Legal Affairs to join the Department of Peacekeeping in 1997 during a surge in peacekeeping activity worldwide, she assumed wide-ranging functions in the Department, including as Deputy Director of the Asia and Middle East Division, Special Assistant to the Under-Secretary-General for Peacekeeping Operations, and Head of the Rule of Law Project. She has also undertaken a number of special assignments with other UN entities, including as Principal Officer to the Special Adviser of the Secretary-General on Iraq, Special Gender Adviser to the Under-Secretary-General heading the UN Economic and Social Commission for Asia and the Pacific (where she established and co-chaired a Working Group on Gender Equality and Empowerment of Women comprising 23 UN regional entities), and Special Adviser to the Executive Director of the UN Development Fund for Women (where she organized two international conferences on gender justice in post-conflict situations). Amongst her current functions in the Office of the Assistant Secretary General for Peacekeeping Operations, she developed a proposal for strengthening the gender architecture of UN peacekeeping operations deployed to the field and contributed submissions for the Independent Global Study on the Implementation of UN Security Council resolution 1325 on Women, Peace and Security.

Ms. Lahoud served both as a 2014 Harvard Senior Advanced Leadership Fellow and a 2013 Harvard Advanced Leadership Fellow. During the fellowship, she developed a pilot project to establish a "Gender Justice Leadership Pathway Initiative" to support women legal and judicial professionals from conflict-affected countries, and launched the pilot phase of the Initiative's "Network of Gender Justice Mentors and Peers". She holds a Juris Doctorate (J.D.) and a Certificate in Islamic Law from the University of Pennsylvania Law School and a B.A. from Harvard University.



**Dani Monroe**  
**Chief Diversity and Inclusion Officer, Partners Health Care Systems,  
President, Center Focus International, Inc.**

Dani Monroe has connected the dots for organizations over a 30+ year career. She has focused on the disciplines of leadership, diversity and inclusion – thus successfully helping C-suite executives in Fortune 100 companies leverage untapped talent as a competitive advantage and incorporate business practices that lead to innovation and effectiveness. Monroe now holds the position of Chief Diversity and Inclusion Officer for Partners HealthCare, the largest healthcare organization in Massachusetts. She also maintains leadership of her private consulting firm Center Focus International, one of the top global diversity and talent development practices in the U.S.

At Partners, Monroe will be responsible for the development and implementation of an innovative diversity and inclusion strategy. Partners HealthCare is an integrated health system founded by Brigham and Women's Hospital and Massachusetts General Hospital that employs over 64,000 people, across 27 medical systems.

As President of Center Focus International, Inc. (CFI), Monroe continues to focus on global diversity, inclusion and organization effectiveness -- thus favorably impacting C-suite executives, their bottom lines, reputations, and overall business potential. CFI clients include: Avon, Cardinal Health, the Central Intelligence Agency, Novartis, Pfizer and Prudential.

Monroe also offers leadership on several industry and state boards. In 2012, Governor Deval Patrick appointed Monroe to the Massachusetts Board of Higher Education and the Massachusetts Commission on the Status of Women. She has also co-chaired East Carolina University's National Leadership Advisory Council as well as participated as a keynote speaker for several national and international diversity and inclusion-focused conferences.

Her published book, "Untapped Talent: Unleashing the Power of the Hidden Workforce" (Palgrave Macmillan, April 2013) has received excellent reviews in national and international media. She has received other business and community related recognitions, including the prestigious YWCA Academy of Women Achievers Award and the Boston Business Journal, Lifetime Achievement Award in Diversity.

Monroe holds her master's degree in organizational development from Pepperdine University's Graduate School of Business. Today, she creates the learning models for companies and leaders to find new success.



**Carrin Patman**  
**2014 ALI Fellow, Partner, Bracewell & Giuliani**

For 33 years Carrin Patman has been a trial attorney with Bracewell LLP, one of Texas' largest law firms with 400 lawyers in 10 countries. Carrin was the first woman elected to serve on Bracewell's management committee, and throughout her professional career she has promoted female empowerment in the legal profession and in the community at large. She is a Founder of the Center for Women in Law at the University of Texas School of Law, dedicated to improving the status of women in the profession by: promoting best practices for advancing women in law firms, businesses, and other organizations; providing a center for academic research; serving as a resource for law firms and businesses across the country; and promulgating the Austin Manifesto, setting forth specific, concrete steps needed to tackle the obstacles facing women in the legal profession today. Carrin has regularly earned the annual distinction of Texas Super Lawyer in civil litigation defense. She graduated cum laude from Duke University and from the University of Texas School of Law, where she was a member of the Texas Law Review. In 2014 she was a Harvard Advanced Leadership Fellow.



**Anne Punzak Marcus**  
**2012 ALI Fellow, 2013 Senior ALI Fellow,**  
**Founder, Exceptional Lives.org and Navitome LLC**

Anne Punzak Marcus is the founder of two organizations: Exceptional Lives.org and Navitome LLC. Navitome, LLC software lets an organization create interactive walk-through guides that make policies and procedures actionable. Exceptional Lives uses Navitome's software for free to create interactive guides that navigate families raising children with disabilities through the complicated processes they need to complete to

access disability resources.

Anne is a former Fidelity Investments Senior Vice-President. She was also one of the co-founders of the Autism Consortium a Boston organization that fosters collaboration between clinicians, researchers, families, and donors to advance the understanding of autism. Anne was a 2012 Advanced Leadership Initiative Fellow and a 2013 Senior Advanced Leadership Initiative Fellow.



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

Please see "Advanced Leadership Faculty" for more information about Professor Reimers.



**Julie Reuben**  
**Professor, Harvard Graduate School of Education**

Julie A. Reuben, Charles Warren Professor of the History of American Education, is interested in the role of education in American society and culture. Her teaching and research address broad questions about the purposes of education, the relation between educational institutions and political and social concerns, and the forces that shape educational change. Her book, *Making of the Modern University* (1996), examines the relation between changing conceptions of knowledge, standards of scholarship, and the position of religion and morality in the American university during the late 19th and early 20th centuries. She is the author of numerous articles that explore the impact of political activism of the 1960s on the American university including "Consorting with the Barbarians at the Gate: McGeorge Bundy, the Ford Foundation, and Student Activism in the late 1960s," in *Making of the American Century: Essays on Twentieth Century American Politics and Culture*, ed. Bruce Schulman, (2013) and "Challenging Neutrality: Sixties Activism and Debates over Political Advocacy in the American University," in *Professors and their Politics*, eds. Neil Gross and Salon Simmons, (2013). She has also published articles on the history of civic education in public schools. Currently, Reuben is researching forms of political education in mid-twentieth century American higher education and the impact of progressive educational theories on American higher education. She also has on-going research on the history of civics education and character education in American public schools. Professor Reuben received her Ph.D. in History from Stanford University.



**Wendy Robison**  
**Senior Manager, Learning + Development, Etsy**

Wendy R. Robison's background is in education and international development. She focuses on adult learning, leadership development, and organizational learning in the workplace. Currently, Wendy is the head of learning and development at Etsy. She is the lead designer and project manager of a company-wide, comprehensive manager training program serving ~200 managers. Additionally, Wendy is leading a global effort to reimagine Etsy's new employee onboarding system and manages a professional development coaching program. Her work includes program design, curriculum development, facilitation, and using data to refine, improve and scale offerings across the company. Throughout her career in education, Wendy has worked for government, for-profit and non-profit education organizations in the U.S., Kenya, Afghanistan and Kazakhstan. Wendy has a B.A. from the University of Virginia in Religious Studies and Foreign Affairs and a M.Ed. in International Education Policy and Ed.D. in Educational Policy, Leadership and Instructional Practice from the Harvard Graduate School of Education.



**Leah Rosovsky**  
**Vice President, Strategy and Programs, Harvard University**

Leah Rosovsky has served as Harvard University's Vice President for Strategy and Programs since 2013. Rosovsky advances the President's internal and external agendas regarding matters that cross traditional organizational boundaries.

Rosovsky is currently focused on the University's international presence with a particular emphasis on the launching of the Harvard Global Institute. In addition, she works to create new possibilities for the arts and humanities within the University. She has contributed to multiple projects that support the President's One Harvard initiative including the support of cross-school areas of academic inquiry and the exploration of the role of non-degree students on Harvard's campus.

Rosovsky is charged with oversight of the Council of Deans as well as ensuring coordination and collaboration among the President's senior management team. She has also served on critical Presidential Task Forces including the Electronic Communications Policy Task Force and the Task Force on the Prevention of Sexual Assault.

Previously, Rosovsky served as Executive Administrative Dean at Tufts University School of Arts and Sciences. Rosovsky oversaw the development and implementation of planning and strategy initiatives related to resource allocation and change management including an increase in financial aid funding for undergraduate and graduate students, a significant expansion of laboratory space, and a renovation in the Tisch Library.

Prior to her time at Tufts, Rosovsky served in a number of development and strategic roles within Harvard's Faculty of Arts and Sciences, including Associate Dean for Administrative Planning, and Assistant Dean for Development Planning.

Rosovsky received her A.B. from Harvard College in 1978 and her M.B.A. from Harvard Business School in 1984.



**Richard Rowe**  
**Chair, CEO, Open Learning Exchange**

Richard Rowe is Chair and CEO of the Open Learning Exchange. Founded in 2007 as a Social Benefit Organization (501c3) OLE is committed to achieving quality universal basic education in the economically less-developed parts of the world.

Dr. Rowe received his Ph.D. from Columbia University in clinical psychology in 1963. In the early 1960's, he lived in Nigeria for three years as Director of the Test Development and Research Office of the West African Examinations Council, providing the elementary and secondary educational tests for the five English-speaking West African countries. Subsequently he served as Associate Dean of Harvard's Graduate School of Education, and chair of the Center for Studies in Education and Development. He was President of the One Laptop Per Child Foundation before founding OLE and currently serves on the faculty of the Harvard Graduate School of Education.

Dr. Rowe has conducted research concerning methods for assessing social interventions in the developing world and has long been an advocate for early childhood education. He has served as Chair of the Statewide Advisory Committee of the Massachusetts Office for Children, as a member of the Massachusetts State Board of Education where he served both as Chair of the Selection committee for the Commissioner of Education and of the Education Reform Review Committee. He has served on several other boards including the MIT Press Management Board, the Board of Advisors of the School of Information Sciences at the University of Pittsburgh and as Chair of the Massachusetts Business Alliance for Education.



**Robert Selman**  
**Professor, Harvard Graduate School of Education, Harvard Medical School**

Robert Selman served as chair of the Human Development and Psychology area from 2000 to 2004. He is the founder within this area of the Prevention Science and Practice Program in 1992 and served as its first director through 1999. At the Harvard Medical School, he is professor of psychology in the Department of Psychiatry, where he serves as senior associate at the Judge Baker Children's Center and at the Department of Psychiatry at Children's Hospital Boston. Selman has engaged in research and practice focused on how to help children develop social awareness and engagement competencies as a way to reduce risks to their health and to promote their social relationships as well as their academic performance. Currently, he does practice-based research, studying interpersonal and intergroup development across the age range from preschool through high school. His current work on the promotion of children's understanding of ways to get along with others from different backgrounds is conducted in the context of literacy and language arts curricula at the elementary level; in school-based programs designed to coordinate support and prevention services for students at the middle grade level in public schools; and in the social studies, literature, and history curricula at the high school level. Past work focused on the treatment of psychological disorders of youth in day school and residential treatment and the prevention of these disorders in children and adolescents placed at risk.



**Lauren States**  
**2015 ALI Fellow, former Vice President, Strategy and Transformation,**  
**Software Group Sales Division, IBM**

Ms. States is member of the Board of Directors for Clean Harbors and a Trustee for the International House, New York. She is also a member of the Dean's Executive Council and an Executive-in-Residence for the D'Amore-McKim School of Business at Northeastern University. In 2015, she completed a Fellowship with Harvard's Advanced Leadership Initiative focused on math literacy as a pathway to increase the participation of girls and minority students in the tech industry.

Previously, Ms. States has held numerous senior executive positions with IBM Corporation including Chief Technology Officer, Corporate Strategy, where she led the technical strategy for the company's growth initiatives focusing on cloud computing, software and systems technologies.

Ms. States is a member of the Executive Leadership Council and is Advisory Board Co-Chair for the Women In Technology Foundation B-STEM Project. She holds a B.S. in Economics from The Wharton School of the University of Pennsylvania and a Certificate in Business Excellence from Columbia University Business School Executive Education.

Ms. States was inducted into the Women in Technology International, Women in Science and Technology Hall of Fame in 2014. In 2015, Ms. States was featured on the ExxonMobil Be an Engineer campaign website and was named one of the 40 Women Leading Tech around the World by Silicon Republic in 2016.



**Margot Strom**  
**President Emerita, Senior Scholar, Facing History and Ourselves**

Margot Stern Strom is currently President Emerita and Senior Scholar at Facing History and Ourselves. Ms. Strom is an international leader in education for justice and the preservation of democracy. Through her commitment to honoring the voices of teachers and students and her deep belief that history matters, she has enabled millions of students and their teachers to investigate the root causes of racism, antisemitism, bigotry and violence; and to realize their obligations and capabilities as citizens and their capacity to be "upstanders" rather than bystanders in the face of bullying, ostracism, and injustice.

Raised in Memphis, Tennessee during the struggle for civil rights, Ms. Strom learned early to ask disquieting questions about racial and gendered taboos. As a middle school teacher, Ms. Strom served as Co-Director on U.S. Department of Education grants for the implementation of Title IX and Title III and co-authored *Sex Role Stereotyping in the School: a handbook for teachers in the public schools of Brookline*. She worked with pioneering researchers at the Harvard Graduate School of Education who were exploring the development of moral reasoning, identity, voice, and decision-making in girls and boys. She tapped their expertise along with her colleagues and that of historians, religious leaders, social psychologists, survivors, and others to develop *Facing History and Ourselves: Holocaust and Human Behavior*, a course and resource book on the Holocaust and the Armenian Genocide for classrooms worldwide at a time when those subjects were barely broached in U.S. schools. This course engaged students in thinking deeply with their teachers about issues of stereotyping, peer pressure, exclusion, education, and civic participation – both historically and in their own lives -- tapping their potentials as moral philosophers and civic actors. Ms. Strom left the classroom to become the founding director of a federally funded Title IV grant that began *Facing History and Ourselves*. It quickly grew into an evidence-based national

program for promoting civic learning that inspires and supports teachers to do what for so many is the reason they went into teaching in the first place — make a difference in students' lives that is profound enough to help them become the kinds of local and world citizens who make a positive difference in the lives of others and of their communities.

By 1983 when Facing History and Ourselves was incorporated as a nonprofit, the program was already impacting students and teachers in this country and abroad. In the four decades of Ms. Strom's direction and in partnership with the Board and staff leadership, Facing History became a global enterprise, remaining true to its core while embracing new histories, new technologies, and new communities. It has grown into an international program, bringing multiple perspectives to bear on a growing body of historical and contemporary case studies that are critical to a discussion of gender, equity, and education in today's world. Its impact on schools, teachers, and students has been repeatedly recognized by the U.S. Department of Education, as well as by organizations such as the Collaborative for Social and Emotional Learning, the social Impact Exchange, and the Education Commission of the States.

A graduate of the University of Illinois, Memphis State University and Harvard Graduate School of Education, Ms. Strom is the recipient of numerous civic and education awards and honorary degrees from universities and colleges. Recently, she was honored by the National Center for Race Amity with a Medal of Honor and by the Mass Humanities with a Governor's Award.

Ms. Strom is married to Dr. Terry B. Strom, Professor of Medicine and Surgery at Harvard, and Scientific Director of The Transplant Institute at Beth Israel Deaconess Medical Center. Her son Adam, his wife Sandra Smith-Garces and their children Max and Sam and her daughter Rachel and her husband Rinze van Brug and their children Ries and Liev all inform her work.



**Emiliana Vegas**  
**Chief, Education Division, Inter-American Development Bank**

Emiliana Vegas is Chief of the Education Division at the Inter-American Development Bank in Washington, DC, where she leads a team working in the Bank's lending operations and research to support education systems throughout Latin America and the Caribbean. In 2001-2012, Ms. Vegas worked at The World Bank, where she managed lending operations and applied research on regional and global education policy issues. She is the author of several articles in peer-reviewed journals, books, and institutional reports.

Ms. Vegas earned her Ed.D. from Harvard University, M.P.P. from Duke University, and B.A. from Andrés Bello Catholic University in Venezuela.



**Jennie Weiner**  
**Professor, University of Connecticut**

Jennie M. Weiner is an Assistant Professor of Educational Leadership at the Neag School of Education at the University of Connecticut. Her scholarship focuses on issues of educational leadership and organizational change particularly in chronically underperforming schools and districts. Most recently, she has worked for Rhode Island Department of Education on issues of school turnaround and capacity building. She was a senior research associate for the Teacher Advancement Program (TAP) at the Milken Family Foundation. Dr. Weiner

attended Amherst College and holds a Master's in Education in Administration, Planning and Social Policy and a Doctorate of Education from Harvard Graduate School of Education. She lives in Somerville, MA with her wonderful husband Jeremiah and her rambunctious and hilarious twin, four year old boys, Manny and Rufus.



**Dr. Sakena Yacoobi**  
**CEO, Afghan Institute of Learning (AIL)**  
**Co-Founder, Vice President, Creating Hope International**  
**World Innovation Summit for Education (WISE) Prize for Education Laureate**

Dr. Sakena Yacoobi is the founder of the Afghan Institute of Learning, the PSY Private Hospital in Herat, the PSY Private High Schools in Kabul and Herat, Afghanistan and Meraj radio station in Herat, Afghanistan.

The Afghan Institute of Learning (AIL) is an Afghan women-led NGO that Dr. Yacoobi founded in 1995 to provide teacher training to Afghan women, support education for children, and provide health education to women and children. Under Dr. Yacoobi's leadership, AIL has established itself as a groundbreaking, visionary organization which works at the grassroots level, empowering women and communities to find ways to bring education and health services to women and children.

AIL was the first organization to offer human rights and leadership training to Afghan women and the first to open Women's Learning Centers. AIL supported 80 underground home schools for 3,000 girls in Afghanistan after the Taliban closed girls' schools.

Recently, AIL opened a Legal Clinic to provide free legal services to poor Afghan women and has been hosting large scale peace conferences around Afghanistan. Through grassroots strategies and a holistic approach, 12.5 million Afghans have benefited from AIL's education and health programs.

Dr. Yacoobi and AIL have received international recognition and numerous awards for their efforts on behalf of Afghan women and children, including the Women's Rights Prize of the Peter Gruber Foundation., Henry R. Kravis Prize in Leadership, the 2013 Opus Prize and the 2015 WISE Prize for Education Laureate. She is a Senior Ashoka fellow, a Skoll and Schwab Social Entrepreneur and has been awarded five honorary doctorates for her leadership.

Born in Herat, Afghanistan, Dr. Yacoobi earned a bachelor's degree in biological sciences from the University of the Pacific and a master's degree in public health from Loma Linda University.



**Junko Yoda**  
**2010 ALI Fellow, 2011 Senior ALI Fellow, Co-Founder, CLinked**

Junko Yoda is a co-founder of CLinked, a US Non-profit with a mission to develop anti-trafficking leadership in high-risk communities in Asia to protect vulnerable women and children. Junko's program has trained 100 trainers on human trafficking prevention and leadership education who went on to teach 700 children. Junko's programs range from human trafficking prevention education, community organizing training, youth participatory community radio, survivor empowerment to life skill education. Her team trains youth leaders, local NGO, artisans and teacher trainees from Indonesia, Vietnam, Myanmar and Singapore. Program partners include social enterprise, local NGO, teacher training centers, government agencies and iNGO.

Junko transitioned to social entrepreneurship from investment banking after spending 2 years at Harvard University as Advanced Leadership Initiative (ALI) senior fellow where she met CLinked's partner Pam MacCambridge. Prior to the fellowship, she spent over 20 years as senior executive in investment management working for Goldman Sachs, Deutsche bank and family office in Tokyo, Hong Kong and Singapore.

Junko is a board member of Community Organizing Japan that trains community organizers and coaches teams on social campaigns. She is also on a board of European non-profit and fund business in Asia. Junko who lives in Singapore, is a graduate from Sacred Heart University in Japan and has a MBA from Columbia University.

# Appendix 3: Advanced Leadership Faculty



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

Rosabeth Moss Kanter holds the Ernest L. Arbuckle Professorship at Harvard Business School, where she specializes in strategy, innovation, and leadership for change. She is also Chair and Director of the Harvard University Advanced Leadership Initiative, an innovation that helps successful leaders at the top of their professions apply their skills to national and global challenges in their next life stage. A collaboration across all of Harvard, the Advanced Leadership Initiative aims to build a new leadership force for the world.

Her latest book, *MOVE: Putting America's Infrastructure Back in the Lead*, is a sweeping look across industries and technologies shaping the future of mobility and the leadership required for transformation. Her strategic and practical insights guide leaders of large and small organizations worldwide, through her teaching, writing, and direct consultation to major corporations and governments. The former chief Editor of *Harvard Business Review*, Professor Kanter has been repeatedly named to lists of the “50 most powerful women in the world” (*Times of London*), and the “50 most influential business thinkers in the world” (Thinkers 50). She has received 24 honorary doctoral degrees, as well as numerous leadership awards, lifetime achievement awards, and prizes. These include the Academy of Management’s Distinguished Career Award for scholarly contributions to management knowledge; the World Teleport Association’s “Intelligent Community Visionary of the Year” award; the International Leadership Award from the Association of Leadership Professionals; and the Warren Bennis Award for Leadership Excellence.

She is the author or coauthor of 19 books. Her book *The Change Masters* was named one of the most influential business books of the 20th century (*Financial Times*). *SuperCorp: How Vanguard Companies Create Innovation, Profits, Growth, and Social Good*, a manifesto for leadership of sustainable enterprises, was named one of the ten best business books of 2009 by Amazon.com. A related article, “How Great Companies Think Differently,” received *Harvard Business Review*’s 2011 McKinsey Award for the year’s two best articles. *Confidence: How Winning Streaks & Losing Streaks Begin & End* (a New York Times business bestseller and #1 Business Week bestseller), describes the culture of high-performance organizations compared with those in decline and shows how to lead turnarounds, whether in businesses, schools, sports teams, or countries. *Men & Women of the Corporation*, winner of the C. Wright Mills award for the best book on social issues and called a classic, offers insight into the individual and organizational factors that promote success or perpetuate disadvantage; a spin-off video, *A Tale of ‘O’: On Being Different*, is a widely-used tool for diversity training. A related book, *Work & Family in the United States*, set a policy agenda; later, a coalition of university centers created in her honor the *Rosabeth Moss Kanter Award* for the best research on work/family issues. Another award-winning book, *When Giants Learn to Dance*, showed

how to master the new terms of competition at the dawn of the global information age. *World Class: Thriving Locally in the Global Economy* identified the rise of new business networks and dilemmas of globalization, a theme she continues to pursue in her new book *MOVE* and the Harvard Business School U.S. Competitiveness Project.

Through her consulting arm, Goodmeasure Inc., she advises numerous CEOs and has partnered with IBM on applying her leadership tools from business to other sectors as a Senior Advisor for IBM's Global Citizenship portfolio. She has served on many business and non-profit boards, such as City Year, the urban "Peace Corps" addressing the school dropout crisis through national service, and on a variety of national or regional commissions including the Governor's Council of Economic Advisors. She speaks widely, often sharing the platform with Presidents, Prime Ministers, and CEOs at national and international events, such as the World Economic Forum in Davos, Switzerland. Before joining the Harvard Business School faculty, she held tenured professorships at Yale University and Brandeis University and was a Fellow at Harvard Law School, simultaneously holding a Guggenheim Fellowship. Her Ph.D. is from the University of Michigan.



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

James P. Honan has served on the faculty at the Harvard Graduate School of Education (HGSE) since 1991. He is also a faculty member at the Harvard Kennedy School and a principal of the Hauser Center for Nonprofit Organizations at Harvard University. He is Educational Co-Chair of the Institute for Educational Management (IEM) and has also been a faculty member in a number of Harvard's other executive education programs and professional development institutes for educational leaders and nonprofit administrators.

These include the Harvard Seminar for New Presidents, the Management Development Program, the ACRL / Harvard Leadership Institute, the Principals' Center, and the Harvard Institute for School Leadership at the Harvard Graduate School of Education; Governing for Nonprofit Excellence, Strategic Perspectives in Nonprofit Management, NAACP Board Retreat, and Habitat for Humanity Leadership Conference (Faculty Section Chair) at the Harvard Business School (HBS); and Strategic Management for Charter School Leaders, Achieving Excellence in Community Development, American Red Cross Partners in Organizational Leadership Program and US / Japan Workshops on Accountability and International NGOs at the Kennedy School of Government. He has served as Faculty Co-Chair of the Performance Measurement for Effective Management of Nonprofit Organizations program, an institute developed by the Initiative on Social Enterprise at HBS and the Hauser Center for Nonprofit Organizations at Harvard University and served as Educational Chair of HGSE's Management Development Program from 1995 to 1998. He has also taught in executive education programs and professional development institutes in Barbados, Brazil, Canada, Chile, China, Ireland, Jamaica, Japan, Mexico, The Netherlands, New Zealand, Singapore, Thailand, United Arab Emirates, and Venezuela. He has served as a consultant on strategic planning, resource allocation, and performance measurement and management to numerous colleges, universities, schools, and nonprofit organizations both nationally and internationally.



**Iris Bohnet**  
**Professor of Public Policy**  
**Director, Women and Public Policy Program**  
**Harvard Kennedy School**  
**Co-Chair, Advanced Leadership Initiative**

Iris Bohnet, Professor of Public Policy and former Academic Dean of the Harvard Kennedy School, serves as director of the Women and Public Policy Program, an associate director of the Harvard Decision Science Laboratory, and the faculty chair of the executive program “Global Leadership and Public Policy for the 21st Century” for the World Economic Forum’s Young Global Leaders. She serves on the boards of directors of Credit Suisse and University of Lucerne, as well as the Advisory Board of the Vienna University of Economics and Business, and numerous academic journals. She is a member of the Global Agenda Council on Women’s Empowerment of the World Economic Forum. Professor Bohnet teaches decision-making, negotiation and gender in public policy and leadership in degree and executive programs, and has been engaged in the teaching, training and consulting of private and public sector leaders in the United States, Europe, India and the Middle East.

A behavioral economist combining insights from economics and psychology, her research focuses on questions of trust and decision-making, often with a gender or cross-cultural perspective. Her most recent research examines “gender equality nudges,” interventions that decrease the gender gaps in organizations, politics and society. Professor Bohnet’s academic work has been published in the best journals of her profession, including the *American Economic Review*, the *American Political Science Review*, and the *Quarterly Journal of Economics*. Her work has been profiled by leading media outlets around the world. A Swiss citizen, she received her Ph.D. in Economics from the University of Zurich in 1997 and spent a year as a research fellow at the Haas School of Business at the University of California Berkeley from 1997-1998. She joined the Harvard Kennedy School as an assistant professor in 1998 and was made full professor in 2006. She is married to Michael Zurcher, and she and her husband have two children. The family lives in Newton, Massachusetts, USA. In addition to her work at Harvard University and the board memberships mentioned above, Iris Bohnet has been engaged as a speaker, advisor or participant with the following organizations in 2013: Gender Equality Project, PGI (Partnering for Global Impact), Wellington Management, Womensphere, World Economic Forum.



**Frank Dobbin**  
**Professor of Sociology**  
**Faculty of Arts and Sciences**  
**Harvard University**  
**Co-Chair, Advanced Leadership Initiative**

Frank Dobbin received his B.A. from Oberlin College in 1980 and his Ph.D. from Stanford University in 1987. Dobbin studies organizations, inequality, economic behavior, and public policy. His *Inventing Equal Opportunity* (Princeton 2009) shows how corporate personnel managers defined what it meant to discriminate. With Alexandra Kalev, he is developing an evidence-based approach to diversity management. Innovations that make managers part of the solution, such as mentoring programs, diversity taskforces, and special recruitment programs, have helped to promote diversity in firms, while programs signaling that managers are part of the problem, such as diversity training and diversity performance evaluations,

have not. These findings have been covered by The New York Times, The Washington Post, The Boston Globe, Le Monde, CNN, and National Public Radio.

Professor Dobbin's work in economic sociology generally is both historical and contemporary. His *Forging Industrial Policy: United States, Britain, and France in the Railway Age* (Cambridge 1994), traces nations' modern industrial strategies to early differences in their political systems. *The New Economic Sociology: A Reader* (Princeton 2004) assembles classics in economic sociology. *The Sociology of the Economy* (Russell Sage 2004) compiles research in economic sociology from leading scholars. *The Global Diffusion of Markets and Democracy* (Cambridge 2008) explores the rise of neoliberal policies in the post-war period. *Stanford's Organization Theory Renaissance, 1970-2000* (Emerald 2010) is a modern-day Rashomon about the revival of organizational studies in Palo Alto after 1970.



**Amy C. Edmondson**  
**Novartis Professor of Leadership and Management**  
**Senior Associate Dean for Culture and Community**  
**Harvard Business School**  
**Co-Chair, Advanced Leadership Initiative**

Amy C. Edmondson is the Novartis Professor of Leadership and Management at the Harvard Business School. The Novartis Chair was established to enable the study of human interactions that lead to the creation of successful business enterprises for the betterment of society.

Edmondson is the author of *Teaming: How Organizations Learn, Innovate and Compete in the Knowledge Economy* (Jossey-Bass, 2012), *Teaming to Innovate* (Jossey-Bass, 2013), and more than seventy articles on leadership, teams, innovation, and organizational learning. Number 15 on the 2013 Thinkers50 list of the world's most influential management thinkers, Edmondson teaches on topics including leadership, teamwork, and innovation at HBS and around the world.

She has received numerous awards, including the Cummings Award for mid-career achievement from the Academy of Management in 2006, the Accenture Award for significant contribution to improving the practice of management in 2004, for her article with Anita Tucker, "Why hospitals don't learn from failures," and selection as one of the 20 Most Influential International Thinkers in Human Resources (#7) by HR Magazine in 2013.

Before her academic career, she was Director of Research at Pecos River Learning Centers, where she worked with founder and CEO Larry Wilson to design change programs in large companies. In the early 1980s, she worked as Chief Engineer for architect/inventor Buckminster Fuller, and her book *A Fuller Explanation: The Synergetic Geometry of R. Buckminster Fuller* (Birkhauser Boston, 1987) clarifies Fuller's mathematical contributions for a non-technical audience. Edmondson received her PhD in organizational behavior, AM in psychology, and AB in engineering and design, all from Harvard University.



**David Gergen**  
**Public Service Professor of Public Leadership**  
**Director of the Center for Public Leadership**  
**Harvard Kennedy School**  
**Co-Chair, Advanced Leadership Initiative**

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



**Monica C. Higgins**  
**Kathleen McCartney Professor of Education Leadership**  
**Harvard Graduate School of Education**  
**Co-Chair, Advanced Leadership Initiative**

Monica Higgins joined the Harvard faculty in 1995 and is the Kathleen McCartney Professor of Education Leadership at the Harvard Graduate School of Education where her research and teaching focus on the areas of leadership development and organizational change. Prior to joining HGSE, she spent eleven years as a member of the faculty at Harvard Business School in the Organizational Behavior Unit. Her book, *Career Imprints: Creating Leaders Across an Industry* (2005) focuses on the leadership development of executives in the biotechnology industry. In education, Professor Higgins is studying the effectiveness of senior leadership teams in large urban school districts across the United States and the conditions that enhance organizational learning in public school systems. In addition, she has a study underway that examines entrepreneurship in education. While at Harvard, Professor Higgins' teaching has focused on the areas of leadership and organizational behavior, teams, entrepreneurship, and strategic human resources management.

Professor Higgins has also taught in leadership programs for The Broad Foundation and for New Leaders for New Schools. Before academia, she held marketing and organizational consulting positions at American Express Travel Related Services, BankBoston, Bain & Company, and Harbridge House. Professor Higgins earned her A.B. in policy studies with a focus in organizational behavior from Dartmouth College, her M.B.A. from the Amos Tuck School of Business Administration, her M.A. in psychology from Harvard University, and her Ph.D. in organizational behavior jointly from the Harvard Business School and the Harvard University Graduate School of Arts and Sciences. Professor Higgins lives in Cambridge, Massachusetts with her husband, Michael, and three daughters, Sarah, Rebecca, and Mikayla.



**William C. Kirby**  
**Harvard University Distinguished Service Professor**  
**T. M. Chang Professor of China Studies**  
**Harvard University**  
**Spangler Family Professor of Business Administration, Harvard Business School**  
**Co-Chair, Advanced Leadership Initiative**

William C. Kirby is T. M. Chang Professor of China Studies at Harvard University and Spangler Family Professor of Business Administration at the Harvard Business School. He is a Harvard University Distinguished Service Professor. He serves as Chairman of the Harvard China Fund and was Director of the Fairbank Center for Chinese Studies from 2006-2013.

A historian of modern China, Professor Kirby's work examines China's business, economic, and political development in an international context. He has written on the evolution of modern Chinese business (state-owned and private); Chinese corporate law and company structure; the history of freedom in China; the international socialist economy of the 1950s; relations across the Taiwan Strait; and China's relations with Europe and America. He is the co-author, along with F. Warren McFarlan and Regina M. Abrami, of *Can China Lead? Reaching the Limits of Power and Growth* (Harvard Business Review Press, 2014). His current projects include case studies of contemporary Chinese businesses and a comparative study of higher education in China, Europe, and the United States.

Before coming to Harvard in 1992, he was Professor of History, Director of Asian Studies, and Dean of University College at Washington University in St. Louis. At Harvard, he has served as Chair of the History Department, Director of the Harvard University Asia Center, and Dean of the Faculty of Arts and Sciences. As Dean, he led Harvard's largest school, with 10,000 students, 1,000 faculty members, 2,500 staff, and an annual budget of \$1 billion.

As Dean he initiated major reforms in undergraduate education in Harvard College; enhanced Harvard's international studies at home and abroad; increased substantially financial aid in the College and in the Graduate School of Arts and Sciences; supported the growth of the Division (now School) of Engineering and Applied Sciences; and oversaw the construction of major new buildings in the Life Sciences, Engineering, and the Arts. During his tenure, the Faculty expanded at its most rapid rate since the 1960s.

Professor Kirby holds degrees from Dartmouth College, Harvard University, and (Dr. Phil. Honoris Causa) from the Free University of Berlin and the Hong Kong Polytechnic University. He has been named Honorary Professor at Peking University, Nanjing University, Fudan University, Zhejiang University, Chongqing University, East China Normal University, the Shanghai Academy of Social Sciences, and National Chengchi University. He has held appointments also as Visiting Professor at University of Heidelberg and the Free University of Berlin. He is a Fellow of the American Academy of Arts and Sciences.



**Howard K. Koh, M.D.**  
**Harvey V. Fineberg Professor of the Practice of Public Health Leadership**  
**Harvard T.H. Chan School of Public Health**  
**Co-Chair, Advanced Leadership Initiative**

Dr. Howard K. Koh is Professor of the Practice of Public Health Leadership and Director of the Leading Change Studio at the Harvard T. H. Chan School of Public Health. In these roles, he advances leadership education and training at the Harvard T.H. Chan School of Public Health as well as with the Harvard Kennedy School, the Harvard Business School and across Harvard University.

From 2009-2014, Dr. Koh served as the 14th Assistant Secretary for Health for the U.S. Department of Health and Human Services (HHS), after being nominated by President Barack Obama and being confirmed by the U.S. Senate. During that time he oversaw 12 core public health offices, including the Office of the Surgeon General and the U.S. Public Health Service Commissioned Corps, 10 Regional Health Offices across the nation, and 10 Presidential and Secretarial advisory committees. He also served as senior public health advisor to the Secretary of HHS. During his tenure, he promoted the disease prevention and public health dimensions of the Affordable Care Act, advanced outreach to enroll underserved and minority populations into health insurance coverage and was the primary architect of landmark HHS strategic plans for tobacco control, health disparities and chronic hepatitis. He also led interdisciplinary implementation of Healthy People 2020 and the National HIV/AIDS Strategy as well as initiatives in a multitude of other areas, such as nutrition and physical activity (including HHS activities for Let's Move!), cancer control, adult immunization, environmental health and climate change, women's health, adolescent health, Asian American and Pacific Islander health, behavioral health, health literacy, multiple chronic conditions, organ donation and epilepsy.

Dr. Koh previously served at Harvard School of Public Health (2003-2009) as the Harvey V. Fineberg Professor of the Practice of Public Health, Associate Dean for Public Health Practice and Director of the Harvard School of Public Health Center for Public Health Preparedness. He has served as Principal Investigator of \$20 million in research grant activities and has published more than 250 articles in the medical and public health literature. His writings touch areas such as health reform, disease prevention and health promotion, health disparities, tobacco control, cancer control, melanoma and skin oncology, public health preparedness, health literacy, health issues of the homeless and public health leadership.

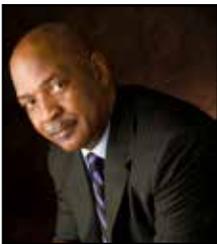
Dr. Koh was Commissioner of Public Health for the Commonwealth of Massachusetts (1997-2003) after being appointed by Governor William Weld. As Commissioner, Dr. Koh led the Massachusetts Department of Public Health, which included a wide range of health services, four hospitals, and a staff of more than 3,000 professionals. In this capacity, he emphasized the power of prevention and strengthened the state's commitment to eliminating health disparities. During his service, the state saw advances in areas such as tobacco control, cancer screening, bioterrorism response after 9/11 and anthrax, health issues of the homeless, newborn screening, organ donation, suicide prevention and international public health partnerships.

Dr. Koh graduated from Yale College, where he was President of the Yale Glee Club, and the Yale University School of Medicine. He completed postgraduate training at Boston City

Hospital and Massachusetts General Hospital, serving as chief resident in both hospitals. He has earned board certification in four medical fields: internal medicine, hematology, medical oncology, and dermatology, as well as a Master of Public Health degree from Boston University. At Boston University Schools of Medicine and Public Health, he was Professor of Dermatology, Medicine and Public Health as well as Director of Cancer Prevention and Control.

He has earned over 70 awards and honors for interdisciplinary accomplishments in medicine and public health, including the Dr. Martin Luther King Jr. Legacy Award for National Service, the Distinguished Service Award from the American Cancer Society, the 2014 Sedgwick Memorial Medal from the American Public Health Association (the highest honor of the organization), and five honorary doctorate degrees. President Bill Clinton appointed Dr. Koh as a member of the National Cancer Advisory Board (2000-2002). He is an elected member of the Institute of Medicine of the National Academies. A past Chair of the Massachusetts Coalition for a Healthy Future (the group that pushed for the Commonwealth's groundbreaking tobacco control initiative), Dr. Koh was named by the New England Division of the American Cancer Society as "one of the most influential persons in the fight against tobacco during the last 25 years." He has also received the Champion Award from the Campaign for Tobacco Free Kids, the "Hero of Epilepsy" Award from the Epilepsy Foundation, the Distinguished National Leadership Award from the National Colorectal Cancer Roundtable, the Baruch S. Blumberg Prize from the Hepatitis B Foundation, the National Leadership Award from The Community Anti-Drug Coalitions of America (CADCA) and the Dr. Jim O'Connell Award from the Boston Healthcare for the Homeless Program. He was named to the K100 (the 100 leading Korean Americans in the first century of Korean immigration to the United States) and has received the Boston University Distinguished Alumnus Award. He enjoys the distinction of throwing out the ceremonial first pitch on two different occasions: at Nationals Park in Washington DC on behalf of HHS(2011), and at Fenway Park where he was designated a "Medical All Star" by the Boston Red Sox (2003) in recognition of his national contributions to the field of early detection and prevention of melanoma.

Dr. Koh and his wife, Dr. Claudia Arrigg, are the proud parents of three adult children.



**Charles J. Ogletree, Jr.**  
**Jesse Climenko Professor of Law**  
**Executive Director, Charles Hamilton Houston Institute for Race and Justice**  
**Harvard Law School**  
**Co-Chair, Advanced Leadership Initiative**

Charles Ogletree, the Harvard Law School Jesse Climenko Professor of Law, and Founding and Executive Director of the Charles Hamilton Houston Institute for Race and Justice, is a prominent legal theorist who has made an international reputation by taking a hard look at complex issues of law and by working to secure the rights guaranteed by the Constitution for everyone equally under the law. Professor Ogletree opened the offices of The Charles Hamilton Houston Institute for Race and Justice (<http://www.charleshamiltonhouston.org>) in September 2005 as a tribute to the legendary civil rights lawyer and mentor and teacher of such great civil rights lawyers as Thurgood Marshall and Oliver Hill. The Institute has engaged in a wide range of important educational, legal, and policy issues over the past 6 years.

Professor Ogletree is the author of several important books on race and justice. His most recent publication is a book co-edited with Professor Austin Sarat of Amherst College entitled *Life without Parole: America's New Death Penalty?* (NYU Press, 2012). Other publications include *The Presumption of Guilt: The Arrest of Henry Louis Gates, Jr. and Race, Class, and Crime in America* (Palgrave Macmillan, 2010). In November 2009, NYU Press published Professor Ogletree's book, co-edited with Professor Austin Sarat, *The Road to Abolition: The Future of Capital Punishment in the United States*. Also edited with Austin Sarat, *When Law Fails: Making Sense of Miscarriages of Justice* and *From Lynch Mobs to the Killing State: Race and the Death Penalty in America* were published by NYU Press in January of 2009 and May of 2006 respectively. His historical memoir, *All Deliberate Speed: Reflections on the First Half-Century of Brown v. Board of Education*, was published by W.W. Norton and Company in April 2004. Professor Ogletree also co-authored *Beyond the Rodney King Story: An Investigation of Police Conduct in Minority Communities* (Northeastern University Press 1995).

Professor Ogletree is a native of Merced, California, where he attended public schools. Professor Ogletree earned an M.A. and B.A. (with distinction) in Political Science from Stanford University, where he was Phi Beta Kappa. He also holds a J.D. from Harvard Law School.

In 2009 Professor Ogletree was awarded the prestigious ABA Spirit of Excellence Award in recognition of his many contributions to the legal profession. In 2008, the National Law Journal named Professor Ogletree one of the 50 Most Influential Minority Lawyers in America. Every year since 2006, Professor Ogletree has been named by *Ebony Magazine* as one of the 100+ Most Influential Black Americans. He was presented with the Lifetime Achievement Award when he was inducted into the Hall of Fame for the National Black Law Students Association, where he served as National President from 1977-1978. Professor Ogletree also received the first ever Rosa Parks Civil Rights Award given by the City of Boston, the Hugo A. Bedau Award given by the Massachusetts Anti-Death Penalty Coalition, and Morehouse College's Gandhi, King, Ikeda Community Builders Prize. He has also received honorary doctorates from several universities and colleges including Cambridge College, Wilberforce University, the University of Miami, the New England School of Law, Lincoln College, Tougaloo College, Mount Holyoke College, and Amherst College.

Professor Ogletree has been married to his fellow Stanford graduate, Pamela Barnes, since 1975. They are the proud parents of two children, Charles Ogletree III and Rashida Ogletree, and grandparents to granddaughters, Marquelle, Nia Mae, Jamila Ogletree, and Makayla George. The Ogletrees live in Cambridge and are members of St. Paul African Methodist Episcopal Church.



**Fernando M. Reimers**  
**Ford Foundation Professor of Practice in International Education**  
**Director of the International Education Policy Program and of the**  
**Global Education Innovation Initiative**  
**Harvard Graduate School of Education**  
**Co-Chair, Advanced Leadership Initiative**

Professor Reimers is an expert in the field of Global Education. His research and teaching focus on the relationship between education policy, innovation, leadership and quality improvement to support children and youth in developing the skills they need to thrive in

the 21st century. Much of his scholarship has focused on the role of education in advancing opportunities for low income and marginalized students around the world.

His teaching focuses on educational innovation and education policy. His course Educational Innovation and Social Entrepreneurship, taught at the Harvard Innovation Lab every spring, draws students from a wide range of professional schools at Harvard, MIT as well as students from Harvard College. His course, education policy analysis and research in comparative perspective, taught in the fall, examines some of the critical global education challenges and on policy options to address them. He chairs an executive leadership development program that supports UNICEF education officers as they work to include the most marginalized children in the world.

His writings have conceptualized and defined the profile of a globally competent graduate in the 21st century. His current research focuses on the study of educational policies and programs that develop 21st century competencies in a cross-national study. He has also studied the impact of entrepreneurship education with youth in the Middle East and on the impact of citizenship education programs in youth in Latin America.

He is the founding director of the International Education Policy Masters Program at the Harvard Graduate School of Education, a program focused on the development of innovative leaders committed to expanding global educational opportunity.

He is a Fellow of the International Academy of Education and works with education policy makers in the United States, Asia, Latin America, and the Middle East. He is also a member of the US Commission for UNESCO and of the Massachusetts State Board of Higher Education and serves on the boards of various educational organizations including Room to Read, Teach for All, Global Cities and the Latin American Scholarship Program for American Universities. At Harvard, he is a co-chair of the Advanced Leadership Initiative, a member of the University Committee on International Projects and Sites and of the Academic Computing Committee, he serves on the boards of the South Asia Institute and the David Rockefeller Center for Latin American Studies.

He advises governments, international development organizations, foundations, and private groups working to advance a global architecture to empower all children to become architects of their own destinies.



**Forest Reinhardt**  
**John D. Black Professor of Business Administration**  
**Harvard Business School**  
**Co-Chair, Advanced Leadership Initiative**

Forest L. Reinhardt is the John D. Black Professor of Business Administration at Harvard Business School. Reinhardt is co-chair of the Harvard Business School's Global Energy Seminar, a new executive education course for the leaders of firms that produce oil and gas, generate and distribute electricity, or play other important roles in the delivery of energy services. He also teaches regularly in the HBS Agribusiness Seminar. In the HBS Owner/President Management Program, Reinhardt teaches a core course on Global Markets. Drawing on microeconomics, macroeconomics, political science, and history, the course helps business leaders understand the economic and political environment in which

business is conducted, and the strategic opportunities and risks to which globalization gives rise.

Reinhardt recently served as course head for the required MBA course, Strategy, which covers topics in industry analysis, competitive advantage, and corporate strategy. Reinhardt currently serves as the faculty chair of Harvard Business School's Asia-Pacific Research Center and the chair of the HBS Executive Education Asia-Pacific Region. Reinhardt is interested in the relationships between market and nonmarket strategy, the relations between government regulation and corporate strategy, the behavior of private and public organizations that manage natural resources, and the economics of externalities and public goods. He is the author of *Down to Earth: Applying Business Principles to Environmental Management*, published by Harvard Business School Press. Like that book, many of his articles and papers analyze problems of environmental and natural resource management. He has written numerous classroom cases on these and related topics, used at Harvard and many other schools in MBA curricula and in executive programs.

Reinhardt received his Ph.D. in Business Economics from Harvard University in 1990. He also holds an MBA from Harvard Business School, where he was a Baker Scholar, and an A.B., cum laude, from Harvard College.

Born and raised in Montana, he lives in Belmont, Massachusetts.



**Ronald S. Sullivan, Jr.**  
**Clinical Professor of Law**  
**Director, Criminal Justice Institute**  
**Harvard Law School**  
**Co-Chair, Advanced Leadership Initiative**

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



**Peter B. Zimmerman**  
**Senior Associate Dean for Strategic Program Development**  
**Lecturer in Public Policy**  
**Faculty Chair, Senior Executive Fellows Program**  
**Harvard Kennedy School**  
**Co-Chair, Advanced Leadership Initiative**

Peter Brown Zimmerman is Senior Associate Dean for Strategic Program Development and a lecturer in Public Policy. He has particular interest in organizational strategy for public and nonprofit organizations and how executives in these sectors adapt ideas from domains such as business and military affairs to improve performance. A master's graduate of the Kennedy School's Public Policy Program, Dean Zimmerman has worked for the Navy's Strategic Systems Project Office and on the National Security Council staff. He has consulted for a wide range of public and nonprofit organizations. He was director of the task force on education and training for the National Commission on Public Service and he served as vice-chair of the task force on management and organizational renewal for the National Park Service (the "Volcker Commission"). More recently, he has been working with several major non-governmental organizations as they craft new strategies to meet conditions of rapid change.

# Appendix 4: Advanced Leadership Fellows



## **Larry Albin**

As a Principal with Deloitte Consulting, he led the financial services capital markets technology practice for tier one financial organizations. From his New York base, he developed strategies and systems for highly complex financial companies around the world.



## **Amy S. Anthony**

As President and Chief Executive Officer of the nonprofit Preservation of Affordable Housing, she guided the ownership and operation of more than 8,000 affordable rental homes. Recognized as a national expert in housing finance and policy, she is a former Secretary for Communities and Development for Massachusetts.



## **Ricardo Alberto Betancourt**

As President of Lintel Corporation, he led the development and construction of large industrial complexes and sustainable housing across Mexico. From his office in Texas, he created sustainable development projects in Mexico to align the interests of government, nonprofits, business and citizens.



## **Arthur Black**

As a Founder and Managing Partner of BBR Partners, a New York based investment firm started in 2000, Arthur grew the company to significant holdings by providing wealth management for families. He previously had served as a client advisor within the Investment Management Division at Goldman Sachs.



## **Lisa Braden-Harder**

As Founder, CEO and board member of Appen, she built the linguistic technology services company by developing culturally engaging online systems serving global markets. With a focus on language search and social technology, she led the company through growth, a merger and IPO. She is based in Connecticut.



**Melanie Calzetti-Spahr**

As Managing Director of Fidelity Investments' Devonshire Investors, she set the strategy and held operational oversight for a portfolio of large private equity investments. With a long career at the firm, she also led key company-owned businesses, such as Fidelity Investments Life Insurance and Fidelity Broadband Group.



**Richard B. Carey**

As Founder of Washington Square Advisors, he consults for major international financial firms on industry and product group alignment, compensation incentives and private equity coverage. He is also an independent investor in private equity and ventures. Previously he had long service as Managing Director for Credit Suisse in New York.



**Patricia Hennessy Chadwick**

As Senior Vice President Global Concessions and New Business Development at Bloomingdales, she led the retailer through periods of significant change. She had numerous assignments leading fast growing segments within the company and worked with the iconic brand throughout her career.



**Laura Dambier**

As Senior Vice President at Lincoln Financial Group, she had responsibility for the majority of life insurance operations, including policy administration, strategy, program, risk management and credentialing for more than 200,000 distribution partners. She began her career in government, first as Staff Assistant to U.S. Senator Abraham Ribicoff and then at the American Embassy in Germany.



**Udayan Dasgupta**

As Senior Vice President and Whole Time Director of L&T Hydrocarbon Engineering, he has overseen significant construction projects, such as offshore platforms in India, Middle East and Southeast Asia. He has led the building of large-scale systems and infrastructure in developing nations.



**John Kenneth Felter**

As a Partner with Ropes & Gray, a leading Massachusetts based law firm, his practice covers intellectual property and complex commercial litigation. His patents trial work focused on electronics, software and telecommunications. He served as Special Assistant Attorney General for the Commonwealth of Massachusetts on two occasions, including defending constitutionality of a primary ballot rule.



**Hasan Ghias**

As Chief Commercial Officer with Binzagr Company (Unilever) based in Saudi Arabia, he led the continuous expansion of the consumer products company. It is the largest in Saudi Arabia specializing in the distribution and logistics of consumer products, spanning food and drink, beauty and home products and automotive tires.



**Carol Corning Hallquist**

As President of the Hallmark Corporate Foundation, with a focus on significant grant making operations and sustainability programs, she brought a unique blend of retail and social responsibility experience. She was instrumental in expanding the reach of a children's weekend food program from 500 to 18,000. Based in Missouri, she previously oversaw Hallmark's e-commerce business.



**W. Gordon Hamlin, Jr.**

As a Partner with Powell Goldstein, an Atlanta based firm, he specialized in antitrust, consumer law and environmental issues. He served as lead counsel for Georgia, Alabama and Mississippi and the Commonwealth of Kentucky in antitrust bid-rigging cases against dairy processors that recovered significant sums.



**Gloria Hernandez-Fujigaki**

As CEO of Centro Medico Excel in Mexico, she created a new hospital to bring quality medical care closer to local communities in Mexico. The new facility is one of two hospitals in the Baja California region accredited by the Council General for Health and among only three percent of hospitals in Mexico with this status.



**Fernando Fontes Lunas**

As a Partner and Managing Director of Banco Itaú BBA, he helped grow it into one of the region's largest corporate and investment banks with establishments in Argentina, Brazil, Chile, Colombia, Peru and Mexico. He also served as a professor of International Finance at Insper in Brazil.



**M. Carl Johnson, III**

As Executive Vice President, Marketing and Chief Growth Officer and a Senior Advisor for J.M. Smucker Company, he focused on offering healthier foods with lower fat calories, less salt, while improving nutritional value. He has had leadership roles in consumer brand companies for three decades and is based in California.



**Suneel Kamlani**

As Co-CEO of Markets at the Royal Bank of Scotland and Chief Operating Officer of UBS Investment Bank, he strengthened two top-tier global banks by repositioning core businesses to compete in a new regulatory environment. He served on the RBS Executive Committee, responsible for 118,000 staff worldwide, and on the UBS Group Managing Board. Over three decades in banking, he advised major corporations, financial institutions and governments in 30 countries.



**Larry Kantor**

As Managing Director and Head of Research at Barclays Capital, he built its research department into one of the top five, covering economics, equities, fixed income, credit, mortgage strategy, derivatives, foreign exchange, emerging markets and commodities in every major region. He is based in Connecticut.



**Kenneth M. Kaufman**

As a Partner with national law firm Manatt, Phelps & Phillips, he founded entertainment and media practices in the Washington, D.C. office, covering such areas as copyright, media law, e-commerce and content licensing. Earlier in his career he held key positions with Showtime, PolyGram Records and the JFK Center for the Performing Arts. He is based in Washington, D.C.



**Vikram Kaushik**

As Managing Director and CEO of Tata Sky Ltd., he built the direct satellite television provider from inception to overseeing its growth to more than 10 million accounts. He has had significant marketing leadership roles in building consumer brands in India, such as Colgate-Palmolive and Britannia Industries.



**Philip I. Kent**

As Chairman and CEO of Turner Broadcasting System Inc., he oversaw all of its global brands for a decade, including CNN, TBS, Boomerang and Turner Classic Movies. One of the longest serving leaders of the global network, based in Atlanta and New York, he successfully led the management of more than 100 television networks and digital products around the world during a period of transformational change in the industry.



**Edna Kissmann**

As a Partner with Kissman Langford Consulting, she leads strategic communications work. Previously she built Burson-Marstellers' healthcare communication practice and oversaw it for two decades. She also founded a London based venture that works to create more awareness about epidemic chronic disease and influence public policy.



**Mark Kroese**

As a President and COO of Jadora International, he led the company that sold carbon credits using the United Nations program called REDD+ (Reduced Emissions from Deforestation and forest Degradation). He previously worked for Microsoft in a number of key roles, including leading its entrance into the TV advertising market.



**Jonathan Lampe**

As a Senior Partner and Co-Chair of the Corporate/Securities practice of Goodmans LLP, he was integral to transforming the firm from a regional one to international reach. Based in Canada, he advises on M&A and matters relating to the governance of public entities, strategic initiatives and regulatory matters and investigations. He previously served as the General Counsel of, and an advisor to, the Ontario Securities Commission.



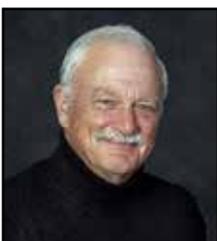
**Gong Li**

As Senior Managing Director and Chairman of Accenture, Greater China, he led the growth of the consulting services firm, expanding from 250 employees to over 10,000 staff. He has extensive experience working with Chinese state-owned enterprises on various programs, including corporate restructuring, process transformation and commercialization.



**Xiaotao (Alex) Li**

As Chairman of Tonghuashun Fund Sales Company, he laid the cornerstone of one of China's first fund sales companies for China's leading financial information service provider. He was a key contributor to China's early formation of capital markets and earlier, he led the founding of the largest state-owned securities and investment banks in Chongqing and Jiangxi. He is also a senior adviser to Peking University Business Review.



**Charles MacCormack**

As President and CEO of Save The Children for nearly two decades, he increased the scale of its impact by helping to reduce newborn and child mortality by nearly 50 percent around the world. Reaching tens of millions of children annually, the nonprofit organization is active in over 50 countries. He is based in Connecticut.



**Mark P. Mantovani**

As Chairman, President and CEO of Ansira, he managed the growth and transformation of the business into one of the largest privately owned marketing agencies in the U.S. Based in Missouri, he increased the size of the firm from 50 staff to 600 and opened many new offices to serve the marketing needs of leading brands.



**Mehraj Mattoo**

As Global Head, Alternative Investments for Commerzbank AG, he led new growth initiatives at financial institutions. Based in London, he is credited with popularizing the early use of fund derivatives. He was formerly managing director of Dresdner Kleinwort Wasserstein, the investment-banking arm of the second largest bank in Germany.



**Aviad Meitar**

As Chairman of Quadrant-Amroq Bottling Company LTD in Bulgaria, he led the acquisition of the Pepsi bottler for Bulgaria. Previously he introduced Pepsi products to Romania following the nation's transformation from communism to a parliamentary republic, later selling his Romanian interests. He is based in Israel.



**Mary Minow**

As a Presidential Appointee to the National Museum and Library Services Board, she is an expert on library and museum services. Based in California, she manages the Stanford Copyright and Fair Use site and in 2004 founded the LibraryLaw blog. She is a strong advocate for open information access.



**Laura Murphy**

As President of Laura Murphy & Associates, LLC she advises corporate and nonprofit clients on effectively influencing national policies before Congress and the White House. Previously, as the Director of the American Civil Liberties Union Washington Office, she has been intimately involved in civil rights and civil liberties laws and policies enacted during the Clinton, Bush and Obama administrations including the Fair Sentencing Act of 2010 and the USA Freedom Act of 2015.



**Robert J. Palay**

As Chairman and CEO of Cellular Dynamics International in Madison, Wisconsin, he used his expertise in life sciences to co-found and grow a small stem cell research company into a large-scale producer of human cells for research and medical use. He later sold the company in 2015. Previously, he co-founded and sold a genomic tools company.



**Bernadette B. Paolo**

As President and CEO of The Africa Society of the National Summit on Africa, she developed educational programs and worked on films led by African leaders, reaching millions through the Travel Channel. She led mobilization efforts for the National Summit on Africa resulting in the largest gathering of Africa-interested individuals in the history of the U.S. in 2000. Based in Washington, D.C., she worked for 12 years on Capitol Hill, including ten on the House Committee on Foreign Affairs, concluding as Staff Director for the Subcommittee on Africa.



**Brett A. Perlman**

As President of Vector Advisors, he oversees a consultancy for the telecommunications and electric utility industries. He served as a Texas Public Utility Commissioner, where he oversaw a complex multi-year restructuring that had significant impact on electric utilities and the development of competitive telecommunications markets.



**Luciana Phebo, M.D.**

As Chief Field Office Coordinator and National Chief, Urban Platform for UNICEF in Brazil, she initiated ‘The Disarmament Statute,’ a voluntary handover and destruction of over 500,000 guns, with an impact in the reduction of the national homicide rate. She previously held medical roles in state and city health services.



**Ishan Raina**

As CEO and Founder of Out of Home Media, he built India’s leading network that displays video advertising content to engage consumers while they are away from home. He previously managed the P&L in eight countries for Havas Advertising and Media and later started Ignitee Digital Solutions, an advertising and marketing agency that was sold in 2011.



**David Sargent**

As co-founder and CEO of Growth Capital Partners, he led the Texas-based firm for 20 years into a leading, independent Southwest-based merchant and investment bank. In 2011, Growth Capital Partners sold to Duff & Phelps, a global valuation and corporate finance advisory firm. He serves as a Managing Director of Duff & Phelps and oversees the firm’s alliance program.



**Patrick Seaver**

As a Partner with Latham & Watkins, he represented venture capitalists, fast growing companies and investment banks and health-related companies. As a primary outside counsel based in California, he led legal teams in merger and acquisition transactions involving aerospace and high tech companies.



**Jagdishwar Prasad Sinha**

As Senior Vice President of Schaeffler Technologies AG, based in Germany, JP led strategic business development for the \$1.2Bn global Industrial Aftermarket. Prior to this, based in Singapore and Shanghai, he led the firm as its President and Sr. VP in Southeast Asia & Pacific region and Asia-Pacific respectively. He focused on automotive and industrial markets in his Asia-Pacific responsibilities.



**Tirunelveli Ratnagiri Sivaramakrishnan**

As a Independent Director for Palred Technologies LTD, an IT company for media and entertainment and e-commerce, he brings leading expertise in the fields of energy, power, e-commerce, supply chain management and logistics. He previously guided the success of Four Soft LTD, a supply chain systems company.



**Honey Jacobs Skinner**

As a Partner with Sidley Austin LLP, she has used her legal experience to develop advocacy plans integrating individual, community, corporate, labor, media and other stakeholders to advance public policy. Based in Chicago, she has focused on providing affordable healthcare and using legal steps to gain access.



**Jeffrey W. Talley**

As Lieutenant General, Chief of Army Reserve and Commanding General, United States Army Reserve Command, he led an organization that has 202,000 Soldiers, 12,600 civilians operating in over 30 countries and in all states and territories of the U.S. Based in Virginia, his civilian service includes university level academic posts focused on civil, environmental and sustainable engineering.



**Cristina Vanmarcke de Pieretti**

As President of Cisneros Corporation, with a focus on media and consumer products, she led one of Venezuela's largest conglomerates with interests in beverages, telecommunications and sports. She is an advocate for the rise of professional women to senior corporate roles within Latin American companies.



**Lynne Wines**

As President and CEO of First Southern Bank and Union Bank of Florida, she led one of the state's largest chartered banks and grew assets dramatically. She started in banking as a teller and rose through the ranks to executive roles, ultimately presiding over an acquisition to consolidate rivals.



**David G. Yates**

As North America Regional Business Head and President of Nestlé Healthcare Nutrition, Inc., he led significant marketing and new product development with a focus on medical nutrition. Based in New Jersey, he managed the integration of Novartis Medical Nutrition into Nestlé, which brought together many leading consumer brands.