



Harvard Division of
Continuing Education



Celebrating 50 Years
of Access, Innovation,
and Impact



Table of CONTENTS

A Message From the Dean	3
About Us	4
Our Academic Units	6
50 Years of DCE	8
Highlights From a Year of Celebration	10
Expanding Access to Education	12
Stories of Opportunity	14
Impact in Teaching and Learning	16
Learning Innovation for an Evolving World	18
Building Community and Strengthening Belonging	20
Forward, Together	22



DCE is not simply responding to the future of education — we are helping shape it. As the world changes, our mission remains clear: to open Harvard’s doors wider, to innovate with purpose, and to create learning that delivers real and lasting impact.”

— **Nancy Coleman**
Dean, Harvard Division of Continuing
Education and University Extension

A Message From THE DEAN

It is my great privilege to introduce the Harvard Division of Continuing Education's (DCE's) inaugural impact report. This is a meaningful moment for our division — an opportunity to reflect on who we are, celebrate what we have accomplished, and share more fully the mission that guides our work each day.

At its core, this report reflects DCE's commitment to expanding opportunity through education. Through our programs, we serve learners of all ages and backgrounds, supporting personal enrichment, professional advancement, and intellectual discovery. Whether a student is preparing for a new career, deepening their expertise, or fulfilling a lifelong dream of studying at Harvard, we are proud to help make that journey possible.

Last year, we celebrated the division's 50th anniversary, marking the moment in 1975 when Harvard brought several continuing education units together under one umbrella. Yet our roots extend much further back. Continuing education has been central to Harvard's mission for more than a century, beginning with Harvard Summer School in 1871 and Harvard Extension School in 1910.

Our anniversary year offered a special opportunity to gather as a community and reflect on how far we have come. This report captures many of those moments, reminding us that DCE is defined not only by the programs we offer, but also by the people who bring them to life.

That shared purpose also guides our future. Throughout this report, you will see how our core priorities of access, innovation, and impact shape the work we do across the division. At the heart of these stories and our work are our learners. Their ambition, resilience, and curiosity inspire everything we do. I am deeply grateful to the faculty, staff, and partners who make this work possible, and to the students and alumni who bring such energy and purpose to our community.

Here's to the next 50 years of access, innovation, and impact.

May you always be kind and always be learning.

Sincerely,



Nancy Coleman
Dean, Harvard Division of Continuing
Education and University Extension



ABOUT US

At Harvard DCE, our gates are open.

A division of the Faculty of Arts and Sciences (FAS), DCE serves purpose-driven learners at every stage of life. Our students range in age from 16 to over 90 and pursue educational programs for personal enrichment, career advancement, and intellectual growth. Each year, we offer more than 1,500 online, campus-based, and hybrid courses supporting students across the globe.

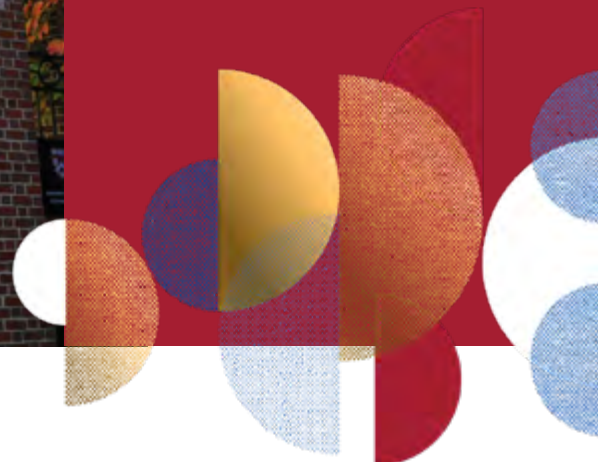
Established in 1975 to consolidate Harvard's major continuing education programs under one umbrella, DCE has spent more than five decades expanding access to a Harvard education. Today, the division includes Harvard Extension School, Harvard Summer School, Harvard Institute for Learning in Retirement, and Harvard Professional & Executive Development.

As a core part of the FAS — alongside Harvard College, the Harvard John A. Paulson School of Engineering and Applied Sciences, and the Harvard Kenneth C. Griffin Graduate School of Arts and Sciences — DCE upholds the same liberal arts foundation and rigorous academic standards. The division is deeply embedded in the FAS, and adheres to university-wide academic and administrative policies. Many courses are taught by FAS faculty, and all DCE degrees are conferred by the FAS.



A Legacy of Impact

Since its founding, DCE has welcomed more than 150,000 nontraditional learners from all 50 states and 123 countries, extending Harvard's reach around the world.





Our Mission

At DCE, our mission is bold yet simple: to provide educational opportunities for intellectually curious pre- and post-traditional learners with the ability to succeed in academically challenging programs.

What We Believe

At DCE, we believe that excellence is more than a goal. It's a way of life. An attitude. A commitment. Which means the potential for excellence is as wide and deep as we imagine it.

We also understand that excellence doesn't fit in a box any more than our students do, and that's why we've created more than one way to get a Harvard education. While some students come to Harvard's campus, many more bring Harvard home through online classrooms, flexible schedules, and hybrid formats.

In our programs, we meet ambitious and committed students where they are. And rather than asking them to pause their careers or lives, our programs are built to move with them. We offer undergraduate, graduate, high school, and continuing studies options grounded in strong liberal arts and delivered through flexible program models, competitive pricing, varied durations, and multiple enrollment and residency pathways.

We're proud to stand out at Harvard just as our students do in their lives. Together, we expand the community of excellence.

DCE: 2025 By the Numbers*



16,800+

learners worldwide



120+

countries represented



1,500+

online, campus-based, and hybrid courses

Student age range

16 – 90+



Number of degrees and certificates awarded

1,253

Master of Liberal Arts degrees

131

Bachelor of Liberal Arts degrees

1,362

Graduate Certificates

162

Microcertificates

37

Undergraduate Certificates

83

Professional & Executive Development Certificates of Excellence



*Calendar year data (1/1/2025 – 12/31/2025)

OUR ACADEMIC UNITS

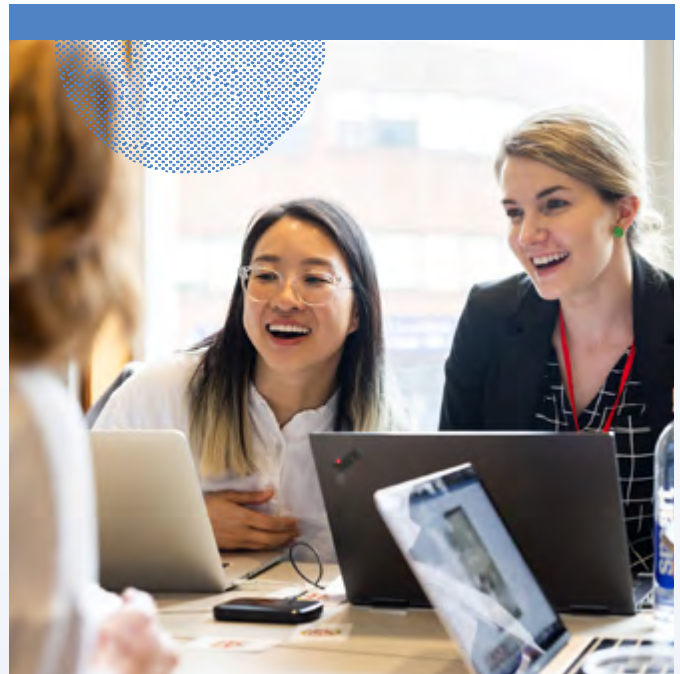
From early academic exploration to advanced professional development and lifelong intellectual engagement, the DCE's academic units support learners from high school through retirement.

Harvard Summer School (HSS) Est. 1871

The oldest academic summer program in the United States, HSS serves a diverse, global community of learners — from Harvard Extension School degree candidates to international undergraduates and high school students. Each summer, students can select from more than 300 courses taught by Harvard faculty and visiting experts, offered in flexible formats ranging from short, intensive sessions to full summer semesters, both online and on campus. Beyond the classroom, students can experience Harvard Square, Cambridge, Greater Boston, and the New England area during the lively summer months.

Harvard Extension School (HES) Est. 1910

HES serves adult, part-time learners — many of them mid-career professionals — who want to pursue a Harvard education while continuing to work. With flexible, low-residency degree programs and a wide range of online and hybrid courses, HES makes learning accessible across fields from the liberal arts and business to biotechnology, sustainability, and writing. Stackable certificates and microcertificates allow students to build credentials over time, while a global alumni community stays connected in Cambridge and around the world.





Harvard Institute for Learning in Retirement (HILR)

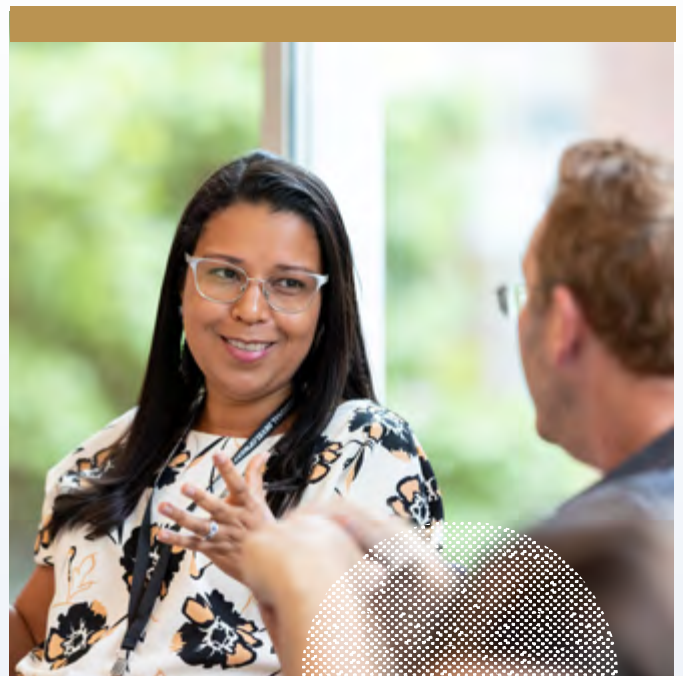
Est. 1977

HILR is a membership-based learning community for mature adults who bring rich personal and professional experience to the classroom. Built on a peer-to-peer model, members both teach and learn from one another in an environment driven by curiosity, connection, and lifelong learning. Each year, more than 500 members create and deliver over 150 courses spanning the arts, sciences, business, and beyond. Learning extends well past the classroom through speaker series and extracurricular activities, all based at HILR's home on Concord Avenue.

Harvard Professional and Executive Development (HPED)

Est. 2011

HPED offers more than 60 unique intensive, skills-based programs for managers, leaders, and individual contributors focused on career growth and skill development. Programs typically run two to five days and emphasize live, synchronous learning for immediate, real-world application. Offerings are delivered online, on campus at DCE's state-of-the-art Executive Education Center, or at client sites across the globe. Covering timely, in-demand topics — including AI, business strategy, leadership and management, and marketing — HPED programs equip busy professionals with the skills they need to lead, adapt, and excel in a rapidly changing world.



50 YEARS OF DCE

1975

- The Office of Continuing Education is formally established, bringing together University Extension, Summer School, Special Students, and Alumni College.
- Dr. Michael Shinagel is appointed Director of Continuing Education and University Extension, and eventually Dean.

Photo 1

1976

Harvard staff become eligible for the Tuition Assistance Program, providing reduced tuition for Extension School courses.

1977

HILR is founded.

1983

University Extension receives its own coat of arms.

Photo 2

1985

- University Extension becomes HES.
- The DCE name is adopted, and the first computer-based distance course (“teleteaching”) is introduced.

1997

HES offers its first internet-based course.

1999

The first online Harvard College course, Network Programming, is offered through HES.

2002

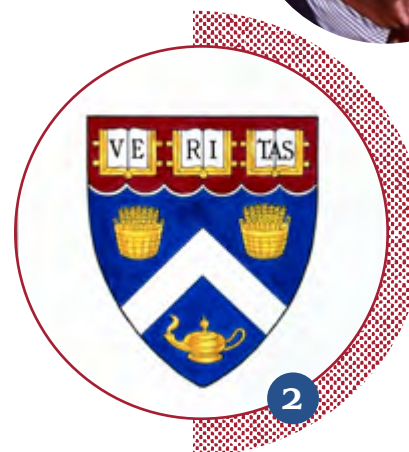
HSS pilots its first faculty-led study abroad programs in Peru and Italy.

2004

- Crimson Summer Academy is established.
- HSS begins offering online courses.

2006

Live-streamed classes are launched, enabling real-time online participation.





2007

Hybrid courses debut, blending in-person and online learning.



2011

Professional Development Programs (now P&ED) is established.

[Photo 3](#)



2013

Entrepreneur Huntington D. Lambert is named Dean of DCE.



2015

The Pre-College Program is founded, offering high school students a two-week, noncredit, on-campus experience.



2016

The HELIX Classroom is launched, enabling live, interactive participation for remote students in hybrid courses.



2020

Dr. Nancy Coleman is appointed Dean of Continuing Education and University Extension — the first woman to hold the role.



2022

- DCE Global is established to expand DCE's international impact.
- The Brattle Square Studio opens, creating a state-of-the-art broadcast space for courses and events.



2024

The Immersive Classroom is introduced, enabling asynchronous students to participate in activities from live classes.



2025

DCE celebrates 50 years of impact, access, and innovation.



A Tradition of Continuing Education, Since 1835

While we're celebrating 50 years as a division, Harvard's commitment to continuing education reaches much further back. The story begins in 1835, when John Lowell Jr. founded the Lowell Institute to offer free public lectures to the Boston community.

Later, in 1910, that legacy intersected with Harvard when A. Lawrence Lowell — then both Trustee of the Lowell Institute and President of Harvard University — established University Extension as an experiment in "popular education." In the decades that followed, Harvard Extension and Summer School continued to push educational boundaries, pioneering distance learning through radio and television and expanding access to a Harvard education long before digital learning became commonplace.

HIGHLIGHTS

From a Year of Celebration

In 2025, we marked 50 years as a division by celebrating our accomplishments and continued impact.

Throughout the year, our team hosted a series of events recognizing the achievements of DCE's students, staff, faculty, and alumni, while reflecting on five decades of expanding access to a Harvard education.

From Welcome to What's Next

Convocation and commencement marked the opening and closing of the academic year at HES, welcoming new students and celebrating graduates at pivotal moments in their journeys. At both ceremonies, Dean Nancy Coleman and Dean of Academic Programs Suzanne Spreadbury reflected on the breadth, purpose, and promise of HES and the wider DCE community.

At commencement, Dean Spreadbury spoke to HES' role within the University and beyond: "Rebellious and bold, Extension School represents the future of education: stackable credentials, the use of digital tools, part-time enrollment, and full-time employment." That same spirit carried into convocation, where Dean Coleman emphasized belonging within a global academic community, reminding students that "It is you, your voices, your experiences, that make our classrooms so rich, so diverse, so robust. You belong here."

Together, their remarks affirm DCE as an innovative, inclusive academic community — one that expands access, challenges convention, and celebrates the students who choose to learn here.

The Science of Happiness: What Your Mother Didn't Tell You

What does science reveal about happiness? That question was at the heart of the inaugural Dean's Distinguished Lecture on September 25, 2025, featuring renowned Harvard psychologist and *New York Times* bestselling author Daniel Gilbert, Ph.D. Drawing on decades of research across psychology, economics, and neuroscience, Professor Gilbert challenged common assumptions about what leads to happiness — and what scientists know about our often-misguided pursuit of it. The lecture marked the first event in a new annual series of specialty lectures, set to be held each fall during Convocation week.





Fireside Chats: Conversations on the Future of Learning

Held throughout the year, our virtual fireside chats convened leading experts, faculty, and learners for dynamic explorations of the ideas shaping education today. Conversation topics ranged from DCE's evolving role in higher education to the intersection of AI, ethics, and mindfulness to how professionals can adapt in a rapidly changing world of work. Recordings of all fireside chats are available on DCE's 50th anniversary website.

Rounding Out a Milestone Year at the Harvard Club of Boston

In December 2025, alumni, students, faculty, and supporters gathered for a capstone moment in DCE's 50th anniversary year at *An Evening of Celebration and Connection*, held at the historic Harvard Club of Boston.

The evening featured special guest speakers, live entertainment, a silent auction, and curated small plates and beverages, with all proceeds benefiting the DCE Scholarship Fund. The gathering also honored DCE's founding dean, Michael Shinagel, and included reflections from Dean Coleman on the power of perseverance, generosity, and choosing education amid full lives. As Dean Coleman reminded attendees, "While we each have our own story, we are also part of something much larger. We're part of a community that believes in access, innovation, and the transformative power of education."



EXPANDING ACCESS to Education

Broadening access to learning has always been central to our mission. Across programs and pathways, we support learners at every life stage — opening doors to Harvard, to opportunity, and to lifelong learning.



High School Meets Harvard: Jumpstarting the College Journey

DCE's commitment to expanding access to education begins in high school. Through HSS, high school students from around the world can experience life at our University, building academic confidence, exploring new subjects, and making lifelong connections in a supportive and dynamic environment.

DCE provides several pathways to Harvard for high school students, including the Pre-College Program, which offers rising juniors and seniors the chance to live and study on campus, explore new subjects through rigorous, noncredit courses, and experience the social side of college; the Secondary School Program a four- or seven-week academic experience designed for high schoolers looking to earn college credit in flexible residential, commuting, or online formats; and Crimson Summer Academy, which serves high-achieving high school students from Boston, Cambridge, and Somerville public schools by pairing coursework with college preparation and advising.

Scholarships and support from affiliate organizations such as Minds Matter, Noble Schools, Achievement First, and SEO Scholars further expand access, helping dedicated students from under-resourced communities participate in HSS. Across programs and partnerships, students gain the confidence, independence, and sense of belonging that can help them envision — and pursue — their path to college and beyond.

Investing in Harvard's Community

Harvard's commitment to access extends beyond its students to its own professional community. Through the Harvard Tuition Assistance Program (TAP), **more than 1,700 Harvard employees enroll in DCE courses each year, supported by approximately \$4 million in tuition benefits annually.**



Opening Harvard to the World

DCE Global is Harvard's international gateway for continuing education, connecting accomplished students from around the world with the academic rigor of a Harvard education. Through strategic partnerships with leading international institutions and organizations, DCE Global fosters academic enrichment, cross-cultural dialogue, and transformative learning.

One of DCE Global's flagship initiatives, the Global Partner Program brings students from universities across the world to Harvard to study with faculty and leading experts, earn Harvard credit, and experience life on our vibrant Cambridge campus.



Unpacking the Power of Lifelong Learning

In a roundtable discussion, Tess O'Toole, who retired after more than a decade as Assistant Dean and Director of HILR, joined participants Judy Elstein and Rich Kurth to explore how lifelong learning fosters growth, connection, and purpose. Together, they reflected on HILR's peer-led model, which empowers retired learners to both participate in, and lead, courses driven by curiosity and passion.



EXPANDING ACCESS

Stories of Opportunity

From Olympians to working parents to retirees, DCE students come from diverse backgrounds and life stages. Their stories are a remarkable testament to the power of lifelong learning and what's possible when barriers to education are removed.



Natalia Amkie

Studying Inequity, Driving Change

When Natalia Amkie came to HSS' Pre-College Program, she had a clear goal: to deepen her understanding of global health inequities and explore ways to expand access to care in her native Mexico. She enrolled in the course, Who Lives, Who Dies, where she examined case studies on chronic conditions such as cancer and tuberculosis in underserved communities. Inspired to act, Natalia returned home and brought her class project to life, organizing a medicine drive for a healthcare facility east of Mexico City. "This course really fulfilled its goal," said Natalia. "It reiterated the passion I have for serving others and provided me with the education necessary to help pave the way toward a more equal healthcare system."



Pedro Pelligrino

Thinking Beyond the Technical

Pedro Pelligrino came to Harvard to study generative AI — and left with a broader way of thinking. A student in the Global Partner Program, Pedro describes the experience as "an immersion that goes far beyond the classroom." The course challenged him to question bias, center ethics, and design solutions with real-world impact, while collaborating with peers from more than six countries and strengthening his confidence as a global innovator.



Jorge Mendoza

Making Harvard Happen

Jorge Mendoza, a father of two, jokingly said to his wife, "Maybe one day I'll go to school at Harvard." Little did he know that in 2024, six years after joining Harvard as a custodial supervisor, he would graduate from HES with a Bachelor of Liberal Arts in Extension Studies. As one of 1,864 HES students supported by Harvard's TAP — which covers the tuition of qualifying programs for Harvard employees — Jorge was able to "chip away" at his courses over the years. Now, he's eager to continue his learning and earn a master's degree.



Lori Blewett

Paying it Forward at HES

Offering flexible programs for adult learners, HES makes it possible for students to pursue a Harvard education while managing their careers and families. For students like Lori Blewett, that access can be life-changing. When she found herself unemployed with a young son and another on the way, completing her degree program at HES seemed like an impossible feat, until she received a scholarship grant. “This was the encouragement and financial help I needed to finish what I started,” she shared. Lori went on to earn her Master of Liberal Arts in Digital Media Design and now serves on the HES Alumni Association’s Board of Directors, paying forward the support that changed the trajectory of her life for the better.



Joe Kociubes

Embracing Curiosity in Retirement

When former trial lawyer Joe Kociubes retired, he knew he wanted something “expansive rather than contractive” to devote his time to. That search led him to HILR, where he led a course on Don Quixote and the modern novel — a subject he never had time to explore earlier in life: “The whole point,” Joe shared, “is forcing yourself to learn something new to the point where you can lead a class in it.”



Andras Joo

Enhancing Strategic Agility as a Business Leader

For professionals navigating fast-moving industries, the ability to translate strategy into execution is critical. For Andras Joo, director of a project management office at New Bedford Management Corp. in New York City, HPED offered an opportunity to strengthen his strategic thinking skills while learning from some of the best minds in the business. He enrolled in the Business Strategy: Evaluating and Executing the Strategic Plan program to better understand how to connect big-picture vision with real-world impact. “This program was a game-changer for me,” Andras shared. “It reinforced that great strategy is a balance of vision, execution, and adaptability.”



Tess Johnson

From the Classroom to the Olympic Stage

When mogul skier Tess Johnson returned to the Winter Olympics in Italy in 2026, she did so as a seasoned competitor and a proud HES student. The Games marked her second Olympic appearance, following her debut in PyeongChang in 2018. It was after that experience that Tess’ thoughts first turned to college. In search of an academic environment that would challenge her intellectually while accommodating the demands of her elite training, she found the right fit at HES. Now pursuing a degree in psychology and taking two courses each semester, she is on track to graduate within the next two years. For Tess, the flexibility of HES has been invaluable as she continues to compete at the highest levels. “HES allows me to pursue both my athletic and academic dreams from anywhere in the world,” she explained. “I took classes while competing at the Olympics; it was amazing.”

IMPACT IN

Teaching and Learning

Across DCE, faculty innovation and pedagogical experimentation — paired with the thoughtful use of digital tools — are reshaping how teaching happens, creating more inclusive, engaging, and impactful learning experiences.

Learning Without Limits in the Immersive Classroom

Many DCE students balance careers, caregiving, and shifting schedules. The Immersive Classroom was designed to offer real flexibility without sacrificing connection or engagement.

Developed by DCE's Teaching and Learning and Software Development teams, the Immersive Classroom is an advanced video platform that allows asynchronous students in hybrid courses to meaningfully participate in live-class activities. Recorded discussions, polls, and group work are transformed into asynchronous experiences, while integrated chat functionality lets students join ongoing conversations rather than starting from scratch.

By enabling instructors to “teach once” while engaging all learners, the Immersive Classroom fosters a more inclusive, connected learning experience, even when students aren't online at the same time.

Faculty Innovation in Action

From AI-powered course design to new models of academic support, DCE faculty are testing bold ideas to strengthen teaching and learning. These faculty-led initiatives highlight how innovation is driving more inclusive, engaging, and effective educational experiences.

- **Course Polisher Suite**

As generative AI reshapes higher education, faculty are exploring how these tools can strengthen teaching practice. A team from DCE's Teaching and Learning team developed the Course Polisher Suite — six AI chatbots that help with inclusive course design and evidence-based assessment. After a successful pilot, the tools are now available to all 500 faculty and have been shared with more than 40 institutions worldwide.

- **DCE Bot Club**

Faculty exploring generative AI formed a community of practice to responsibly pilot course-specific chatbots. From tutor bots to role-play assistants, instructors tested new learning tools while addressing bias, accuracy, and academic integrity.

- **Premedical Program Support**

To better prepare incoming students, leaders from the Premedical Program partnered with the Course Design team to reimagine early onboarding. The result is a cohesive preterm experience that builds foundational skills, introduces discipline-specific practice, and strengthens community connections before the fall term begins.

Activating the Digital Classroom at Brattle Square Studio

Purpose-built for interactive online learning, DCE's Brattle Square Studio supports high-impact courses and events — from webinars and debates to lectures and live demonstrations — through every stage of production.

Designed to be flexible and faculty-centered, the space features mobile camera rigs, life-size monitors, multiple teaching stations, and a platform-agnostic setup that can be reconfigured for each session. Directional audio and high-resolution displays support natural interaction, while an experienced production team manages the technology behind the scenes.

As Studio Manager Greg Aimo explains, “Our team’s focus is always on optimizing the experience for our faculty in the studio and the students participating online.”



Inside the Student i-lab: Where Ideas Come to Life

The Student i-lab is the centerpiece of the Harvard Innovation Labs, bringing together a cross-disciplinary community of Harvard students — including admitted HES degree candidates — to explore entrepreneurship. Through workshops, networking with peers, and advising from subject-matter experts, the i-lab helps students from across the University move their start-up ideas forward.

As a result of a new rolling application, hybrid student membership options, virtual advising opportunities, and more collaboration between the i-lab and HES' Career and Academic Resource Center, higher numbers of HES students than ever, including international students, are able to take advantage of the i-lab (from 60 HES students in 2019, to 342 in 2024–2025). Among them is Master of Liberal Arts in Sustainability graduate Tony Keslinke, whose venture, Veritel Energy, enables property owners to generate on-site renewable electricity for multiple tenants. “It’s an exciting environment to learn how to take a concept and turn it into a meaningful startup,” he said.



LEARNING INNOVATION for an Evolving World

Today's learners need education that keeps pace with real-world demands. At DCE, we are rethinking curriculum, credentials, and delivery to help learners build relevant skills, adapt to change, and thrive in a rapidly shifting global economy.



Designing Programs for a Changing World

As the forces reshaping work accelerate — from AI to demographic and environmental shifts — continuing education must evolve alongside them. As Dean Coleman explains, “Continuing education units like DCE must find ways to enhance linkages with employers to co-create curricula that can speed up the acquisition of new knowledge. The old ‘build it and they will come’ mantra is outdated and does not align with modern workforce needs.”

In response, DCE is creating programs in closer partnership with employers, and developing offerings that are more experiential, applied, and globally informed. By blending academic rigor with real-world practice and listening closely to industry needs, we're helping students build the skills they need to not only adapt to change but also help shape the future of work.



Accelerating Careers With Stackable Credentials

As alternative credentials gain momentum, professionals are seeking flexible, skill-driven ways to advance without stepping away from work. HES meets this demand with microcertificates and graduate certificates designed for today's learners.

Introduced in 2023, microcertificates allow students to build targeted expertise in just two courses across business management, sustainability, and technology — and stack those courses toward graduate certificates and degrees. Graduate certificates go further, offering in-depth, career-relevant study in as few as four courses. Together, these credentials provide accelerated, affordable pathways to meaningful career growth.

Learning Built for the Workplace

The HPED Partnership Team works closely with organizations across sectors to design custom professional education programs for their employees and leaders. From Ohio to Virginia to Alaska to Tbilisi, Georgia, the HPED team has delivered programs in partnership with a range of public and private organizations, including Massachusetts Port Authority, Macmillan Publishing, and Women in Aviation International.

These custom programs bring Harvard faculty expertise directly into internal training and executive development — supporting emerging leaders, senior teams, and specialized groups through both on-campus and tailored learning experiences. Across topics such as AI, sustainability, and organizational change, participants build practical skills they can apply immediately within their roles and organizations.

Notably, demand for custom programs has surged over the past two years, with 74% of 2026 clients being repeat customers — underscoring the long-term value these engagements deliver.

Preparing Students to Lead a Sustainable Future

Building a more sustainable world is one of the defining challenges of our time, and addressing it requires skilled, globally minded professionals. In 2024, Michael Mortimer became director of both the Sustainability and Global Development Practice Master's Degree Programs at HES, focusing on strengthening and refining the curriculum.

“There is no environmental challenge that stops at political boundaries, least of all national borders. They are all transboundary and teleconnected,” Mortimer says.

Across both programs, students explore the science, policies, ethics, technologies, and financial models shaping sustainability today — and learn how to develop innovative, equitable solutions to environmental and human challenges.

STUDENT PROFILE

Rebecca Cable: From Coffee to Climate Action

Rebecca Cable didn't set out to work in climate strategy. While pursuing a career at Starbucks, she helped launch eco-friendly packaging initiatives — and realized she wanted to do more. To build deeper technical skills and expand her impact, she enrolled in HES' Sustainability Master's Degree Program, where she gained practical, real-world experience and connected with a global community of peers. Today, she's a senior sustainability strategy manager, spearheading initiatives to reduce emissions worldwide.



BUILDING COMMUNITY and Strengthening Belonging

Community at the DCE extends well beyond the classroom. Across programs and life stages, we foster connection, representation, and belonging — creating spaces where students of all ages feel supported, engaged, and empowered to thrive.

Opening a New Chapter for Student Representation at HES

On June 1, 2025, HES officially recognized its Student Government (HESA), marking a milestone shaped by years of student collaboration and advocacy. The establishment of HESA reflects what many students already know: HES is more than a part-time or “night school.” Instead, it is a vibrant, engaged community where connections are built both inside and outside the classroom.

All HESA students are members by default, with representatives elected to Harvard’s Graduate Student Council and leadership opportunities across degree programs. From overseeing student organizations to hosting events tied to Convocation and Commencement, HESA strengthens connection, belonging, and student voices across the HES community.



Beyond the Classroom: Student Clubs at HES

HES students build community through a range of student clubs affiliated with degree programs — bringing together learners in areas such as creative writing and literature, industrial-organizational psychology, premedical studies, and sustainability.



Harvard Extension Alumni Association (HEAA): Connecting a Global Community

Since its founding in 1968, the HEAA has served as a vital bridge between HES and its worldwide graduates. HEAA was founded to reach, serve, and engage alumni while fostering lifelong intellectual and personal connections with HES.

Today, HEAA brings together a global community of more than 40,000 alumni across over 100 countries. Members can attend programs, access exclusive Harvard resources and facilities, and engage on campus through in-person committees and mentorship opportunities.

HEAA strengthens this vibrant sense of community through a range of signature annual gatherings, such as the HEAA Reunion and the Alumni Banquet in historic Annenberg Hall. The Harvard Extended series has also featured more than 50 events in the past seven years, while virtual programs — including the Author Spotlight, Alumni Symposium, and the Learning Together series — further expand learning, access, and a sense of connection.

Looking ahead, HEAA remains focused on growing global engagement, modernizing board governance, deepening mentorship opportunities, and creating new pathways for alumni to connect and innovate together.



Real Results for HES Alumni

Based on a 2024 survey of 1,107 alumni who studied at HES between 2018 and 2024:



96% said their HES experience positively impacted their career, education, or professional goals.



45% say their HES experience helped them secure a promotion.



60% attributed a pay increase to their HES experience — and nearly **1 in 5** said their pay increase was **25% or more**.



3 in 4 felt “very well prepared” for graduate study after attending HES.

FORWARD, TOGETHER

As we close the celebration of our half-century anniversary, we're looking to our shared future — one where our programs and learning continue to evolve, but our commitment to breaking down barriers to education remains constant.

Thank you to our dynamic community of learners, faculty, and partners who make it all possible. With your partnership, we are not only honoring a 50-year legacy — we are building the next chapter of continuing education at Harvard.

Here's to the next 50 years of access, innovation, and impact.



In October, following the inaugural Dean's Distinguished Lecture, Deans Nancy Coleman, Sandra Naddaff, and Suzanne Spreadbury recognized faculty who recently reached their 25th year teaching at DCE. The celebration was held at Harvard's Cambridge Queens Head and included those who had reached this major milestone between 2020 and 2024.

Honorees included:



A select group of honorees from the DCE 25 Year Faculty Awards ceremony

- | | | | |
|---------------------|------------------------|-----------------------|------------------------|
| David Abbruzzese | David Heitmeyer | Marcus Stern | Kathryn Ann Chadbourne |
| Patricia Bellanca | Katherine Burton Jones | John Stilgoe | Volodymyr Dibrova |
| Rosemary Daly | Theodore Macdonald | Steven Theroux | Zoran Djordjevic |
| Leo Damrosch | David Malan | Paul Thur | Catalina Espinosa |
| Rosanne Di Stefano | William Milberg | Joyce Van Dyke | Stacie Cassat Green |
| Andrew Engelward | James Owers | Alain Viel | Alessandro Massarotti |
| June Carolyn Erlick | Maxine Rodburg | Alexander von Hoffman | Robert Neugeboren |
| William Fash | Wynn Schwartz | Bruce Watson | Christina Thompson |
| Carmine Gibaldi | David Shore | James White | |
| Geraldine Grimm | Nancy C. Long Sieber | Wayne Wilson | |
| Jay Harris | Susan Steinberg | Robert Winters | |



IN MEMORY OF

ANDY ENGELWARD, PH.D.

Andy Engelward, Ph.D., former Assistant Dean of Academic Programs at HES, passed away unexpectedly on December 8, 2025, leaving behind a lasting legacy of humility, generosity, and teaching excellence. A beloved member of the Harvard community since 1997, Andy believed deeply in the mission of HES and devoted his career to expanding access to meaningful education.

Andy began teaching mathematics while completing his Ph.D. at Harvard, going on to play a central role in creating the Mathematics for Teaching Master's Degree Program. In recognition of his extraordinary impact, Andy was awarded the Petra T. Shattuck Prize for Teaching in 2006 and earned multiple Certificates of Distinction from the Derek Bok Center for Teaching and Learning. In 2024, he was honored for 25 years of teaching at the Harvard Division of Continuing Education.

Above all, Andy will be remembered for his kindness, enthusiasm, and unwavering dedication to fostering student success. His impact on our community is immeasurable, and his memory will live on through the many lives he helped shape.



Harvard Division of
Continuing Education



Learn more at
dce.harvard.edu