

Washington, D.C.
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December 21, 2015

E.W. Priestap Named Assistant Director of the Counterintelligence Division

FBI Director James B. Comey has named E.W. “Bill” Priestap as the assistant director of the Counterintelligence Division at FBI Headquarters (FBIHQ) in Washington, D.C. Mr. Priestap most recently served as the deputy assistant director of the Intelligence Operations Branch in the Directorate of Intelligence at FBIHQ.

Mr. Priestap entered on duty with the FBI in 1998, working organized crime and drug matters in the Chicago Division. Following the September 11, 2001 terror attacks, Mr. Priestap focused on counterterrorism investigations in Chicago.

In 2003, Mr. Priestap was promoted to supervisory special agent in the Office of Congressional Affairs (OCA) at FBIHQ. While in OCA, he was detailed to the U.S. Senate’s Homeland Security and Governmental Affairs Committee, where he assisted with the Intelligence Reform and Terrorism Prevention Act of 2004.

In 2005, Mr. Priestap was appointed the special assistant to the assistant director of the Directorate of Intelligence at FBIHQ.

In 2006, Mr. Priestap was assigned to the New York Field Office, where he held counterterrorism and intelligence supervisory positions. He was then promoted to assistant special agent in charge, and he served in the Intelligence and the Counterintelligence Divisions of the New York Field Office.

In 2012, Mr. Priestap was promoted to section chief in the Counterintelligence Division at FBIHQ, and, in 2013, Mr. Priestap was named special agent in charge of the Counterintelligence Division in the New York Field Office.

Mr. Priestap is an attorney, and he holds master's degrees in business administration and education administration.

Mr. Priestap reports to the Counterintelligence Division in early January.

Province

DECEMBER 17, 2017 FBI LEAVE A COMMENT BILL PRIESTAP

Bill Priestap

A Curious Case of Counterintelligence – Bill Priestap

(<https://theconservativetreehouse.com/2017/12/15/a-curious-case-of-counterintelligence-bill-priestap/>).

June 21, 2017 | Clip Of Russian Interference in U.S. Elections (<https://www.c-span.org/video/?430128-1/senate-intel-panel-told-21-states-targeted-russia-2016-election>)

In 2013, Mr. Priestap was named special agent in charge of the Counterintelligence Division in the New York Field Office. December 21, 2015 FBI Director James B. Comey named E.W. “Bill” Priestap as the Assistant Director of the Counterintelligence Division at FBI Headquarters (FBIHQ) in Washington, D.C

<https://www.fbi.gov/news/pressrel/press-releases/e.w.-priestap-named-assistant-director-of-the-counterintelligence-division> (<https://www.fbi.gov/news/pressrel/press-releases/e.w.-priestap-named-assistant-director-of-the-counterintelligence-division>)

Director Comey told Congress he did not tell congressional oversight “Gang of Eight” he was investigating presidential candidate Donald Trump because the Director of Counterintelligence, Bill Priestap, suggested he not do so. (March 20, 2017)





Comey referred to Bill Priestap as the decision maker on not telling Congress about the Op. Sally Yates referred to him as Key.

Bill Priestap is married to Sabina Menschel. <http://www.gettyimages.com/photos/sabina-menschel> (<http://www.gettyimages.com/photos/sabina-menschel>)

Sabina Menschel

Special Advisor – Federal Bureau of Investigation (FBI) July 2005 – December 2006 (1 year 6 months)
<https://www.linkedin.com/in/sabina-menschel-440144bb> (<https://www.linkedin.com/in/sabina-menschel-440144bb>)

President & Chief Operating Officer – Nardello & Co. <http://www.nardelloandco.com/global-reach/americas/> (<http://www.nardelloandco.com/global-reach/americas/>)

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Sabine's father Richard Menschel, and uncle are honored with Carnegie Medal of Philanthropy.

Richard served as an officer in the Air Force. His career at Goldman Sachs began in 1959. Menschel was a partner and management committee member when he retired, and is now a senior director.

Richards's brother Robert Menschel became a specialist with the New York Stock Exchange in 1951, joined Goldman Sachs & Company in 1954. He became partner about a decade later and currently is a senior director.

The Menschels are running an extensive philanthropic operation, and much of this is flying under the radar, in part because these vehicles don't even have websites.

sources: www.insidephilanthropy.com/home/2015/9/3/low-profile-long-track-record-the-philanthropy-of-the-mensch.html (<https://www.insidephilanthropy.com/home/2015/9/3/low-profile-long-track-record-the-philanthropy-of-the-mensch.html>)

<https://www.insidephilanthropy.com/wall-street-donors/richard-l-menschel.html>
(<https://www.insidephilanthropy.com/wall-street-donors/richard-l-menschel.html>)

www.medalofphilanthropy.org/richard-l-menschel-and-robert-b-menschel/
(<https://www.medalofphilanthropy.org/richard-l-menschel-and-robert-b-menschel/>)

Notes from @TheLastRefuge2 · Dec 15

when Deputy Attorney General Sally Yates testified (w/ James Clapper), she too spoke of the important of Priestap as her liaison and contact within the FBI on the counterintelligence operation. [Yates never mentioned Peter Strzok – not once.]

Even though it was FBI agent Peter Strzok who interviewed Michael Flynn on January 24th, Sally Yates never mentioned him. EVER.

<https://t.co/SV7E0sThml?amp=1> (<https://t.co/SV7E0sThml?amp=1>)

Yates said she and Bill Priestap traveled together, Jan 26th, to the White House to inform Don McGhan (WH Counsel) of Michael Flynn “misleading statements” (based on Pence media reports and Flynn prior ambush interview Jan 24th).

According to Sally Yates testimony, she and Bill Priestap reportedly presented all the information to McGahn so the White House could take action that they deemed appropriate.

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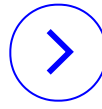
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Harvard Alumni

I Choose Harvard: Richard L. Menschel MBA '59, P'04, '99, '97

August 6, 2013



Richard L. Menschel MBA '59, P'04, '99, '97 knows outstanding teaching when he sees it: it's dynamic, engaging, and encourages students to participate. "Teaching can be so exciting, especially with the tools available today," he says.

Menschel wants to help amplify that sense of excitement in the [Faculty of Arts and Sciences \(FAS\)](#) and has endowed the faculty directorship of the [Derek Bok Center for Teaching and Learning](#), which promotes research-based innovation in undergraduate classrooms. Menschel is delighted that [Robert A. Lue](#), a professor of the practice of molecular and cellular biology and a leader in efforts to strengthen teaching nationally, is the first incumbent.

"[Lue] is interested in improving teaching through new techniques, and he has a lot of ideas for making the classroom experience more interesting for students—and probably more satisfying for faculty," Menschel says. Lue hopes to enhance feedback gathering "so faculty know whether students are really picking up the material or getting lost."

Menschel, a senior director at Goldman Sachs, lives in Manhattan with his wife, Ronay, the chairman of Phipps Houses. They have three daughters: Charis '97, Sabina '99, MBA '05, and Celene '04, MBA '13.

The Bok Center gift reflects Menschel's deep and long-standing affection and appreciation for the University. Over the years, he and Ronay have shared their generosity with several Harvard Schools and programs, such as the [Business School](#), the [Graduate School of Education](#), the [School of Public Health \(HSPH\)](#), and the [Harvard Art Museums](#). They recently established the [Richard L. Menschel HarvardX Research Fellowship](#), which supports faculty as they create and implement innovative digital content for courses and enables important [HarvardX](#) research on teaching and learning.

Menschel's involvement with Harvard includes many leadership roles, such as honorary co-chair of the forthcoming HSPH campaign, service on the University Campaign Executive Committee, and national co-chair of the University Campaign in 1992–99. In 2007, the Harvard Alumni Association recognized his extraordinary dedication with a [Harvard Medal](#).

Supporting the FAS's teaching mission connects closely with Menschel's belief in the transformative power of education. "Education is essential if you want to make changes in your life," he observes. "Along with health, it's a key ingredient for growth and success."

Choose Harvard today with a gift to the [Harvard College Fund](#).

Harvard Alumni

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Starting as a Research Fellow with HarvardX

June 4, 2013

by Justin Reich, Richard L. Menschel HarvardX Research Fellow

Republished from Education Week, June 3, 2013.

Today, I'm starting a new position as the Richard L. Menschel HarvardX Research Fellow. I'm the first person to hold this position (along with **Sergiy Nesterko**, who will be starting July 1), so the exact scope of my responsibilities is evolving. Broadly speaking, my job is to conduct research on the learning experiences that people have on the **HarvardX platform** and to consult with HarvardX faculty in creating and facilitating courses, both to make them better for students and better designed to advance our knowledge of online learning.

Readers of this blog might have picked up a thread of **ambivalence** towards the flock of Massive Open Online Courses hatched in the wake of the publicity from Sebastian Thrun's **Introduction to AI** course at Stanford. I approach this new opportunity with a great deal of excitement and a similar degree of concern.

Probably the signature experience that shaped my attitude towards HarvardX was an **HarvardX IP Hackathon** put together by students at the Harvard Law School. About two dozen law students and other graduate students from around the university, with absolutely no vested interest in the IP policy of HarvardX, got together for the weekend to brainstorm and design a set of IP policies for HarvardX. One of their overwhelming concerns was how they could **challenge the university** to make this new initiative as broadly accessible and globally useful as possible, especially to people without access to high quality educational opportunities. Dozens of Harvard Law students donated their time to see HarvardX become more open, more broadly of service.

As Vic Vuchic, a program officer at the Hewlett Foundation (the original funders of MIT's Open Courseware), argued in March of 2012 at the Berkman Center for Internet & Society at Harvard, the major cultural change sparked by the elite xMOOCs is that top-tier universities now **boast of how many students they serve** rather than how many they turn away. That change happened incredibly quickly, and it has filtered into the zeitgeist of the student body as exemplified by the IP Hackathon. There are many in the Harvard community who see HarvardX as an avenue to help tilt Harvard's incredible teaching resources more towards being of service to the wider world, and that's an

exciting movement to be a part of and to try to shape and encourage. (I get the same sense from MIT undergrads serving as teaching assistants and research fellows for various MITx initiatives.) I think we can work together to create a series of learning experiences that advance human learning around the world.

On top of that, there are the data. Since my doctoral research on wikis, I've argued that new online platforms offer exciting new opportunities to leverage the continuous-time clickstream data collected by online learning environments to learn more about the process of learning. Regardless of what one might think of the contemporary state of online instruction on the edX platform, there are terrific opportunities to muster the resources of several great universities to learn more about learning online.

(There are a whole host of practical concerns as well: I like the bike commute; the Harvard gym is conveniently located; I'll be working with people with much better computational and quantitative skills than me and I'll learn a lot; I like **Andrew Ho**, the research committee chair of HarvardX, and find his work to be methodologically carefully, ideologically pragmatic, and practically useful; there will be some good opportunities to publish this work; I can keep teaching undergraduates at MIT, which I adored doing this semester; and so on.)

As I head into my first day of work (technically, as I sit here in new employee orientation), I have apprehensions as well.

My feelings about the role of xMOOCs in relation to both higher education labor markets and to student access and experience are too complicated to fully articulate here, but they are certainly a concern. My sense is that two main problems in higher education funding are rising health care costs and declining public support for funding higher education. In the best of circumstances, online learning tools might be used to let computers teach what they are best at teaching in order to reallocate human resources to where they are most valuable. In a world of scarcity, that's a good thing. Online tools might also be used to justify faculty cuts or the expansion of adjunct positions, and that would be a bad thing. I would be great if I could contribute to the former, and it would be terrible if I contributed to the latter.

A much greater risk, I'd tentatively argue, is not that xMOOCs cause harm, but more that they prove to be mostly irrelevant. It's possible that the prophecies are correct and the **edu-Revelation** is right around the corner, and that online learning environments will offer personalized learning experiences at high scale for low cost, permanently transforming the development of human capacity. I think it's probably more likely that most online courses end up being talking textbooks with auto-graded worksheets, useful in some particular circumstances with particular populations, but, like every previous generation of education technology, ultimately a disappointment that fails to fundamentally improve learning for students (though at least in this case, the development costs are born by affluent universities.)

And my deepest concern is that the people who will benefit from these new initiatives are those who already are privileged and advantaged. As I've argued since **my doctoral research**, there is a very real possibility that new learning experiences made widely accessible on the Internet will disproportionately benefit the affluent, who have the financial, social, and technical capital to take advantage of these new opportunities. The

early reports from the first round of xMOOCs certainly contribute to these concerns—if 30% of Edinburgh's MOOC participants have BAs and an additional 40% have BA's and a graduate degree, then MOOCs may be creating new opportunities for lifelong learning for the affluent at a much greater rate than they are providing new learning pathways for the under-served.

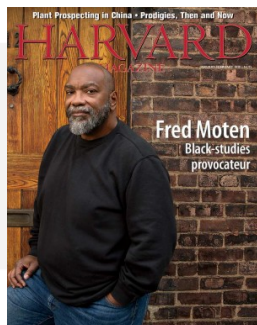
I'm not sure that the benefits of emerging forms of high-scale online learning can outweigh these various risks, but I think it's possible. I think it's more likely to happen if the people on the HarvardX team are attentive to these risks and can approach these new ventures with a kind of skeptical optimism. I think I can help. I think it's worth a shot. So I'm hopping on board.

Spring has ended as early as it came late here in Boston, and that means my daughter and I will soon replace our Friday evening trip to the Boys and Girls Club pool with trips to Walden Pond. As I start with HarvardX, I think of Henry David Thoreau's scholarly commitment as he ventured to the shores of Walden Pond: "and if it proved to be mean, why then to get the whole and genuine meanness of it, and publish its meanness to the world." But, I'm hopeful that it won't all be meanness. I think we can take the hype surrounding MOOCs and harness that energy to create some valuable online learning experiences, without getting lead astray by the hype.

I look forward to sharing the journey here.

*For regular updates, follow me on Twitter at **@bjfr** and for my publications, C.V., and online portfolio, visit **EdTechResearcher**.*

*Justin Reich is the Richard L. Menschel HarvardX Research Fellow, a Fellow at the **Berkman Center for Internet and Society**, and a lecturer in the **MIT Scheller Teacher Education Program**. He is also the co-founder and co-director of **EdTechTeacher**, which works with teachers, schools, and districts to leverage new technologies to improve student learning.*



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ONLINE EDUCATION

Bringing Minds and Money to Bear on Teaching

9.16.13



Carswell professor of East Asian languages and civilizations Peter K. Bol
 Photograph by Stephanie Mitchell/Harvard News Office

► On Readers' Radar

1. A President with a Purpose
2. Harvard Names Lawrence S. Bacow
Twenty-Ninth President
3. Can Science Justify Itself?
4. Can Happiness Make You Healthier?
5. At Last, a Sweep

SIX DAYS before the public launch of **The Harvard Campaign, in which the University will “foreground” pedagogy and learning**, according to President Drew Faust, two news announcements underscored the scope of that initiative:



- Provost Alan M. Garber announced the creation of a new senior post, vice provost for advances in learning, as a way to focus faculty and institutional engagement with efforts to enhance education across Harvard. Carswell professor of East Asian languages and civilizations Peter K. Bol will assume the role immediately.

- Harvard School of Public Health (HSPH) announced receipt of \$12.5 million to support revising the pedagogy for its master's degree programs and creating a new doctorate in public health leadership. That support, plus newly disclosed prior gifts and grants totaling \$5.8 million, will enable the school, according to a news release, to deploy "more case-based and field-based 'real world' learning opportunities." HSPH will also "accelerate efforts...to develop 'flipped classroom' experiences, in which lecture-style material is delivered increasingly online before class, while classroom time is spent by students and faculty actively engaging together to develop strategies for solving the types of problems students will encounter in their careers." (For one faculty member's first-person account of creating and teaching a "flipped" course, read "[Reinventing the Classroom](#)," from the *Harvard Magazine* archives.)

Together, the announcements suggest accelerating efforts to apply technology to teaching and to rethink pedagogy on a school-wide scale across Harvard.

Context

IN RECENT YEARS, several efforts to apply cognitive science and discoveries about learning to the classroom (to improve teaching practice) and to explore educational technologies have gathered strength across Harvard:

- Science faculty members have redesigned introductory classes, made hands-on laboratory experiences widely accessible, and used interactive devices to assess learning in real time—all out of concern about losing students who might otherwise fail to pursue their passion for science, technology, engineering, or mathematics (part of a larger national discussion about this phenomenon).
- The Harvard Initiative for Learning and Teaching (HILT), catalyzed by a \$40-million gift during the University's 375th-anniversary celebration, has created a forum for discussing the issues across campus, and backed experimentation and innovation with seed grants—including, it turns out, to HSPH (see below).
- The edX online-education partnership with MIT, launched in the spring of 2012, has jump-started experimentation with the use of technology in virtual and campus teaching contexts. HarvardX now has its own production staff and studio to accelerate online course development, and HILT and HarvardX are collaborating to train faculty members and graduate students to incorporate the new technologies in their courses and teaching.
- Individual schools are also investing in their own teaching-support infrastructure, as in the appointment of the first faculty director for the Faculty of Arts and Sciences' Bok Center for Teaching and Learning: Robert A. Lue, who is also faculty director of HarvardX.

The Vice Provost for Advances in Learning

IT IS within this context that Provost Garber announced the appointment of Peter Bol as the new vice provost. In a conversation, Garber noted that there had been "an explosion of interest in how we approach teaching and learning at Harvard"—dating especially from the gift that launched HILT in 2011. That does not mean that every faculty member is suddenly eager to offer online courses, he emphasized; but "more and more faculty are interested in being involved in some way" in rethinking their teaching. That has created the need for a dedicated position responsible for stimulating further work on improving pedagogy across the University, serving as a source of information and guidance for interested professors—and making clear that "faculty should be leading these efforts." The new vice provost, Garber said, should be someone "who is actively involved in teaching and in innovation" (as Bol is and will continue to be), in order to maintain contact with students and direct experience in the evolving Harvard classroom.

According to the announcement, Bol will report to the provost, while overseeing both HarvardX and HILT. In that capacity, he will work with those units and faculty members and

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deans to “support Harvard’s broader efforts to improve education by leading campus discussions about innovations in teaching and learning and their implications; working with the schools to develop policies and best practices; and fostering collaboration with the Harvard Library, the museums, the Division of Continuing Education, and Harvard University Information Technology, as well as related teaching and learning centers such as the Bok Center.”

Bol has long pioneered new approaches to technologically enhanced research and teaching:

- More than a decade ago, **he and graduate students reported from Zhejiang Province, south of Shanghai**, where they were digitally documenting local village and community life; electronic databases, videos of lineage halls, and other tools were incorporated into a course on “The Culture of Everyday Life in China” that he taught with professor of Chinese history Michael Szonyi.
- He has **applied database technology to the vast archives of Chinese leaders through the millennia, creating new opportunities for digital scholarship** while engaging colleagues in the United States, China, and Taiwan. Those efforts have been married productively to his **academic leadership of Harvard’s efforts to use geographic information systems and geospatial technology** in a host of scholarly disciplines—including developing a **new course that was supported by a HILT innovation grant**.
- He was, as Garber’s note observes, chair of the Harvard academic computing committee, and now is a member of the **HarvardX faculty committee**.

Now, with colleague William C. Kirby, Chang professor of China studies and Spangler Family professor of business administration, he has **adapted Societies of the World 12, “China,” for online teaching through edX as SW12x, debuting next month**; it is simultaneously being taught in the College and through the Extension School. (As previously reported, **last spring Bol taught Chinese History 185, “Creating ChinaX—Teaching China’s History Online,” in which students and teaching fellows jointly learned the content while preparing materials for use in the SWx course**. The image below, courtesy of HarvardX, shows Bol during the production of the online course.)



The application of edX technology to campus classrooms is particularly important. HarvardX aims at both disseminating course content worldwide—the best known use is for “massive open online courses” (MOOCs)—*and*, somehow, deploying the videos, online exercises, student discussion forums, and other relatively expensive tools in existing courses at the University. Faculty members who have been skeptical about the feasibility of campus applications are watching to see how such uses unfold in their colleagues’ teaching. In his address at the University of St Andrews this past weekend, Harvard president emeritus **Derek Bok focused on the role of such technologies in enhancing live, classroom teaching**—consistent with his long-term emphasis on pedagogy and learning. In an interview with *Stanford Magazine*, that institution’s president, **John Hennessy, a champion of applying technology to education, focused squarely on campus classrooms, deflecting attention from MOOCs’ role in disseminating courses around the world**. Speaking about plans to expand the undergraduate body, he was asked about the use of MOOCs (Coursera and Udacity, two MOOC enterprises, were created by Stanford faculty members). He responded:

There’s a bigger question about online education, of which MOOCs are a small piece. MOOCs will be important for self-motivated learners and people who can’t get access to a high quality education. We don’t view them as a substitute in any



way for what we can offer undergraduates. But, MOOCs are something that Stanford can offer to improve the quality of education available worldwide.

A separate question is whether technology has a role to play in improving the quality of the educational experience right here on campus or at our overseas campuses. A lot of our current focus is on how we make some of our classes, particularly large lecture classes, much better learning environments. How do we use technology to improve our pedagogy? We are very committed to that goal. And we would do that independent of whether we kept class size the same or expanded it.

Garber stressed that edX and HarvardX have a three-part mission: to make Harvard professors' teaching available worldwide; to improve teaching on campus; and to support research on teaching, learning, and the effectiveness of education technologies in the classroom. Most discussion of MOOCs and edX during the past year has focused on the first of these goals, he said; "Peter Bol is committed to all three." The most effective learning, the provost said, continues to involve extensive face-to-face interaction among faculty members and students, augmented by making the best use of new technologies.

By selecting Bol for the new learning post, the provost has chosen a senior faculty member who has deep experience, across disciplines, in applying new tools to his own teaching, while establishing relationships with a large number of the leaders in pedagogical innovation across Harvard. (*Disclosure:* Bol is a past member of the board of directors of Harvard Magazine Inc., a current member of its board of incorporators, and a nominee for a new term of service as a director of the organization.)

"Transforming Public Health Education"

HSPH, according to the announcement, plans a broad effort to "redesign its educational strategy." This past May, at the HILT conference, Dean Julio Frenk outlined his school's centennial-year curricular plans. He talked about redesigning instruction to focus on competency-based learning, with flexible, modular, experiential units accommodating students at various points in their professional lives. He also endorsed the "blended" online and class-based teaching techniques of the flipped classroom. The mix of online and face-to-face instruction, he said, would vary with the purposes, with more online teaching for "informative," expertise-oriented learning, and progressively more personal instruction for "formative" (values and professional) and "transformative" (leadership) courses. He then reviewed the institutional challenges: colleagues (investing in faculty development); capacity (physical space, technology, finances, and so on); and culture (changing from language that describes a professor's teaching "load" to give teaching a value equal to research; the rewards for teaching and research; and the school's self-identification as a preeminent research institution). View the video recording of Frenk's HILT presentation here.

According to Ian Lapp, associate dean for strategic educational initiatives, Frenk began planning to revisit HSPH's curriculum and pedagogy some three years ago, reflecting his awareness of both changing needs for public health and evolving learning methods and technologies. On November 1, the school is devoting a centennial symposium to the subject and its aspirations.

But it is one thing to envision an initiative for "Transforming Public Health Education," as the effort is now called. It is another to be able to afford to effect it. HSPH is by a very large measure the Harvard unit most dependent on sponsored-research grants (73 percent of fiscal year 2012 operating revenue, according to the University's annual financial report), and least able to count on endowment funding (14 percent of operating revenue)—precisely the circumstances that make it most difficult for a dean to finance changes in curriculum and pedagogy.

You Might Also Like:



How to Make a Massive Open Online Course

Online learning evolves at Harvard and elsewhere

MOOCs in the Classroom, and for Degrees

Hence the importance of today's announcement. The Charina Endowment Fund and Richard L. Menschel, M.B.A. '59, and Ronay Menschel are making available \$12.5 million to underwrite the planned changes in master's degree education, to be in place in 2015, and the new doctoral program, beginning next year. (The new education funding comes atop \$2.5-million of earlier support from the endowment fund and the Menschels in support of [Ariadne Labs, an HSPH-Brigham and Women's Hospital initiative](#), lead by [Atul Gawande](#), professor in the department of health policy and management, and professor of surgery, [to reduce surgical errors](#), increase childbirth safety, and enhance planning for end-of-life care.) The new education-initiative funding—combined with an anonymous 2012 gift of \$5 million to HSPH for curriculum development and scholarships for the doctoral program, plus a \$500,000 grant from the Medtronic Foundation—will also support the broad makeover of curriculum and pedagogy, including plans to create facilities suitable for “innovative and team-based” teaching, according to the news release, and to enable HSPH faculty members to collaborate with peers in other Harvard schools.

A \$300,000 HILT grant for faculty training (formally, the Faculty TEAM Initiative for Advancing Learning: Teaching Excellence, Assessment, and Mentoring) has made it possible for HSPH professors to work on active-learning techniques, technology-enhanced education, and team-teaching, Lapp noted. (Faculty members have also received smaller HILT course-development grants, and [HSPH professors were among the first Harvard participants in creating courses for the edX platform](#), beginning with PH207x, “Health in Numbers: Quantitative Methods in Clinical and Public Health Research.”)

In the announcement, Dean Frenk said:

This combined funding, totaling \$18.3 million, shows a remarkable level of philanthropic interest in, and commitment to, public health education in the U.S. and globally. It positions us well to continue to educate the public health leaders of tomorrow. As soon as this fall, students at the School will begin to benefit from the generosity of these gifts through the enhanced classroom experiences they will encounter.

Public-health students preparing for leadership roles in government, non-governmental agencies, and private firms need both in-depth knowledge in specialized areas of public health and a wealth of competencies that enable them to work collaboratively across the wide range of disciplines involved in improving the world's health. We are re-envisioning our approach to education in our professional programs to enable our students to meet the rapidly changing needs of the field.

The [reenvisioned Doctor of Public Health degree](#) (Dr.P.H., a revision of the little-used D.P.H. program) will shift from a research focus to training in management, leadership, communication, innovation, and translation of research into high-impact public-health policy and practice, Lapp said. Accompanying its new content will be the full panoply of pedagogical innovations, including digital-interactive, case-based, and field learning, at HSPH proper, with other Harvard faculties, and in the wider community. (In this sense, it [parallels some of the strategies brought to bear on Harvard Graduate School of Education's Ed.L.D. leadership degree](#), introduced in the fall of 2009.)

Pillars of Philanthropy

IN HSPH'S RELEASE, Ronay Menschel said:

We support Harvard School of Public Health with our philanthropy because we believe in the importance of public health and the opportunity to expand the knowledge and skill sets of future public-health leaders through the use of technology and case studies examining evolving health challenges.

Richard Menschel said:

Improving learning leads to better prepared students who can more successfully address the major public health issues facing the world today. Better educated public-health leaders have the capacity to improve the health of us all.

Behind those descriptions of the rationale for their current support lies a record of deep engagement with Harvard, among other institutions. Richard Menschel, a senior director at Goldman Sachs—and 2007 recipient of the Harvard Medal, recognizing his “broadminded benevolence, thoughtfulness, and time” devoted to helping the University “move toward our shared vision across schools”—and Ronay Menschel, a Cornell alumna and past vice chair of its board of trustees, have been active supporters of work across the institution, including:

- endowing the Harvard Art Museums’ photography curatorship;
- endowing a professorship at HSPH, now held by Robert J. Blendon, an expert in public opinion and policy (who holds a dual appointment in the Harvard Kennedy School; a professorship honoring past dean and Harvard provost Harvey V. Fineberg, for use in HSPH’s division of public health practice or department of biostatistics; and a fellowship program;
- endowing the Bok Center directorship (the Faculty of Arts and Sciences’ focal position for improving teaching practice), and, earlier, underwriting other teaching improvements and pedagogical innovations such as the Graduate Seminars in General Education (through which faculty members and their graduate students jointly create new courses for the College’s general-education curriculum);
- supporting Harvard Graduate School of Education’s Program in Education, Afterschool & Resiliency; and
- supporting Harvard Business School’s year-long leadership fellowships in public, social, and nonprofit enterprises.

Richard Menschel has served on the business school’s visiting committee, on the art museums’ director’s advisory council, and on the Committee on University Resources (Harvard’s principal fundraising advisory body). He was national co-chair of the University Campaign, which concluded in 1999. The Menschels are also parents of three Harvard daughters, according to the HSPH release: Charis ’97; Sabina ’99, M.B.A. ’05; and Celene ’04, M.B.A. ’13.

At HSPH, Richard Menschel has served on the dean’s council and the leadership council, and chaired the school’s fundraising committee during the University Campaign. He will be honorary co-chair of the forthcoming capital campaign, to be unveiled after The Harvard Campaign festivities on September 21.

For a relatively lightly endowed enterprise like the public-health school (whose graduates almost by definition do not earn high incomes), the long-term friendship of strategic philanthropists like the Menschels—in both financial support and volunteered personal engagement—could not possibly matter more, especially in a time of actual and threatened wholesale reductions in federal research support.

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