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“HARVARD IS DEDICATED TO THE CREATION AND DISSEMINATION OF KNOWLEDGE AND TO THE EDUCATION OF LEADERS WITH WISDOM TO ILLUMINATE THE PAST AND SHAPE AND SERVE THE FUTURE.”

DREW GILPIN FAUST, PRESIDENT OF HARVARD UNIVERSITY AND LINCOLN PROFESSOR OF HISTORY
We undertake The Harvard Campaign at a moment when higher education is being challenged to reinvent itself, and we welcome the opportunity for a campaign that aims to do more than merely extend or reinforce long-standing strength and eminence.

The Harvard Campaign calls upon us to articulate and affirm the fundamental values and purposes of higher education in the rapidly changing environment of a global and digital world, a world filled with promise for improving human lives, a world in which talent recognizes no boundaries, a world in which creativity and curiosity will fuel the future. The Harvard Campaign is designed to embrace that future and to ensure Harvard’s leadership as it approaches its fifth century of education and inquiry in the pursuit of enduring truth.

Dedicated to discovering knowledge and to educating leaders, Harvard must itself be a leader in shaping not only the future of education and ideas but the ways in which they can make the most powerful and positive difference in the world. What commitments must we make now to meet this future and uphold these values in the years ahead?

We must harness the power of One Harvard to advance discovery and learning across fields, disciplines, and our broad range of Schools to change knowledge and to change the world. Students and faculty must be enabled to draw easily on Harvard’s widely distributed strengths as they explore answers to intellectual questions both enduring and new, and seek solutions to society’s most consequential problems.

We must pioneer new approaches to learning and teaching that build on the transformative potential of a digital age, as well as emerging insights into human behavior and the human brain. In Cambridge and Boston and in our connections with the wider world, we must seek to set a standard for innovation in pedagogy and commit to its advance.

We must be unsurpassed in our global reach and impact, as well as in the integration of global perspectives into our research and teaching. Harvard students and faculty must understand their fields and their lives within a global context enriched by the content of the curriculum, the cosmopolitan environment of the campus, and the opportunities available for significant international study, research, and engagement.
We must exemplify the centrality of meaning, values, and creativity in the mission of the research university. Building on its nearly four centuries of rigorous intellectual inquiry, Harvard must embrace these purposes in new ways. In all it undertakes, Harvard must reinforce the significance of transcending the immediate and instrumental to explore and understand what humans have thought, done, and been and thus to imagine where they might best seek to go.

We must offer more prominence to innovation and hands-on discovery inherent in engineering, the arts, and design, as well as to experiential learning beyond the classroom. These are all critical components of thinking and knowing.

We must attract and support the most talented students and faculty and provide them with the resources to do their best work. We must sustain the remarkable community of researchers, teachers, and learners who are the heart and the engine of all we aspire to be and do.

We must create a campus for the decades to come, the physical environment to fulfill our ambitions and goals. It must provide the common spaces to embody the intellectual and programmatic vision of One Harvard. This must include development of spaces in Allston to enhance new cross-University collaborations and new connections among the University, the surrounding community, and new partners in industry and research. At a time when universities are being asked to reexamine the logic of physical campuses, Harvard must pursue renewed uses and purposes for undergraduate Houses, for shared campus facilities, and for transformed classroom and library spaces.

Knowledge has never been more important to the future of individuals and societies. The world’s challenges have never been more pressing, more complex, or more shared. There has never been a greater need for the leaders Harvard seeks to educate and support. Universities are unique in their commitment to the long term, to uniting the wisdom of the past with the urgency of the present and the promise of the future. Their contributions have never mattered more. We are committed to mobilizing Harvard’s intellectual, human, and financial resources to fully realize that promise. We invite you to join the Harvard community across the University, the nation, and the world in The Harvard Campaign.

Drew Gilpin Faust

DREW GILPIN FAUST, PRESIDENT OF HARVARD UNIVERSITY AND LINCOLN PROFESSOR OF HISTORY
OUR ASPIRATIONS

ADVANCING THE POWER OF INTEGRATED KNOWLEDGE

ADVANCING NEW APPROACHES TO LEARNING AND TEACHING

ADVANCING GLOBAL HARVARD

ADVANCING MEANING, VALUES, AND CREATIVITY

ADVANCING INNOVATION AND HANDS-ON DISCOVERY

ATTRACTING AND SUPPORTING TALENT

CREATING A CAMPUS FOR HARVARD’S NEXT CENTURY
The Harvard Classics, originally known as Dr. Eliot’s Five Foot Shelf, is a 51-volume anthology of classic works from world literature, compiled and edited by former Harvard president Charles W. Eliot.
ADVANCING THE POWER OF INTEGRATED KNOWLEDGE
ADVANCING THE POWER OF INTEGRATED KNOWLEDGE

BIG DATA AND THE REAL WORLD

The advent of big data is driving a sea change in the social sciences at Harvard. “We’re no longer isolated scholars sifting through a few sparse data sets,” says Gary King, the Albert J. Weatherhead III University Professor and director of the Institute for Quantitative Social Science (IQSS). “Instead of merely understanding problems, we’re now working towards solving them.”

Founded in 2005, IQSS fosters interdisciplinary, highly collaborative research projects that use massive data sets to provide solutions for complex social questions. “In 2013,” says King, “IQSS reverse engineered Chinese censorship of social media—the largest selective suppression of human communication in history—and found that China does not censor criticism of the government; instead, they censor any attempt to use social media to spur collective action.”

Below: Big data guru Gary King stands beside the computer server beneath his office.
LEADING THE CHANGE

Ryan Wise EdLD ’13 is developing a statewide teacher leadership system with the Iowa Department of Education. Susan Cheng MPP ’04, EdLD ’13 worked to reshape the way teachers are trained at a nonprofit venture philanthropy firm in Washington, D.C. Both are part of the first cohort to earn doctor of education leadership (EdLD) degrees from the Harvard Graduate School of Education (HGSE) in 2013.

Launched in 2010, the EdLD is a bold initiative conceived to help revive and transform our nation’s public education system. The groundbreaking curriculum spans HGSE, Harvard Business School, and Harvard Kennedy School. Students spend their third and final year in residency at one of the program’s many partner organizations.

“I was committed to making a difference in education at a system-wide level,” says Wise, “and the EdLD program made that possible.”

Above: Recent and current students Andrew Frishman EdLD ’14, Mariama Grimes EdLD ’15 (center), and Laura Flaxman EdM ’00, EdLD ’15 meet in the Monroe C. Gutman Library.
At Harvard, world-renowned climatologists and thought leaders from every discipline collaborate to meet the complex challenge of global climate change. “No other university in the world can bring the range of expertise to these important problems,” says Daniel P. Schrag, the Sturgis Hooper Professor of Geology and director of the Harvard University Center for the Environment (HUCE). Founded in 2001, HUCE is a broad umbrella that bridges hard science, public policy, business, health, and the humanities. Atmospheric chemists team with epidemiologists and forest ecologists to analyze the effect of forest fires on public health in Southeast Asia. Economists and energy experts chart the consequences of China’s projected growth through the next few decades. And climate scientists, nutritionists, and plant biologists work together to understand how future climate change will affect world food security and food quality.

Applying innovative ideas to develop clean, sustainable energy sources is at the heart of the work of Dan Nocera, the Patterson Rockwood Professor of Energy in the Faculty of Arts and Sciences. One of the most promising is the “artificial leaf” developed by Nocera. The “leaf” is a silicon wafer coated with catalysts that, when submerged in water, converts sunlight into storable energy. The device holds great promise for developing countries. “It’s not enough just to invent something,” says Nocera, who left MIT in 2012 to bring this and other game-changing technologies forward for use around the world. “With the wide reach and focus of Harvard, I can literally change the world for the better.”

Right: Julia Mason AB ’13, a recent Pforzheimer Foundation Public Service Fellow, participated in a January-term trip out of Key West, Florida, led by HUCE faculty associate James J. McCarthy, the Alexander Agassiz Professor of Biological Oceanography.

Top right: Daniel Schrag

Middle: Dan Nocera’s “artificial leaf” can convert sunlight into chemical fuel.

Bottom right: Dan Nocera
In 2006, Lee Rubin left a successful career in biotechnology to join the then two-year-old Harvard Stem Cell Institute (HSCI). “The drug discovery process is expensive and highly inefficient,” says Rubin, director of translational medicine at HSCI and professor of stem cell and regenerative biology in the Faculty of Arts and Sciences. “I wanted to study disease in a new way.”

Rubin’s “new way” involves using disease-specific stem cells to screen potential treatments. His current focus is spinal muscular atrophy (SMA)—a genetic disease that destroys nerves controlling voluntary muscle movement. Most drug therapies are tested on healthy cells culled from mice. Rubin obtains stem cells that contain the genetic mutation that causes SMA by reprogramming human skin cells taken from symptomatic patients. “I wanted to do this research for years,” says Rubin, who believes the new method could eventually provide therapies for myriad genetic diseases. “It’s only because I’m at Harvard that the industry has begun to listen.”
America is at a “critical crossroads” with immigration, said Mary C. Waters, the M.E. Zukerman Professor of Sociology in the Faculty of Arts and Sciences and former Radcliffe Institute Fellow, in her opening remarks at “Crossing Borders: Immigration and Gender in the Americas,” a multidisciplinary conference she helped organize at the Radcliffe Institute for Advanced Study.

The spring 2013 conference was attended by hundreds and webcast live, bringing together representatives from the College, the Law School, the Medical School, the Graduate School of Education, and the Greater Boston community; faculty from outside Harvard; a Pulitzer Prize–winning author; and many of Radcliffe’s 50 annual fellows. In addition to panel discussions, the program included an exhibit at the Institute’s Schlesinger Library and a concert by Grammy Award–winning bilingual rock band Quetzal. This public event was one of the many conferences, symposia, and lectures that are held regularly at Radcliffe in support of the Institute’s mission to generate and share transformative ideas.

Above: A panel discusses immigration and gender during the “Crossing Borders” conference at the Radcliffe Institute.
Students observe "Birmingham Roller" pigeons in flight as part of "Getting to Know Darwin," a freshman seminar taught by William (Ned) Friedman, director of the Arnold Arboretum of Harvard University and the Arnold Professor of Organismic and Evolutionary Biology in the Faculty of Arts and Sciences.
ADVANCING NEW APPROACHES TO LEARNING AND TEACHING
“The most meaningful way to understand a poem is to huddle around it, the way you huddle around a fire,” says Elisa New, the Powell M. Cabot Professor of American Literature in the Faculty of Arts and Sciences. In fall 2013, thousands of people from across the globe joined that huddle through HarvardX, the University-wide initiative supporting faculty experimentation in teaching and learning through technology.

Surveying 400 years of American verse, New’s online course “Poetry in America” features videos of the professor and her on-campus students singing Puritan hymns in the First Church in Cambridge and reading Walt Whitman along the banks of the East River in Brooklyn. More than 6,000 people, from as far away as India and Bangladesh, signed up for the first module.

“Heart of us who teach in the humanities cherish opportunities to make meaning,” says New, whose classroom was described as “the Magic School Bus” by one undergraduate. “Now, through modern technology, so many more can partake in the full intimacy and elation of poetry.”

Above: Elisa New
HILT: THE WAY WE LEARN

Launched in fall 2011, the Harvard Initiative for Learning and Teaching (HILT) is designed to help catalyze innovation and excellence in learning and teaching at Harvard.

The University-wide initiative provides grants to support faculty, staff, and student innovation; 62 grants have been awarded since 2012. HILT also convenes the Teaching and Learning Consortium, a group of Harvard academic professionals who provide pedagogical and academic technology support, to share best practices, promote dialogue, and address common challenges.

In addition, the HILT Research Fellows program, which began in fall 2013, collaborates with HarvardX, the Bok Center for Teaching and Learning, and other related University endeavors to advance the science of learning and study topics in higher education that are crucial for enhancing residential and online learning.

HILT is supported by the President’s Fund for Innovative Teaching, which was created with a generous gift from Gustave (Gus) LLB ’53 and Rita HLS ’58 Hauser.

THE SOCIAL IMPACT BOND

Harvard Kennedy School (HKS) is at the forefront of efforts to advance social impact bonds (SIBs), which offer a promising new approach to tackling pervasive social problems, such as chronic homelessness or juvenile recidivism. They allow governments to pay based upon the impacts of social services rather than just buying the services themselves. Private investors provide upfront operating funds to service providers and receive a return on their investment if outcome targets—such as a drop in incarceration rates—are achieved.

The SIB Technical Assistance Lab at HKS, led by Professor Jeffrey Liebman and a team of current and former students, provides pro bono technical assistance to 10 state and local governments seeking to implement pay-for-success SIB contracts.

“We need to improve the results governments achieve with their social spending,” observes Liebman, the Malcolm Wiener Professor of Public Policy at HKS. “Engaging directly with governments is the best way both to discover what works and to train our students to be government innovators.”

Above: Jeffrey Liebman
FIELD: A BOLD EXPERIMENT

When it was rolled out, it was immediately labeled “the boldest experiment ever carried out in graduate business education.” Now three years old, Harvard Business School’s (HBS) Field Immersion Experiences for Leadership Development (FIELD) has already proven a valuable tool in preparing business leaders to face the challenges of the 21st century.

Introduced in fall 2011 by HBS Dean Nitin Nohria, FIELD provides leadership training, team-building exercises, and real-world experience—working on-site at a firm in an emerging market economy, and creating and launching a new business in the United States. Conceived as a complement to—not a replacement for—HBS’s venerable case method, FIELD sends all 900-plus first-year MBA students to one of several countries, including South Africa, Ghana, China, Poland, Argentina, and Turkey.

Left: First-year MBA students do fieldwork in a market in Accra, Ghana, as part of FIELD’s Global Immersion program at HBS.
A Harvard Kennedy School student dons a globe during Commencement exercises in Tercentenary Theatre.
ADVANCING GLOBAL HARVARD
KUMBH MELA: MAPPING THE METROPOLIS

Imagine millions of people on a four-by-eight-kilometer field. That’s the Kumbh Mela, a Hindu pilgrimage held every 12 years at the confluence of the Ganges and Yamuna Rivers in Allahabad, India, where the 2013 Kumbh was held. The “pop-up megacity” became a cross-School Harvard case study. Teams from the Faculty of Arts and Sciences and the Divinity School researched religion and culture. A group from the Business School observed how vendors and suppliers managed risks. Students and faculty from the School of Public Health collected data from 10 temporary hospitals.

“We’re trying to map the metabolism of the city,” says Rahul Mehrotra, professor of urban design and planning and chair of the Department of Urban Planning and Design at the Graduate School of Design, whose students worked to document how this massive city was constructed in just a few months. “We’re learning how infrastructure can be used to neutralize differences and still let differences thrive.”

Above: Rahul Mehrotra

Left: The 2013 Kumbh Mela was designed to accommodate upwards of 80 million people over the course of the 55-day festival.
HELPING TO MAKE AIDS HISTORY

In 1993, an AIDS diagnosis in Botswana was a death sentence. Today, thanks to effective prevention programs and increased availability of antiretroviral drugs, mortality from AIDS-related illnesses in Botswana has dropped by 61 percent. HIV infection rates have also fallen.

“The change in the pandemic’s course has been dramatic,” says Myron (Max) Essex, chair of the Harvard School of Public Health AIDS Initiative (HAI) and the Mary Woodard Lasker Professor of Health Sciences at the School of Public Health. Under Essex’s supervision, HAI has conducted extensive field research and clinical work in sub-Saharan Africa, Thailand, China, and Mexico. HAI has also brought hundreds of African scientists and caregivers to Harvard for training on how to best respond to HIV/AIDS. “People today can conceive of the end of AIDS,” says Essex.

 Below: A technician processes blood samples in the lab of the Princess Marina Hospital in Gaborone, Botswana, site of Harvard School of Public Health research on HIV/AIDS.
In January 2013, Nigerian-born John Azubuike SB ’13 traveled to Brazil for a two-week course during the College’s Wintersession. Organized by Harvard’s David Rockefeller Center for Latin American Studies (DRCLAS), the School of Engineering and Applied Sciences (SEAS), and the Universidade de São Paulo’s engineering school (Poli-USP), the course examined the challenges facing the global energy system in the coming decades. Coursework included classes, seminars, and field visits to alternative energy companies and a Brazilian nuclear power plant.

“In Brazil is a developing country, just like my home country,” says Azubuike. “I wanted a chance to go out and talk to the people in the front lines.”

In the 20 years since its founding, DRCLAS has supported thousands of students in their pursuit of Latin American studies. Since 2002, it has hosted nearly 2,000 students in its offices across the Americas.
GLOBAL HEALTH: TEACHING UNDERGRADUATES

CASE STUDIES IN GLOBAL HEALTH

Divya Seth AB ’14 was in high school when she first read about Paul Farmer’s work in global health. As an undergraduate, she had the opportunity to take a course with him. “He has a touch of humor, an ability to connect, and a desire to reach out to students,” Seth says of Farmer, the Kolokotrones University Professor, chair of the Department of Global Health and Social Medicine at Harvard Medical School (HMS), chief of the Division of Global Health Equity at Brigham and Women’s Hospital, and cofounder of Partners In Health, an international nonprofit that builds clinics in developing countries across the globe. In addition to duties at HMS, Farmer co-teaches the Faculty of Arts and Sciences course that Seth took, called “Case Studies in Global Health,” which examines global health problems that transcend national and geographic boundaries.

GLOBAL HEALTH CHALLENGES

In a world where disease and disaster travel as swiftly as data, keeping the population healthy requires a multifaceted approach that bridges epidemiology, policy, and even urban planning. At the Harvard Global Health Institute (HGHI), undergraduates, graduate students, and faculty address a world beset by 21st-century ills with leadership strengthened by 21st-century opportunities for cross-disciplinary, cross-border collaboration.

“The passion demonstrated by undergraduates around social justice, human rights, and world health inequities has created an unprecedented demand for global health courses,” says HGHI Founding Director Sue J. Goldie. The Roger Irving Lee Professor of Public Health at Harvard School of Public Health and professor of global health and social medicine at Harvard Medical School, Goldie teaches the course “Global Health Challenges” to 200 undergraduates each spring. Undergraduates also pursue summer internships and fieldwork through HGHI. “We are committed to providing every student with the opportunity to acquire a global health outlook.”
Oral disease is a widespread health problem in Rwanda and a major cause of missed days of school and work. Although Rwanda has universal health care and a deep commitment to improving the health of every citizen, the African country of nearly 11 million has not had a dental school until recently.

Addressing oral health is one goal of the extensive Rwandan Human Resources for Health Program, a seven-year effort to train a large cadre of Rwandan health professionals, including oral health practitioners. As part of the effort, the Harvard School of Dental Medicine (HSDM), the University of Maryland, and several Rwandan partners developed a bachelor of dental surgery (BDS) degree to be awarded by the College of Medicine and Health Sciences of the University of Rwanda. In fall 2013, the first cohort of Rwandan dental students matriculated at the medical school, where they will spend their first two years and then transfer to the newly established College of Dentistry. HSDM faculty are serving in Rwanda as curriculum and faculty advisors, as well as assisting with the launch of oral health research initiatives.

Below: HSDM instructor Brittany Seymour (left) and Assistant Dean of Global and Community Health Jane Barrow (right) meet with Ibra Muhumuza of the Kigali Health Institute in Rwanda.
COUNTRIES REPRESENTED BY THE 2014 COLLEGE COMMENCEMENT CLASS

51

LANGUAGES OFFERED AT HARVARD

93

ALUMNI COMING TOGETHER
Alumni participate in 194 Harvard Clubs and 48 Shared Interest Groups around the world.

194

HARVARD CLUBS

48

SHARED INTEREST GROUPS
1,738

UNDERGRADUATE STUDENTS ABROAD
College students who traveled abroad in 2013-2014 for study, internships, service work, or research

COUNTRIES AND CITIES OUTSIDE THE UNITED STATES WITH THE LARGEST ALUMNI POPULATION

AUSTRALIA, BRAZIL, CANADA, CHINA, FRANCE, GERMANY, HONG KONG, INDIA, ISRAEL, JAPAN, MEXICO, SINGAPORE, SOUTH AFRICA, SOUTH KOREA, SWITZERLAND, UNITED KINGDOM
The Kuumba Singers of Harvard College perform during a celebration of the life and mission of Martin Luther King Jr. at the Memorial Church.
ADVANCING MEANING, VALUES, AND CREATIVITY
The approximately 250,000 works of art in the Harvard Art Museums’ collections are readily available online. A simple database search will yield an image of a 14th-century Qur’an folio or of Max Beckmann’s 1927 *Self-Portrait in Tuxedo*. But when the Fogg, Busch-Reisinger, and Arthur M. Sackler Museums reopen in November 2014—under a single roof—Harvard students, faculty, and the general public will not only have physical access to the collections once again, they will be able to study the works more closely. The Art Study Center, a central feature of architect Renzo Piano’s design for the renovated Harvard Art Museums, is a specialized, supervised environment that allows for personal interactions with original works of art from all media and disciplines.
As a human rights attorney working in Cambodia, Karen Tse MDiv ‘00 saw some horrible things. In order to make sense of them, she enrolled at Harvard Divinity School (HDS). There, Tse found the knowledge and inspiration she needed to launch International Bridges to Justice, a nongovernmental organization that works to enforce due process rights and eliminate torture in two dozen countries. “The curriculum challenged me to think deeply about what kind of world I wanted to make,” Tse says, “then showed me concrete strategies for building it. HDS taught me how to lead from my most strongly held values.”

Above: Karen Tse
THE HARVARD LIBRARY: SHARING OUR TREASURES

Harvard’s library system constitutes one of the world’s richest depositories of human culture. Holdings range from 3rd-century BC Greek language papyri, to reel-to-reel tapes of Joan Baez playing in Harvard Square, to the *Emerson-White Book of Hours*, an illuminated Latin manuscript created in Flanders in the late 15th century. The *Book of Hours* is currently under conservation at Harvard’s Weissman Preservation Center, named by a gift from Paul M. AB ’52 and Harriet L. Weissman and now supported by the generosity of multiple donors. At the Weissman Center, highly skilled conservators treat rare books, manuscripts, prints, drawings, photographs, maps, and other materials that have suffered the ravages of time. Employing the latest technology, the Harvard Library also digitizes fragile works like the *Book of Hours* so they can be consulted online and used in the classroom to enrich the learning experience.

Above: Nora Garry AB ’14 (left) and Caitlin Ballotta AB ’14 worked in Harvard’s Widener Library as part of the Summer Humanities and Arts Research Program.

Right: Widener Library
The American Repertory Theater (A.R.T.) is one of the country’s premier theater companies. In addition to producing Tony Award-winning shows, the A.R.T. serves as a dramaturg for the University, catalyzing discourse, interdisciplinary collaboration, and creative exchange among a wide range of students, faculty, and artists. “There is no question that the Harvard community has a defining impact on the work we do at the A.R.T.,” says Artistic Director Diane Paulus, who is also professor of the practice of theatre in the Faculty of Arts and Sciences. “There is no theater in America that has such an intellectual hotbed at its fingertips as the A.R.T. has with Harvard.”

The A.R.T. is an especially rich source of inspiration and experience for Harvard undergraduates. Theater staff, including Paulus, teach undergraduate classes in acting, directing, dramatic literature, voice, and design, stimulating students’ imaginations. They also advise a number of students, primarily through the Harvard-Radcliffe Dramatic Club, and run an active internship program. Throughout the academic year, students work side by side with skilled stage managers, lighting and sound technicians, costume assistants, props managers, and set builders and painters, immersing themselves in the daily operations of a nationally recognized professional theater.

Above: Jumai Yusuf ’16 (left), Mark Maurielo ’15, and Megan Murdock AB ’14 (right) in the rehearsal room for the A.R.T. production of Witness Uganda
It’s one thing to study an artist’s work in class. It’s quite another to go directly to the source. The flourishing visiting artist programs across the University give students and faculty opportunities to interact with luminaries from stage, concert hall, screen, and studio.

More than 100 visiting artists participated during academic year 2013–2014, including such notables as jazz musician and composer Wynton Marsalis MusD ’09 (hon.), Tony Award–winning actor and vocalist Brian Stokes Mitchell, classical pianist Yuja Wang, jazz musician and composer Herbie Hancock, and author of *The Simpsons and Their Mathematical Secrets* Simon Singh.

Among those artists visiting campus for academic year 2014–2015 are playwright and screenwriter Suzan–Lori Parks; Berlin-based artist Simon Fujiwara; playwright, author, and activist Eve Ensler; and theater adapter and director Sean Graney.

Above: Wynton Marsalis (left), Eve Ensler (top right), and Brian Stokes Mitchell (bottom right)
Inside Gund Hall, a Graduate School of Design student demonstrates a robotic ball that he created.
ADVANCING INNOVATION AND HANDS-ON DISCOVERY
The studio method of teaching is at the center of design and planning education at the Harvard Graduate School of Design (GSD). While core studios focus on fundamentals, option studios afford small groups of aspiring architects, landscape architects, and urban planners and designers a chance to work with real-world clients on complex design problems—often under the tutelage of industry leaders.

GSD offered 40 option studios in 2013–2014, almost half of which included travel to sites outside the United States. Through option studios, students studied housing and economic growth in Mexico City and the effects of urbanization in China, and worked with designers Michael Maltzan and Mia Lehrer in Los Angeles and Rem Koolhaas in Rotterdam.

According to Rahul Mehrotra, professor of urban design and planning and chair of the Department of Urban Planning and Design at GSD, “Studios force students from across disciplines to step outside of their comfort zone. The chemistry, on account of varying perspectives that develop within each project, is fantastic because it’s so unpredictable. They’ve suddenly been exposed to another dimension, another way of looking at the same problem.”

Below: “The Trays,” adjoining workspaces in Gund Hall, encourage interaction among GSD students.
THE I-LAB: FOSTERING STUDENT INNOVATION AND ENTREPRENEURSHIP

“I love being involved in all aspects of creating a real product,” says Scott Crouch SB ’13, a member of Team Nucleik, now called Mark43, which won the 2013 President’s Challenge at the Harvard Innovation Lab (i-lab). Launched in 2012, the President’s Challenge invites student teams to use the i-lab’s facilities to tackle complex systemic problems. Mark43’s venture is a software system that helps law enforcement stifle gang activity and violent crime. “It’s not about the money or the product,” says Crouch. “It’s about putting something you built in the hands of other people and watching it affect their lives.”

Dedicated to serving as an “extension of the Harvard classroom” for students from across the University, the nearly three-year-old i-lab’s 30,000-square-foot facility is located on Western Avenue in Allston. It offers programs designed to help students pursue their ideas and ventures at any stage of development, covering a wide range of disciplines. The structure of the i-lab’s programming builds student skills and fosters entrepreneurial activities among Harvard students, faculty, entrepreneurs, and members of the Allston and Greater Boston communities.

Above left: The Harvard Innovation Lab
Above right: 2013 President’s Challenge winners (from left) Florian Mayr SB ’13, Matthew Polega SB ’13, and Scott Crouch SB ’13 of Team Nucleik
“There are lots of smart people and lots of good ideas, but very few of them are ever realized,” says Beth Altringer, lecturer on innovation and design at the School of Engineering and Applied Sciences (SEAS), who created and teaches ES21: “The Innovators’ Practice.”

Drawing undergraduate and graduate students from across Harvard, ES21 simulates the hurdles innovators must clear as they run with their ideas in the real world. The experiential, team-based course, which Altringer is teaching again in fall 2014, has produced many tantalizing leads, and just as many dead ends.

This, she says, is the point. “I don’t want to be an incubator for start-ups,” says Altringer, who also created a SEAS course about designing for desirability. “I want to use the classroom to help students develop the skills they’ll need in the future when they are ready to fully commit to an idea and take on the big risk that is innovation.”
The Environmental Law Program at Harvard Law School (HLS) offers students a targeted blend of courses, clinics, and hands-on environmental experience. In the classroom and in the field, HLS students have charted the social and legal ramifications of climate change, hazardous waste management, and hydraulic fracturing or “fracking.” Through the Emmett Environmental Law and Policy Clinic (one of 27 clinical education programs at the Law School), students have examined water issues in Pakistan’s Indus River basin; met with representatives from Mexico, Native American tribes, and the seven U.S. states that share resources along the Colorado River; and released a major report detailing the deficiencies in industry disclosures about the fracking process.

“HLS has a real role to play in the energy-climate space,” says Jody Freeman, the Archibald Cox Professor of Law at HLS, director of the Environmental Law Program, and former White House counselor for energy and climate change. “And its biggest impact will be through its students, whether they pursue careers in the environmental field or go in other directions.”

Below: Madison Condon JD ’14 (left) and Erum Khalid Sattar LLM ’10, SJD ’17 studied Pakistan’s management of the Indus River as part of the Water Security Initiative, a collaborative research program across seven Harvard Schools.
The four junior art history concentrators in Jennifer L. Roberts’s tutorial course spent their first two class hours looking closely and deeply at Jasper Johns’s *The Dutch Wives* at the Harvard Art Museums. By semester’s end, each student had written an essay on the 1975 diptych. In May 2012, shortly before the students graduated, their work took form in *Jasper Johns/In Press: The Crosshatch Works and the Logic of Print*, a full-fledged exhibition at the Arthur M. Sackler Museum about the relationship between Johns’s paintings and prints.

“I thought the project would finish with the semester, that we’d put a few objects and labels on the wall,” says Roberts, the Elizabeth Cary Agassiz Professor of the Humanities in the Faculty of Arts and Sciences, chair of the program in American studies, and Harvard College Professor. “It ended up being far more ambitious and successful than anyone anticipated. And it serves as a pilot to show what can be done with students.”
Harvard professors share their innovative ideas at Harvard Thinks Big.
ATTRACTING AND SUPPORTING TALENT
Being admitted to Harvard Medical School (HMS) was a proud moment for Andrés Patiño MD ’14 and his family. “I think we got more than a dozen calls from home,” says the recent HMS graduate, who emigrated from his native Colombia to the United States with his family when he was 16. For Patiño, the son of working-class immigrants, Harvard was both intimidating and inspiring. “I was in classes with people who had PhDs or ran their own NGOs in Africa,” says Patiño. “But it was also great being surrounded by people who knew how to open doors for themselves and didn’t let obstacles get in the way. It made me feel like I could just go for it.”

Patiño did go for it. While on leave from Harvard to tend to his ailing father in Atlanta, he took a research position at the Centers for Disease Control and Prevention. During his third year at HMS, he registered for the Cambridge Integrated Clerkship—an alternative curriculum that sent him to nearby Cambridge Hospital to follow patients through a broad range of medical care for an entire year. Many of the patients there were recent Central and South American immigrants—a population he feels obliged and qualified to serve.

“You don’t have to come from that background to provide good care to that demographic,” says Patiño, who is perfecting his Portuguese to better communicate with Massachusetts’s sizable Brazilian population. “But I think it comes a little easier when you’ve been there.”
As a high school student in a small town in South Carolina, Joshuah Campbell ’16 was determined to attend Harvard. He worried the cost would be prohibitive, but a robust financial aid package put that fear to rest. “I knew I had a dream to chase. Harvard’s financial aid has given me the power to chase that dream,” says Campbell, a joint concentrator in music and Romance languages and literatures.

Campbell spent two summers traveling with the Harvard Krokodiloes, serving as the a cappella group’s tour manager on tours of Asia, Australia, and Europe.

“As a Harvard student, the most important thing that I’ve learned so far is that what I think is unexpected is commonplace,” he says. “The sky is visible; it’s never the limit.”

Katherine Clements AB ’14 was the first graduate of her high school in Westbrook, Connecticut, ever to attend Harvard. Clements’s mother, who grew up in rural Appalachia and was the first in her family to attend college, discovered Harvard’s generous financial aid and encouraged her daughter to apply. “When I opened the acceptance email from Harvard, I literally couldn’t speak,” says Clements, a neurobiology concentrator who studied the development of spatial memory in infants.

At Harvard, Clements volunteered at a free primary care clinic for children with learning disabilities at Boston Children’s Hospital. She also captained the club field hockey team.

Clements plans to pursue a career in medicine and recently traveled to New Zealand on a Harvard Trustman Traveling Fellowship.

“I’m incredibly grateful to have been able to study here,” she says. “Now I want to help people realize that if they work hard, they can amount to something.”
ENDOWED CHAIRS

“Faculty are erasing boundaries on the map of knowledge.”
DREW GILPIN FAUST, PRESIDENT OF HARVARD UNIVERSITY AND LINCOLN PROFESSOR OF HISTORY

1721
HOLLIS PROFESSORSHIP OF DIVINITY
With funding from London merchant Thomas Hollis, the Hollis Professorship of Divinity becomes the first endowed chair in North America. The chair is currently held by Karen King—the 12th faculty member and first woman to receive this distinction—whose research centers on women and heresy in ancient Christianity.

1791
HERSEY PROFESSORSHIP OF ANATOMY AND SURGERY
Using funds contributed by Ezekiel Hersey AB 1728 and his wife, Sarah, and brother, Abner, the President and Fellows votes to establish two of the three original professorships in the Medical School. In addition to establishing the Hersey Professorship of the Theory and Practice of Physic, 29-year-old John Warren is appointed the first Hersey Professor of Anatomy and Surgery. While head of the army hospital in Boston near the end of the Revolutionary War, Warren had given Harvard students their first formal medical instruction.

1806
BOYLSTON PROFESSORSHIP OF RHETORIC AND ORATORY
John Quincy Adams, while serving as a U.S. senator from Massachusetts, is installed as the first Boylston Professor of Rhetoric and Oratory. The original funding of the chair was given by Boston businessman Nicholas Boylston, a relative of the Adams family, in a 1771 bequest, but because of insufficient funding and the Revolutionary War, the chair was not formally established for nearly 35 years. The late Nobel Prize–winning poet Seamus Heaney held the chair from 1984 to 1997. The chair is currently held by Pulitzer Prize–winning poet Jorie Graham.

1829
DANE PROFESSORSHIP OF LAW
To assist the nascent Law School, lawyer and public servant Nathan Dane AB 1778 makes an outright gift to the School, in place of the bequest he had been considering. He then works with the Corporation to convince his Salem neighbor, Justice Joseph Story of the U.S. Supreme Court, to become the first Dane Professor of Law. The chair is now held by Lloyd L. Weinreb. Weinreb’s areas of interest include intellectual property, legal theory, and criminal law and procedure.
1836
SMITH PROFESSORSHIP OF THE FRENCH AND SPANISH LANGUAGES AND LITERATURES
Poet Henry Wadsworth Longfellow is appointed the Smith Professor of the French and Spanish Languages and Literatures. The chair was established by vote of the Corporation in 1817 as a result of the bequest of Abiel Smith AB 1764, AM 1774. The chair is currently held by literary and cultural critic and theorist Christie McDonald.

1927
GEORGE FISHER BAKER PROFESSORSHIP OF ADMINISTRATION
Wallace B. Donham, Harvard Business School’s longest-serving dean, who adapted the case method for business instruction, is named George F. Baker Professor of Administration. Baker had served as president of the First National Bank of New York. When asked by Corporation member Bishop William Lawrence AB 1871 in 1924 to make a $1 million gift to the School of Business Administration’s first fundraising campaign, Baker asked for “the privilege of building the whole School” and gave $5 million instead to support the construction of its campus in Soldiers Field. The chair is currently held by HBS Dean Nitin Nohria.

1974
JAMES BRYANT CONANT UNIVERSITY PROFESSORSHIP
Acting on a long-held theory that a faculty chair “should be fitted to [the professor] rather than he be invited to fit himself into a chair,” Harvard President James Bryant Conant created the title of University Professor in 1935 to honor faculty whose groundbreaking work crosses disciplinary boundaries, allowing them to pursue research at any of Harvard’s Schools. Nearly 40 years later, the Corporation establishes the James Bryant Conant University Professorship in his honor and awards the chair to Nobel Prize–winning economics professor Kenneth Joseph Arrow. The chair is currently held by Chinese literature expert Stephen Owen.

2007
ELIZABETH CARY AGASSIZ PROFESSORSHIP OF THE HUMANITIES
Carl H. Pforzheimer III AB ’58, MBA ’63 and Elizabeth S. Pforzheimer make a gift to establish the Elizabeth Cary Agassiz Professorship of the Humanities in honor of Elizabeth Cary Agassiz, the cofounder and first president of Radcliffe College. The chair is currently held by Jennifer L. Roberts, an art historian who specializes in American art, with particular interests in landscape, material culture, print culture, and the history of science.

2012
WILLIAM AND AMI KUAN DANOFF PROFESSORSHIP OF ENGINEERING AND APPLIED SCIENCES
William A. Danoff AB ’82 and Ami Kuan Danoff AB ’84 establish the William and Ami Kuan Danoff Professorship of Engineering and Applied Sciences in honor of Ami’s father, Lung-Pao Kuan. The chair is currently held by Todd Zickler, the William and Ami Kuan Danoff Professor of Electrical Engineering and Computer Science at the School of Engineering and Applied Sciences. Zickler’s work focuses on computer vision—building systems that visually understand and interact with their environment by converting images to data.
Architectural detail of Widener Library
CREATING A CAMPUS FOR HARVARD’S NEXT CENTURY
CREATING A CAMPUS FOR HARVARD’S NEXT CENTURY
A RARE OPPORTUNITY

The pace of innovation is accelerating as never before, and an explosion of knowledge and new technology has indelibly transformed society. At Harvard, we are devising solutions to the world’s most challenging problems. The global demand for energy; climate change; cybersecurity; providing clean water, modern infrastructure, and health care for a growing population—these challenges are unprecedented in their complexity, and they demand cross-disciplinary answers.

This is why we are building a new Harvard for the next century. With the rare opportunity for an expanded campus in Allston, we will meet the challenges of our times in inspired and creative ways. Our goal? To create one of the most important centers of innovation and entrepreneurship for the world. A place where bold ideas and imaginative ventures have the potential to change lives.
Opened in spring 2013, the Science Center Plaza is part of Harvard’s Common Spaces initiative, a program launched in 2009 to create vibrant gathering spaces on campus. Today, the Plaza is a lively agora hosting performances by the American Repertory Theater troupe, farmers’ and artisans’ markets, an outdoor skating rink in winter, and even a petting zoo. Other Common Spaces projects include the Richard A. and Susan F. Smith Campus Center, Harvard Yard, and a series of open-air spaces on Harvard’s campus in Allston.

“The Common Spaces initiative strives to create moments on campus—from a shared bench in the Yard, to a food truck lunch with friends, to a performance in the Plaza, to a class taught outdoors—that bring together our students, faculty, and staff in new and unexpected ways,” says Executive Vice President of Harvard Katie Lapp. “The Common Spaces program is, in many ways, the heartbeat of our campus community, and we are learning from its successes in order to incorporate common space principles into our planning for Harvard’s campus in Cambridge, Allston, and Longwood.”

Below: The Science Center Plaza is one of several new common spaces around campus.
The residential Houses are among Harvard College’s most important learning places, where undergraduates, graduate students, and faculty live, work, and learn together. Ninety-seven percent of upperclassmen live in one of the 12 Houses. Much more than just residences, they are communities where risks are taken, confidence is built, and connections are made with peers, faculty, and tutors.

The comprehensive campaign to renew Harvard’s Houses will reconfigure space to encourage the interaction of the people within, recognizing the changing needs of our students and the changing world in which they are learning. Improvements will include increased accessibility, seminar rooms, connectivity, elevators, music practice rooms, and LEED Gold certification. “House Renewal has come at a perfect time as we and universities everywhere rethink the nature of education in the digital world,” says Douglas Melton, the Saris University Professor, co-director of the Harvard Stem Cell Institute, and co-master of Eliot House. “We’re lucky we have a House system, and here’s our chance to refurbish it.”
HARVARD IS...

FACULTY OF ARTS AND SCIENCES
Graduate School of Arts and Sciences
Harvard College
School of Engineering and Applied Sciences

GRADUATE SCHOOL OF DESIGN

HARVARD BUSINESS SCHOOL

HARVARD DIVINITY SCHOOL

HARVARD GRADUATE SCHOOL OF EDUCATION

HARVARD KENNEDY SCHOOL

HARVARD LAW SCHOOL

HARVARD MEDICAL SCHOOL

HARVARD SCHOOL OF DENTAL MEDICINE

HARVARD SCHOOL OF PUBLIC HEALTH

RADCLIFFE INSTITUTE FOR ADVANCED STUDY

HARVARD UNIVERSITY LEADERS

Top row, from left: Alan M. Garber (Provost), Lizabeth Cohen (Dean, Radcliffe Institute for Advanced Study), R. Bruce Donoff (Dean, School of Dental Medicine), David T. Ellwood (Dean, Kennedy School)

Second row: Jeffrey S. Flier (Dean, Medical School), Julio Frenk (Dean, School of Public Health), David N. Hempton (Dean, Divinity School), Xiao-Li Meng (Dean, Graduate School of Arts and Sciences)

Third row: Martha Minow (Dean, Law School), Mohsen Mostafavi (Dean, Graduate School of Design), Cherry A. Murray (Dean, School of Engineering and Applied Sciences), Nitin Nohria (Dean, Business School)

Fourth row: Rakesh Khurana (Dean, Harvard College), James Ryan (Dean, Graduate School of Education), Michael D. Smith (Dean, Faculty of Arts and Sciences)
“Members of the Harvard community are connected across time and space to remarkable predecessors and peers, individuals who have pushed the frontiers of knowledge, improved the human condition, and built a better world. Their achievements inspire us, fuel our aspirations, and create a shared history around which we can unite for the sake of our University and the future of higher education. What Harvard is depends on who Harvard is—extraordinary people engaged with one another and energized by our mission.”

DREW GILPIN FAUST, PRESIDENT OF HARVARD UNIVERSITY AND LINCOLN PROFESSOR OF HISTORY

Above: A Harvard Alumni Association trip to Antarctica with Michael McElroy, the Gilbert Butler Professor of Environmental Studies at the School of Engineering and Applied Sciences

Right: (From left) Joseph Ong AB ’14, Peter Boyce II AB ’13, and R. J. Aquino AB/SM ’14 enjoy the Harvard Alumni Association’s Digital Harvard event during the 2013 South by Southwest Interactive Festival in Austin, Texas.
KNOWLEDGE HAS NEVER BEEN MORE IMPORTANT to the future of individuals and societies. The world’s challenges have never been more pressing, more complex, or more shared. There has never been a greater need for the leaders Harvard seeks to educate and support. Universities are unique in their commitment to the long term, to uniting the wisdom of the past with the urgency of the present and the promise of the future. Their contributions have never mattered more. We are committed to mobilizing Harvard’s intellectual, human, and financial resources to fully realize that promise. We invite you to join the Harvard community across the University, the nation, and the world in THE HARVARD CAMPAIGN.

Drew Gilpin Faust

DREW GILPIN FAUST, PRESIDENT OF HARVARD UNIVERSITY AND LINCOLN PROFESSOR OF HISTORY
This book is printed on Monadnock Astrolite PC 100. Astrolite is made using 100 percent renewable electricity and is manufactured carbon neutral.


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