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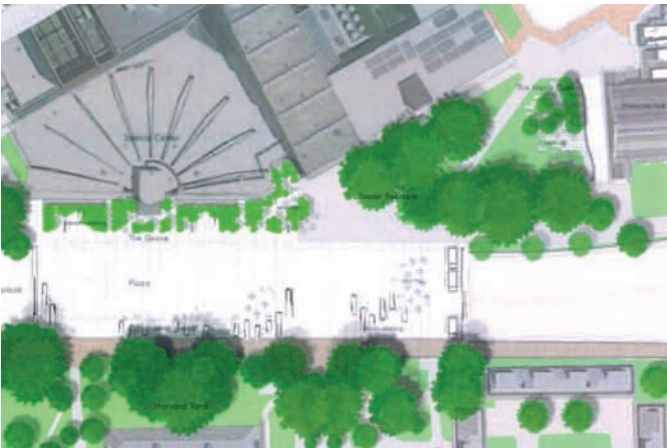


Finding their passions, and themselves

Harvard's distinctive House system of smaller communities nurtures student living, learning, and linking. Page 11

Online Highlights

HARVARD-MIT COLLABORATION
Harvard and the Massachusetts Institute of Technology announced an online education collaboration.
▶ <http://hvd.gs/109133>



◀ **RENEWING A HUB OF HARVARD**
It has played host to farmers' markets, seen musical performances, and been the site of a skating rink. Now, the plaza outside Harvard's Science Center is about to be refurbished, with the goal of transforming it from a pedestrian walkway into a vibrant meeting space for Harvard student, faculty, and staff events, and the surrounding community.
▶ <http://hvd.gs/107215>



◀ **PREACHER, SCHOLAR, FRIEND**
Jonathan Walton, a professor of religion and society specializing in the effects of media and technology on religion, is looking forward to his new role as Pusey Minister in the Memorial Church.
▶ <http://hvd.gs/108821>

To read the announcement,
▶ <http://hvd.gs/108656>



▲ **SEAMUS HEANEY, SET TO MUSIC**
Nobel Laureate and onetime Harvard professor Seamus Heaney will reprise a 1986 poem at Commencement this year, celebrating Harvard in its 375th year — and inspiring a new a cappella work by Richard Beaudoin.
▶ <http://hvd.gs/108664>

▶ **EXEMPLARY WOMEN**
Faculty, students, and staff gathered at the Charles Hotel in Cambridge on April 26 to honor Emmy Award-winning producer Rebecca Eaton and Harvard undergraduate Naseemah Mohamed '12, the recipients of the 2012 Women's Leadership Awards.
▶ <http://hvd.gs/108916>



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A Harvard authority on ancient Iraq spent several years studying clay tablets looted from that nation, which had been stored in a World Trade Center building that was destroyed in 2001. The tablets eventually were retrieved, restored, translated, and returned. Page 4



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Five faculty were recognized for their excellence in undergraduate teaching this week by being awarded Harvard College Professorships. Page 9

BOSTIC IS CHIEF MARSHAL

Raphael Bostic was elected by 25th reunion class to greet classes as they process into Harvard Yard during Commencement. Page 10

FROM NOVEL SCIENTISTS TO WRITERS

The Radcliffe Institute for Advanced Study announced the 51 women and men who will be convening as next year's Radcliffe Institute fellows. Page 14

THE OLDEST ENDOWED PROFESSORSHIP

The product of a gift from a London merchant in 1721, the chair set a tone for how American universities teach students. Page 15

PROFILE/LIU

Expanding language program connects students with broader fields, such as history and art. Page 16

MESERVE, FISHER TO LEAD OVERSEERS

Richard A. Meserve, J.D. '75, has been elected president of Harvard's Board of Overseers for 2012-13, and Lucy Fisher '71 will become vice chair of the board's executive committee. Page 17

STUDENT VOICE/NADIA FARJOOD '13

A student finds that her involvement in Athena, a gender-empowerment group, has helped to hone her leadership skills. She has given many hours, and gotten back much. Page 18

STAFF PROFILE/SMULLYAN

As an editor of Harvard's hallowed Red Books, Deborah Smullyan finds the beauty and wisdom in a parade of graduates' retrospectives. Page 19

HITS, MISSES FOR TEAMS

It's been an up-and-down season for the women's softball and men's baseball teams, both of which hope to cobble together late-season surges. Page 22

From Iraq and back, via 9/11 and Harvard

A HARVARD AUTHORITY on ancient Iraq spent several years studying clay tablets looted from that nation, which had been stored in a World Trade Center building that was destroyed in 2001. The tablets eventually were retrieved, restored, translated, and returned.

By Alvin Powell | Harvard Staff Writer

A group of 4,000-year-old clay tablets that survived looting, confiscation by U.S. customs officials, and the 9/11 terrorist attacks is shedding light on what everyday life was like in ancient Iraq as an agricultural official.

The tablets are from an archive near the city of Nippur, the Sumerian religious capital in southern Iraq. Benjamin Studevent-Hickman, a lecturer on Assyriology in Harvard's Department of Near Eastern Languages and Civilizations, spent months translating the tablets, which are inscribed with cuneiform characters, and is preparing a monograph on his findings.

The tablets are the "papers" of an official named Aradmu, who held a high position, Studevent-Hickman said. He was an agricultural official, directing people who were plot managers, cultivators, and ox drivers.

The records show the activities of Aradmu and his family, whose members held similar positions. His father, Lugal-me-a, and his brothers are all represented in the tablets, Studevent-Hickman said. Aradmu appears to have attained the highest position.

The tablets detail routine operations of an agrarian society and include receipts for agricultural objects like oxen and donkeys. Grain loans were also common

from officials such as Aradmu to those whose supply couldn't get them through to another harvest. Those loans, several of which were made by Aradmu, carried a hefty interest rate of 33 percent, the standard interest rate for grain loans at the time, Studevent-Hickman said.

The translations complete an incredible journey for the tablets and the stories they hold. Officials are unsure of their exact origins, but they know the tablets were looted from an unknown site in southern Iraq sometime prior to the 9/11 terrorist attacks in 2001.

Officials know that much because the 145 Aradmu tablets were among a larger group of 302 tablets confiscated by U.S. customs when they were being smuggled into Newark, N.J. They were being stored in the basement of the Customs House at 6 World Trade Center when the building was destroyed in the attacks.

Weeks later, the boxes of tablets were retrieved from the basement and stored elsewhere until 2004. Before they were returned to Iraq, the Iraqi government gave permission for their restoration, a task undertaken by conservators Dennis and Jane Drake Piechota and funded by the U.S. State Department. Clay tablets like these were usually sun dried, not baked to a ceramic hardness, which provides additional protection against damage.

Harvard had earlier turned to the

Piechotas for help conserving its own collection of 5,000 clay tablets. The Piechotas designed a process that combines long, slow baking in a small furnace followed by water baths to extract salts. Harvard is in the midst of a years-long process of baking its own tablets, but let the Piechotas use its furnace in the Semitic Museum basement to conserve these tablets. Harvard students were also employed to work on the project.

Before the baking process began, Studevent-Hickman and Professor of Assyriology Piotr Steinkeller assigned dates to all 302 tablets and transliterated them from cuneiform into Roman text. Studevent-Hickman then set to work translating the 145 tablets dealing with Aradmu before they were repatriated to Iraq in late 2010. He has continued to work with photographs of the tablets since then.

Studevent-Hickman has since learned that other parts of apparently the same archive wound up in Italy and at Cornell University via different paths. The texts in Italy have already been published. Lance Allred of the University of California, Los Angeles, will publish the Cornell tablets.

"Nothing beats having the tablets themselves," Studevent-Hickman said. "I spent as much time as I could with them, knowing they were going to leave."

Studevent-Hickman said he feels compelled to make the story of the tablets as complete as possible, so he has filed a Freedom of Information Act request with Immigration and Customs Enforcement for records about the investigation that resulted in the tablets' confiscation in the first place. He is also scouring satellite images of the area near Nippur through 2001, provided by Professor Elizabeth Stone of Stony Brook University, to see if he can find signs of looting that might indicate where the tablets were unearthed.

"It's part of my responsibility as a historian to publish as much as I can about these tablets since they left the ground," Studevent-Hickman said.

Benjamin Studevent-Hickman, a researcher at Harvard's Semitic Museum, translated 150 clay tablets that were looted from Iraq and later stored in a basement at the World Trade Center, which collapsed on 9/11. After the tablets were retrieved, Studevent-Hickman repaired and translated them at Harvard before returning them to Iraq.

Photo by Stephanie Mitchell
Harvard Staff Photographer



HARVARD BOUND

When the smartphone's turned off

HBS professor's experiments and book show the advantages of workplace teams getting together to share responsibility for down time, while keeping productivity high.

By Sarah Sweeney | Harvard Staff Writer

During a middle-of-the-night bathroom break, do you check the smartphone or not? What if a co-worker called with an emergency? What if the big deal went through? What if?

We've all been there — in a restaurant with friends, on an airplane, in bed — the power of the smartphone gnawing away at us, the gut feeling that our boss has contacted us with an urgent request, or the wish to dash off an email to a colleague, even when we know he's offline. We feel the need to be connected, at all times, to our Blackberries or iPhones, as helpful as they are, yet sometimes annoyingly stressful for the special breed of anxiety they present.

Intrigued by our constant connectivity outside the workplace, Leslie A. Perlow, the Konosuke Matsushita Professor of Leadership at Harvard Business School, began studying the work and technological habits of employees at the global firm Boston Consulting Group (BCG) "because they were an extreme case of the demands that people face," she said. "I was deeply curious about whether it was possible to create change in the way people work. We spend a lot of time telling people it can be different. But I wondered: Can it really be different? I reasoned, if change was possible at BCG, change should be possible most anywhere."

In her new book, "Sleeping with Your Smartphone: How to Break the 24/7 Habit and Change the Way You Work," Perlow details the experiments she conducted at BCG and how they turned out to improve not just employees' work lives, but the effectiveness and efficiency of the work process itself. In fact, the experiments were so successful that they have now been replicated in more than 1,000 BCG teams globally.

The trials took the form of teams working together to ensure predictable time

off — hours of nonwork time where an employee is "disconnected" from his or her smartphone — and time each week to discuss the work process. "It's about learning to cover for each other," said Perlow. "One person will be off today, another person will be off tomorrow ... and I mean off — no smartphone, no computer for business purposes. It's about not getting emails or texts that you feel compelled to respond to, and instead freeing this time to do whatever you want that is non-work-related." She

added, "It's about working together to make this time off possible for everyone involved. That is where the real learning occurs."

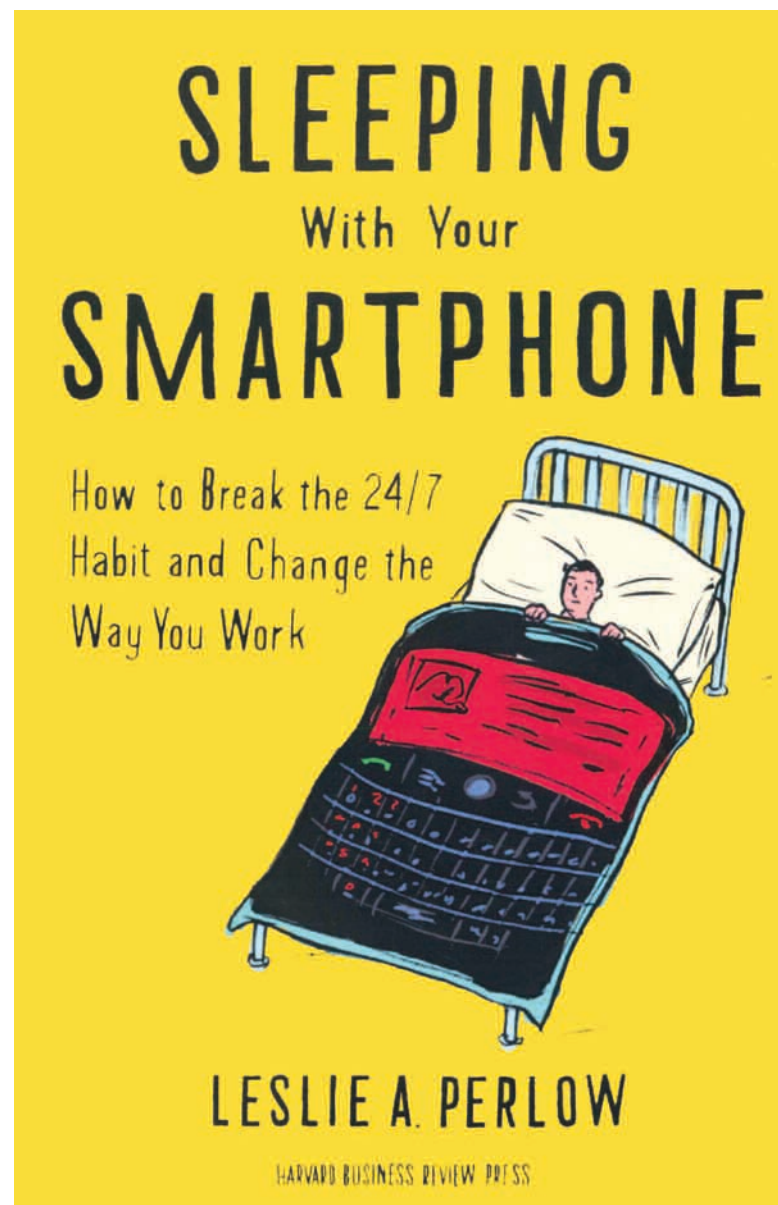
Initially the possibility of creating such change at BCG was met with great skepticism. Perlow encouraged company managers and employees to explore the possibility of change. Facing unadulterated free time ironically spurred another concern: how to fill it. Yet when BCG employees reported back to Per-

low, the results were overwhelmingly supportive of her experiment. Suddenly, employees had time to hit the gym, to go to the movies, to make plans, and spend quality time with friends and spouses — to do anything they wanted without the worry that they were somehow missing something critical.

"You and your colleagues can take ownership of the way you work, and you can do so tomorrow," stressed Perlow. "To get started, all you need to do is get together with the people you work with most closely and focus on the pressure points you face. Even as a small group, you have an immense amount of power to adjust the way you work and get results that make your work more fulfilling and your work lives more satisfying."

Ultimately, it's about colleagues taking ownership of work lives and realizing their collective power to create change, said Perlow. "It doesn't have to be some big, grand organizational initiative. Any team can do it."

But that doesn't mean Perlow disdains technology. "I'm excited about embracing what technology has to offer while simultaneously recognizing that we have to control it," she said. "We get so caught up in the benefits that we tolerate the costs without recognizing that actually we could reduce at least some of those costs without having to give up all the benefits."





An art exhibit replete with diversity

“Attached” is this year’s display of senior theses in the Department of Visual and Environmental Studies. Their work is on display through May 24.

By Matthew McClellan | Harvard Staff Writer

The guests in the Sert Gallery huddled over a wooden shipping crate, champagne flutes perched on the edge, piecing together a jigsaw puzzle of an Amazonian panorama. Across the room, visitors laughed as they frantically picked miniature paper stars off the ground, and wondered aloud if they might take them as souvenirs.

The guests crowded into the Carpenter Center on April 27 for the opening of “Attached,” this year’s exhibition of theses by graduating seniors in the Department of Visual and Environmental Studies (VES). Their works, which are characterized by their diversity of materials and methods, will be on display through May 24.

The impulse to touch is nearly overwhelming in Daniel Yavuzkurt’s installation, which recasts one corner of the gallery as a 19th-century naturalist’s cabin. The walls of the gallery are stained a warm brown, the bottom like tree trunks and the top like vines, reminding Yavuzkurt of his summer in the jungle of Peru, “where the sky is a real black with stars, not the awful orange night of the city.” The artist angled a

desk lamp at a drawing of a turtle, showing ripples across the paper. The machete he cleared brush with is probably off-limits, as is the whiskey, but the rest of the exhibit invites visitors to feel.

Scott Roben is the sole representative of oil on canvas, but his “reverse rubbing” technique is hardly traditional. He covered his enormous canvases in paint, laid them against textured surfaces, then began the labor-intensive process of scraping away excess paint to reveal dimpled turquoise asphalt or lavender corrugated metal.

Roben and good friend Rebecca Levitan shared studio space over the past year, and now their theses share a central wall in the exhibition. Levitan’s work provides a foil to Roben’s, allowing the texture of the canvas to show through overlapping layers of silkscreens that came from a vacation snapshot.

“The effort that went into these works was tremendous,” said Levitan, speaking about everyone’s work in the show. “The Carpenter Center is a very flattering place to show them.”

On the opposite wall, Chappell Sargent’s black-and-white oils of mannequins do exactly what the artist claims in her statement: capture the experience of late-night window shopping. The eerie smoothness of the Masonite adds to the voyeur’s discomfort — look, but don’t touch.

“Stars” (detail, above) by Juliet Macchi consists of folded paper stars and is part of the exhibit at the Carpenter Center. Sara Stern ’12 (left, on screen) explores social media as part of her art installation titled “Skyping into a Late Night TalkShow in the Daytime.”

Photos: (top) courtesy of VES; (left) by Kris Snibbe | Harvard Staff Photographer





Ingrid Pierre's "Desinty, Manifest" (detail, above) is a mixed media installation that is included in the VES exhibition "Attached" (below).

Nearby, Sara Stern's work is an exercise in identity construction. She presents herself as Facebook's first artist-in-residence, displaying a fabricated correspondence with founder Mark Zuckerberg complete with Facebook messages, a telephone conversation, and videos for Zuckerberg. There is Stern on video, talking to Mark or to the viewer, pausing to chew or smirk.

A line of shoes outside Ingrid Pierre's installation betrays a group of visitors escaping the bustle of the opening to find solace in her version of a Buddhist tearoom. Pierre's take on identity is perhaps less mischievous than Stern's, but her approach is no less eclectic. She recreated 16th-century robes with U.S. Army uniform fabric and kitschy patterns of sushi and cartoonish cowboys. An iPad with a calligraphy app (created by Pierre) sits beside a more traditional desk and brush.

Upstairs, Juliet Macchi seeks to wow viewers and to find peace through joyfully mindless repetition. The artist's investment and effort is clear from the scale and number of components: a few thousand hand-folded paper stars no bigger than fingernails, an arch about 7 feet tall covered in push-pins, and a massive doodle with an uncountable number of pen strokes. Macchi calculates that she has spent two hours working on her art for every visitor to the exhibition — or upwards of 1,500 hours.

Although others haven't counted their hours, it is clear everything in the exhibition is a labor of love. See "Attached" and feel the investment: "It's been four days since I stopped doodling, and I still have a numb thumb."



Photos: (top) courtesy of VES; (bottom) by Kris Snibbe | Harvard Staff Photographer

Improving the world is a serious business

The finalist teams in the first-ever President's Challenge for social entrepreneurship are tackling the problems of nonprofits with the playbook of for-profits.

By Katie Koch | Harvard Staff Writer

The premise of the President's Challenge is simple: You don't have to wait until graduation — or become a Zuckerbergian dropout — to change the world.

The inaugural competition is part of the University's attempt to both promote and harness innovation happening across Harvard, and to encourage students to work together across disciplines to address pressing social problems with entrepreneurial solutions.

The 10 finalists, selected in April from a pool of more than 170 teams, will present their work to a panel of judges and the public on May 17. There's much at stake: \$100,000 in prize money (to be split among up to four teams), dedicated space in the Harvard Innovation Lab (i-lab) for the summer, access to Harvard mentors and resources, and, not least of all, a chance to make a real difference.

Below is a look at four of the remaining teams:

BALANCED KITCHEN

Valerie Scheer and Amalia Torres Carmona's business idea was inspired not by a social problem, but a personal one. Both Europeans new to Cambridge, they quickly became friends last fall — and just as quickly learned their lesson about American food.

"We went out to dinner a lot, and we actually gained a lot of weight," Scheer, a Harvard Business School (HBS) student, said with a laugh. She and Carmona, a lawyer and girlfriend of an HBS student, saw a need for a hip-but-healthy full-service restaurant in Boston.

"A lot of people tell you they want to eat healthy, but they have this connotation that

it's not as tasty as normal food and that healthy restaurants are just not cool," Scheer said. Balanced Kitchen would overcome that reputation by offering patrons interactive iPad menus that help people customize balanced meals from a range of American comfort-food options, like no-lettuce salads and baked sweet-potato fries.

"It's not a typical social enterprise — we're not operating in emerging countries helping the poor," she said.



Team Balanced Kitchen with Valerie Scheer (left) and Amalia Torres Carmona. Their idea came from a personal, rather than a social, problem.

Instead, they're tackling obesity right in HBS's backyard. In addition to working with a third team member, Seattle-based chef and nutritionist Rebecca Cameron, they've consulted with two doctoral students at the Harvard School of Public Health who helped to develop the new Healthy Eating Plate.

The restaurant industry is notoriously tough to break into. But Scheer is heartened by other HBS grads' success with quirky food startups (both Clover and Finales were conceived by Harvard M.B.A. students) and by her peers in the i-lab, where

(see *Challenge next page*)

Photo by Rose Linoln | Harvard Staff Photographer

Challenge

(continued from previous page)

Balanced Kitchen has a long-term residence.

"Sometimes, you have those days where you're like: This will never work," said Scheer, who's now starting to meet with angel investors. "And then you just go there and have these amazing people tell you they love your concept and are here to help you."

REVOLVING FUND PHARMACY

Between graduate school and a 7-month-old son, Kristin and Yi-An Huang appear to have enough on their plates. But first-time parenting isn't the couple's only major project. Kristin, a fourth-year student at Harvard Medical School, and Yi-An, an HBS



Yi-An Huang (left) and Kristin Huang make up Team Revolving Fund Pharmacy. They're partnering with the Kenya-based health care nonprofit AMPATH, where the couple worked last year, to create a back-up pharmacy system.

student, are tackling Kenya's drug-distribution problems head on.

They're partnering with the Kenya-based health care nonprofit AMPATH, where the couple worked last year, to create a back-up pharmacy system that can fill in the gaps when government health facilities run out of life-saving medications, an all-too-common occurrence.

In the past year, their team, which includes local Kenyan pharmacists, has opened three pilot sites that collectively see 600 patients a week. "To scale it more quickly, the President's Challenge funding could make a really big difference," Yi-An said.

The idea for a revolving fund pharmacy has been floated in policy circles for more than a decade, Kristin said. "It exists in the literature; it's just not very common to see it."

Many global health organizations discourage charging poor customers, especially for expensive treatments such as those for HIV/AIDS. But generic drugs such as antibiotics are cheap enough that "charging a small co-pay actually does make the pharmacy sustainable," an important consideration as international aid budgets shrink, Yi-An said.

The couple's interdisciplinary approach has worked so far, they said. "She leans toward the data. I'm more from the business side of 'Let's figure out from a common-sense perspective what works,'" Yi-An said. "I think it works out well."



SPOUTS OF WATER

A third of Ugandans lack access to clean water, and most production technologies employed by NGOs in the country are imported. SPOUTS of Water, a non-profit run by a group of Harvard College students, is working to expand access to inexpensive water filters while giving Ugandans the opportunity to produce the product themselves.

The filters — developed by junior Kathy Ku, an engineering student who spent a summer volunteering in Uganda — are effective at removing bacteria. They are easy to build and use, and they mimic the terra cotta taste of the traditional ceramic jugs used by Ugandans to store water.

Kampala University, SPOUTS' on-site partner, donated a plot that, if all goes well, will house an up-and-running factory by the end of next year. The operation will provide jobs and keep any profits from sale of the filters in the community.

SPOUTS's board is currently staffed entirely by undergraduates (though Ku has taken a year off from Harvard to spend more time in Uganda). But junior Kyongdon Kim sees the group's relative inexperience as a unique advantage.

"We're not bound by any kind of pessimism about what wouldn't work in the field; we don't have any preconceptions," Kim said. "It gives us that let's-try-it-out attitude."

"Because we're still young, this is the time we can take the risk to make our own ventures," said Stephanie Choi, a junior. "There's a lot of interest in that at Harvard right now."

ESSMART

Jackie Stenson graduated from Harvard in 2008, ready to apply her training as a mechanical engineer to design technologies for the developing world. But after spending two years in Africa, she realized that creating the products themselves — cook stoves, solar lanterns, water filters — wasn't the challenge.

"The actual design of these technologies isn't the biggest bottleneck," said Stenson, now a preceptor in technology entre-

preneurship and innovation at the Harvard School of Engineering and Applied Sciences. "It's getting them into the hands of people who can benefit from them in a scalable and sustainable way."

Enter Essmart, a middleman service that aims to connect producers of inexpensive, essential goods and the world's billion "dollar-a-day" consumers. The goal is to partner with village mom-and-pop stores and offer a catalogue of life-improving technologies. Customers can place an order, and Essmart will deliver to the stores, ensuring such goods can reach more remote communities than ever before.

"We know these stores have little space, so we're not going to give them 30 products to sit on a dusty shelf," said team member Rob Weiss, an M.P.P. student at Harvard Kennedy School. The team is currently running a pilot in southern India; its first run of 17 items sold out in a week.

The Essmart team is hoping to receive President's Challenge prize money to invest in more inventory and pilot in new locations. But regardless of the outcome, the process has been inspiring, Weiss said. "If you do or don't win in the end, it's hard to feel bad about it with so many worthwhile teams in the competition."



Jackie Stenson (from left), Diana Jue, Jen Zhu, and Taylor Matthews comprise Team Essmart. Not pictured is team member Rob Weiss.

Their work ranges from understanding the cellular processes inhibited by antibiotics to the challenges of religious pluralism in a multi-religious society to the design of distributed open computer networks, but the five faculty members awarded Harvard College Professorships this week have one thing in common: their dedication to educating undergraduate students and helping them develop their intellectual passions.

The five, Fredric Wertham Professor of Law and Psychiatry in Society and Master of Lowell House Diana Eck, Boylston Professor of Rhetoric and Oratory Jorie Graham, Professor of Chemistry and Chemical Biology and Professor of Biological Chemistry and Molecular Pharmacology Daniel Kahne, David Woods Kemper '41 Professor of American History Jill Lepore, and Gordon McKay Professor of Computer Science David Parkes, were named to the prestigious professorships on April 26 by Faculty of Arts and Sciences (FAS) Dean Michael D. Smith.

"First and foremost, Harvard is an institution dedicated to educating the next generation of leaders," Smith said. "It is a pleasure to recognize Daniel Kahne, David Parkes, Jill Lepore, Jorie Graham, and Diana Eck, who are not only stars in their chosen fields, but true innovators in their teaching, dedicated to the sort of student engagement that has come to characterize the Harvard College experience."

The professorships are one of a number of recent efforts aimed at underscoring the exceptional teaching that takes place in Harvard's classrooms.

Earlier this year, FAS launched the Great Teachers video series to highlight exceptional FAS faculty members, while last year saw the creation of Conversations@FAS, a series of faculty panels in which participants shared best practices and innovative methods with fellow faculty and teaching staff.

Complementing those efforts was the University-wide Harvard Initiative for Learning and Teaching (HILT) symposium held Feb. 3. The conference offered faculty and students the opportunity to engage in dialogue and debate, while sharing ideas and information about pedagogical innovation, and was developed as part of a \$40 million gift from Rita E. and Gustave M. Hauser.

"Harvard has long been recognized as a leader in the world of scholarship, but it is also an institution of exceptional teachers," Smith said. "Harvard College Professorships are just one of the ways we recognize great teaching at Harvard."

The Harvard College Professorships are five-year appointments, begun in 1997 through a gift of John and Frances Loeb. They provide extra support for research or scholarly activities and a semester of paid leave or summer salary.

Each recipient said he or she was honored to receive the recognition, and all said their time in Harvard's classrooms has been as much about learning as teaching.

DIANA ECK

Although she hasn't yet considered how the Harvard College Professorship will impact her time in the classroom, Eck said her teaching is constantly evolving in response to the digital revolution, and the wealth of information it puts at students' fingertips.

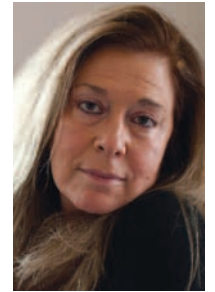


"My teaching has changed a great deal — images, visual arts, music, YouTube selections — all are so much easier to access, both in class and in student research," she said. "My research project, the Pluralism Project, has been developing Web-based tools for teaching for the past 20 years, including, most recently, layered Google maps on religious diversity of 20 Amer-

ican cities."

one she finds immensely rewarding. "I find teaching to be spiritually and emotionally draining as well as nourishing," she said. "I feel tested by each encounter — so much is at stake! And I come to deeply admire and cherish my students. It is a commonplace, but I do indeed learn so much from them.

"My approach to teaching is simple: I have never taught *any* class before," Graham continued. "We reinvent the wheel each semester. The information we transfer back and forth, and handle, and tear into, and re-constitute, and add to — is in many ways the excuse that permits us to get closer to that knowledge which eludes us individually but which we can often reach as a community. I profoundly trust the discoveries made by the community of the class."



While Graham said she is happy to receive the recognition that comes with a Harvard College Professorship, she said that the "victory" of seeing her students' lives and work flourish is a communal effort that stretches far beyond the bounds of the classroom.

"[This award] makes me feel all the extra hours are not invisible — a good feeling — though of course I would not do things any differently were it not acknowledged," said Graham. "It does,

sweetly, in its way of singling one out even to one's self, make one feel, to mangle Yeats' words, that all "our stitching and unstitching has not been naught." Though no award could give me the feeling I get from watching my students' lives and work flourish and astonish. And that, of course, is never the outcome of one teacher's work — all our victories are communal efforts — starting with the Admissions Office!"

DANIEL KAHNE

For Kahne, teaching at Harvard has — literally — been a learning experience.

One of several professors who teach Life Sciences 1a,



an interdisciplinary course that includes faculty from chemistry and chemical biology, biology, and molecular and cellular biology, Kahne said his colleagues have served as role models for his own teaching.

"Since coming to Harvard, I have seen that there are some incredibly talented teachers here," he said. "There are many

faculty members here for whom it seems effortless, and it has been a tremendous learning experience to work with them and to see them in the classroom."

(see *Professorships* next page)

Five awarded Harvard College Professorships

Faculty members were recognized for their excellence in undergraduate teaching by earning the distinction of being named Harvard College Professors.

By Peter Reuell | Harvard Staff Writer

ican cities."

Eck has also taken the unique approach of using the case study model pioneered at the Harvard Business School by applying it to religious dilemmas in contemporary America.

"I actually think this is the best teaching I have done at Harvard," she said. "I learn a lot when developing lectures, and love doing it, but I'm trying to move away from that, so students can engage more in the classroom experience."

While she has long seen the utility of bringing the digital world into the classroom, Eck said there is often no substitute for the value of face-to-face learning and experience.

"In some of my teaching, such as in my class 'World Religions in Boston,' I want students to move outside the Harvard classroom and explore the religious communities of the region," she said. "With the help of our website on the religious communities of greater Boston, students can do more than read about Islam, Sikism, or Buddhism — they have living communities close enough to visit. Crossing the threshold of our immediate experience to become a guest in someone else's religious community is a learning experience in itself."

JORIE GRAHAM

Though it's continually challenging, Graham said the experience of being in a Harvard classroom is

Professorships

(continued from previous page)

For students, Kahne said, the course's multifaceted approach is designed to highlight a concept they may not normally associate with the sciences: that there may not be one single answer to a question, but multiple ways to approach it.

"Certainly, it's easier for people to recognize that, if you read a piece of literature, there could be multiple ways to interpret it," he said. "In the sciences, we'd like to teach it as though it's objective and there is a single answer that is knowable, but in fact things can be quite variable, depending on your perspective."

JILL M. LEPORE

Just hours before she learned she'd been awarded a professorship, Lepore was leading a seminar class in one of the unlikely places on campus: the roof of the Science Center.



"Yesterday was my last class of the semester and one of the students in my American Revolution seminar had the brilliant idea that we should hold class there, so we trooped on over," she said. "Up there, looking out and over the

Yard, talking about the meaning of freedom, left me thinking, as I often do, what a delight and an honor it is to teach such astonishing students."

While the digital revolution has profoundly transformed how some subjects are presented in the classroom, Lepore said her approach to teaching is "embarrassingly low-tech."

Often, she said, the best way to understand history is to travel to the places where it was made. By experiencing a location that played witness to history, students can understand the forces that may have driven people a century ago.

To give them that experience, Lepore and students in her freshman seminar on Charles Dickens traveled to Lowell to trace the author's 1842 journey to the city. In her class on the American Revolution, students spend time walking around Boston, "trying to find the 18th-century city that lies hidden within the 21st."

When asked how a Harvard College Professorship will influence her teaching going forward, Lepore joked about a professor in New York who teaches a class on the city's history — by bicycle.

"That sounds to me about the most beauti-

ful use of technology in the classroom I could ever imagine," she said. "But I'm open to suggestion; in my experience, the students always have the best ideas."

DAVID C. PARKES

For Parkes, the experience of teaching a



new class has served as a springboard toward a new textbook on economics and computation, related to algorithmic economics, which he is writing with a former Ph.D. student, Sven Seuken, now on the faculty at the University of Zurich.

Being named to a Harvard College Professorship will offer him the chance to extend his current sabbatical into the fall — and complete the book.

"This whole enterprise would simply not be possible in the same way without the ability to experience teaching and interacting with such a fantastic body of students," he said. "I think that we need to remember that what makes Harvard truly great is the strength of our undergraduate body. It is an exciting and rewarding experience to be able to share new ideas, both in terms of the pleasure of teaching new things and the energy and enthusiasm that reflects back from students and motivates me to think about and understand concepts in new ways."

When he returns to the classroom, though, his students can look forward to classes that he strives to make as engaging and interactive as possible.

"I encourage students to think actively and ask questions and stop me where there is confusion," Parkes said. "I teach with a view to everyone in the class being able to understand the material and get something out of the material."

It is essential that the faculty of leading universities bring more than just facts and raw knowledge to the classroom," he added. "We need to work to convey a deeper understanding and a point of view, a mental model with which to understand different concepts and the way that they fit together. I have tried to embrace this in a number of ways: through collaborative mark-up tools for reading class notes in advance so that reading is not an isolated experience for students; Web portals to facilitate posting of notes and questions and for class discussion; and looking to prompt students with questions ahead of class in order to structure my own lecture around the parts of the material that are most interesting or most challenging to students."

Bostic is chief marshal

Raphael Bostic was elected by 25th reunion class to greet classes as they process into Harvard Yard during Commencement.

The Harvard Alumni Association (HAA) announced that Raphael W. Bostic '87 has been chosen by his classmates to serve as chief marshal for Commencement 2012 as the University concludes its yearlong 375th anniversary celebration.

A longstanding Harvard tradition, the chief marshal is elected each year from the ranks of the 25th reunion class. He or she greets classes as they process into Harvard Yard, designates "marshal's aids" to help with Commencement duties as part of the HAA's Committee for the Happy Observance of Commencement ("the Happy Committee"), and presides over the Chief Marshal's Spread, one of the most anticipated culinary events of the festivities.



"It is incredibly humbling to be selected," said Bostic, assistant secretary for policy development and research for the U.S. Department of Housing and Urban Development (HUD) and a professor at the University of Southern California (USC) School of Policy, Planning, and Development. "The role has an incredible legacy, and the talents and accomplishments of my classmates are so impressive, it was an honor just to be considered among them. I never

imagined I would be chosen."

Bostic follows in the footsteps of such notable alumni as Franklin D. Roosevelt 1904, David Rockefeller '36, Ursula Oppens '65, and Emily Mann '74. Although the custom has been referred to as an "ancient" ritual of Commencement, a note in the 1892-93 Harvard Graduates' Magazine indicates that the installation of a chief marshal might have begun as recently as the 1880s. Regardless of its provenance, the position is an important one, and it is filled each year by a person of accomplishment and Crimson élan — an apt description of Bostic.

"Harvard has been truly foundational for me and is a thread in everything I do," Bostic said. "I learned so many things, both intellectually and interpersonally, that carry me today."

Bostic noted that Harvard fostered an openness and a curiosity in all his endeavors, which today include "conducting research to better understand the world of housing and urban economics, with the goal of shaping policy and improving the lives of Americans and people across the world, and teaching leaders who will actually make that change."

"And thanks to another classmate, HUD Secretary Shaun Donovan," Bostic added, "I have been given an opportunity to convert the theory into practice by serving in the Obama administration. To say this is an honor and privilege is to not do it justice."

The founding director of the Casden Real Estate Economics Forecast, Bostic received the Special Achievement Award from the Federal Reserve Board of Governors in 2000 and served on the Mayor's Industrial Development Advisory Committee, City of Los Angeles, in 2003.

"We are honored to have Raphael leading the alumni at Commencement," said HAA President Ellen Gordon Reeves '83, Ed.M. '86. "His dedication to helping others across the country in his role at HUD, and to training future leaders at USC, marks him as a model Harvard citizen, a man committed to mind and action."

Harvard's 361st Commencement will be held on May 24. To attend the alumni spread luncheon and the annual meeting of the Harvard Alumni Association (afternoon program), please visit <http://annualmeeting.alumni.harvard.edu/>.



Architecture of experience

Harvard's House system, a baker's dozen of smaller communities, nurtures undergraduates to find their passions and themselves.

By Paul Massari | Harvard Staff Writer

Krystal Tung '13 wanted to follow the yellow brick road. When the Cabot House resident heard that this spring's House musical would be "The Wizard of Oz," she headed straight for the stage.

"I've always wanted to be in a musical," said Tung, who became a munchkin in the show. "I've never had any formal acting experiences or singing lessons. But my friends in the House were doing it, so I decided to take that risk and see what happens."

Tung, a psychology concentrator, spent hours learning her lines, rehearsing in the chorus, and building sets. She also learned how to get people organized, listening, and working together. Those are useful skills for her other passion, entrepreneurship, which she discovered when she went to Cabot's resident dean and House master for advice. Tung credits her residential community for providing outlets to explore new interests and express herself in fresh ways.

"I don't think I would have gotten this opportunity outside of the House, because then I would have had to audition for the Harvard-Radcliffe Dramatic Club

productions, where they expect you to have years and years of experience."

For Tung and nearly all of her Harvard College classmates, the place where she lives is also the place where she explores, creates, connects, and, above all, learns. That's because the College's distinctive House system brings faculty, graduate students, and undergraduates together under one roof in smaller communities that encourage residents to develop as people as well as scholars. According to recent research, such living and learning communities also generate a host of benefits for students, including an improved academic experience and increased wellness.

"The House system at Harvard binds the academic and the intellectual with the other important aspects of our students' lives: creative expression, career exploration, relationships, health, and wellness," said Dean Michael D. Smith of the Faculty of Arts and Sciences (FAS), who is also the John H. Finley Jr. Professor of Engineering and Applied Sciences. "Much of the learning that undergraduates do at the College happens in the Houses, where they meet people different from themselves and engage with new knowledge and new ideas. It is their initiation into the

fellowship of educated men and women."

As Harvard looks to the future, it is also working on renewing the House system for 21st century students. The College will take the first step in that process later this month when construction begins on a test project to update the living and learning experience at Old Quincy House. Planners will try out design concepts and learn lessons that can be applied to future test projects, and, when financial resources allow, to renewing the entire system.

BRINGING THE UNIVERSITY DOWN TO SIZE

The vision of President A. Lawrence Lowell (1909-33), the House system got its start in 1929. Lowell envisioned English-style college residences that would encourage intellectual conversation between peers and their instructors that "so far as it exists ... supplements and enhances formal instruction." He also wanted to bring upperclassmen into close contact with younger students to aid "in the development of their mind, body, and character." Lowell believed that undergraduate education would improve with smaller learning communities.

(see Houses next page)



Houses

(continued from previous page)

“The plan makes possible more personal attention to the individual,” he wrote in his report on the 1928-29 academic year.

By 1931, the original seven undergraduate Houses — Adams, Lowell, Eliot, Kirkland, Leverett, Winthrop, and Dunster — were up and running. In the decades that followed, the College added Quincy, Mather, Cabot, Currier, Pforzheimer, and Dudley as well.

In 2009, Harvard’s Subcommittee on House Life updated Lowell’s vision and described a House as “a community that cares primarily for its members’ academic and personal well-being,” with a central goal of fostering “intellectual, academic, advising, civic, recreational, social, and cultural activities.” In today’s House community, faculty masters provide intellectual capital and leadership. Allston Burr

Resident Deans see to the well-being of students and help to create and implement a vision for House life. And graduate student tutors provide mentoring and academic advising.

Harvard College Dean Evelyn M. Hammonds, the Barbara Gutmann Rosenkrantz Professor of the History of Science and of African and African American Studies, said the modern House system is designed to bring the University down to size and put it literally at a student’s doorstep.

“Harvard is a big place,” she said. “Houses bring important aspects of the University to students in a way that is manageable and accessible. Undergraduates learn from some of the world’s leading scholars, encounter classmates who come from an astonishing diversity of backgrounds, form relationships that last a lifetime, and access a wide range of resources, all in the place where they live.”

BENEFITS OF LIVING AND LEARNING

Students who live in on-campus learning communities like the Houses have a richer and more supportive undergraduate experience than those who do not, according to the 2011 National Survey of Student Engagement. The survey polled more than 416,000 students from 673

U.S. colleges and universities and found that undergraduates who lived on campus were more likely to say their school provided needed academic support, encouraged contact among students from diverse backgrounds, and helped them cope with nonacademic responsibilities. On-campus students were also more likely to have had serious conversations with students whose views on religion, politics, or personal values differed from their own, and they spent about twice as much time in cocurricular activities such as sports, the arts, or community service.

“The research literature is pretty clear,” said Suzy Nelson, dean of student life at Harvard College. “The connections that students make in these communities matter to the overall student experience.”

Research also shows a correlation between residential life and undergraduates’ academic experience and wellness. The 2007 National Study of Living and Learning Programs surveyed more than 22,000 students in 617 living and learning programs at 52 educational institutions. The study found that students who lived together in a residence with a clear academic mission and objectives and with dedicated staff and programming were more likely to form mentoring relationships with faculty members, to develop critical thinking skills, and to apply the knowledge they learned. Students in such communities were less likely to engage in binge drinking or experience serious health consequences associated with such alcohol abuse.

Nelson and her colleague Josh McIntosh, associate dean of student life, said that Harvard’s Houses are distinct among residential communities at U.S. colleges because they are led and staffed by scholars. Faculty members serve as masters. Grad student tutors serve as mentors and advise students on choosing concentrations, preparing for professional schools, and applying for fellowships. Tutors also provide spaces where students can explore new interests and experiences.

“Tutors help to create a community of entrepreneurialism and amateurism at the Houses,” McIntosh said. “So, if you’re not a varsity athlete, you can participate in intramural sports or fitness activities. If you live in Dunster or Lowell, you can be part of an opera. If you’re in Cabot House, you can be in a musical. They make it pos-

sible for students to take risks — whether in arts and culture, business and entrepreneurship, or athletics and recreation — with appropriate safety nets and cautions in place.”

PASSIONS AND PURSUITS

Tung’s House masters at Cabot, Rakesh and Stephanie Khurana, understand the value of being comfortable with risk and opportunity. Rakesh, the Marvin Bower Professor of Leadership Development at Harvard Business School (HBS), teaches some of the world’s most ambitious, hard-driving students. Stephanie, who holds both an M.B.A. and an M.P.P. from Harvard, is an entrepreneur and a board member at the Tobin Project, an alliance of scholars and policymakers focused on pressing problems in American society. The programming at Cabot is driven by student passions and interests. The aim is to help undergraduates like Tung discover what inspires them and to help turn their interests into experiences.

“Our students and tutors — led by Pamela Jiménez Cárdenas ’13 — created a series called ‘Passions and Pursuits,’” Khurana said. “Students start by exploring their interests — maybe it’s public health, or social justice, social entrepreneurship, or international education — areas that are not necessarily on the beaten path. We get speakers to come in and give seminars. From exploring, we go to engaging. How might the student explore the interest further? Do an internship? Take a class? The third piece is executing. How do they apply for the internship, job, or fellowship? Our resources are structured to support that path.”

Rakesh, who studies the history of business education, said Harvard’s model of residential learning is still innovative, even in the Internet age.

“The House system offers much more than an online workbook exercise or a simple information transfer,” he said. “We ask people to engage not only with knowledge and ideas, but with their peers and faculty. We bring students with different life experiences together to share their perspectives in a living environment that not only challenges them intellectually, but also asks them to put their ideas into social context. At the same time, we provide room for the individual to figure out who they are and how they want to contribute to their society and their community.”



AN INTELLECTUAL HOTHOUSE

Suzanna Bobadilla '13 and Matt Chuchul '13 spent Wintersession 2012 up to their eyeballs in old photos and documents.

The two history and literature concentrators, who describe themselves as “giddy about archival materials,” used the time between formal semesters to investigate the history of their campus home, Pforzheimer House, which was once inhabited exclusively by the female students of Radcliffe College. The project culminated in an exhibit of House artifacts, photographs, and personal testimonies. Titled “The Residential Revolution: The History of Gender and Pfoho Student Life,” the exhibit chronicled Harvard’s first real attempt at coeducation during the 1969-70 academic year.

Bobadilla said the project sharpened her research skills by bringing them into the place where she lives.

“We took the tools and skills we had gained from history and literature, and applied them in a setting that was completely our own,” Bobadilla said. “Focusing on our House immersed us in the topic. Even the architecture of the bedroom that I sleep in at night and the walk we take every day down to the Yard has an important history.”

Bobadilla and Chuchul’s co-masters, Nicholas and Erika Christakis, said they strive to make Pfoho an intellectual hothouse. They talk with students and often dine with them. They encourage teachers to hold seminars and sections at Pfoho. They invite students to “wear their research on their sleeves,” and hold a seminar at the end of each year during which undergraduates present their theses. They also push tutors — who are usually Harvard grad students — to discuss their own work with undergraduates.

“We ask undergraduates and graduate students to talk about their research and their intellectual lives,” said Erika Christakis ’86, an early-childhood educator who holds master’s degrees in public health, communications, and education. “We want the tutors not to be seen as disciplinarians or people who sign study cards, but as people engaged in the life of the mind.”

The masters also support the popular “Pforum” speaker series, which features some of Harvard’s leading thinkers. Since 2010, the series has hosted Diane Paulus, artistic director of the American Repertory Theater; bioengineer Kit Parker; psychologist Dan Gilbert; social

psychologist Mahzarin Banaji; stem cell scientist Doug Melton; and U.S. Rep. Barney Frank, a College and Law School alum who was recently chair of the Committee on Financial Services.

“We have a tremendous variety of speakers,” Christakis said. “The turnout is tremendous as well. We often have 60 to 150 people attend an event. That’s in a house of about 400 students.”

Nicholas Christakis, the author of “Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives,” and a member of the Faculty of Arts and Sciences and the faculty of Harvard Medical School, said that the connections students form in the living and learning communities profoundly affect their quality of life, both at the College and beyond.

“A principal source of human happiness — if not the main source — is a connection to other people,” Christakis said. “House life provides a structure to foster those social interactions. It helps build connections between students, between students and tutors (who are older role models), and between students and faculty, including the masters. All this is in the service of fostering students’ intellectual, social, and moral growth.”

Christakis is concerned about the tendency in the digital age to identify human social networks with the connections people make online. In a recent study of Harvard undergrads on Facebook, Christakis found that students had an average of 110 “friends.” To see how many of these relationships were close and how many tenuous, he had some students look at Facebook profiles to see how often classmates uploaded and tagged photographs of people they were connected to online. The findings reinforced the value of relationships based on the type of face-to-face contact President Lowell hoped the House system would increase.

“You might have 1,000 friends on Facebook, but only for a subset of them do you appear in a photograph that gets uploaded and tagged with your name,” Christakis told freshmen in a lecture that opened this academic year. “Based on this, we found that people typically had over 110 Facebook friends, but only six real friends” who uploaded and tagged their photos.

LIVING, LEARNING AMONG FRIENDS

Tuan Ho ’09 was going to become a doctor. His father

Rakesh Khurana (far left, wearing scarf) storms the Yard on Housing Day. Suzanna Bobadilla ’13 and Matt Chuchul ’13 (center photo) are Pforzheimer House residents. Former Quincy House resident Tuan Ho ’09 (near left) is pictured in the dining hall.

was one. His three older brothers were as well (although one did choose dental medicine.) Ho concentrated in chemistry and physics as an undergraduate and dutifully completed the courses required for medical school. He applied and was admitted to the University of Virginia and University of Michigan programs during his senior year. As graduation approached, however, Ho felt less and less enthusiastic about the prospect of eight years of medical education and residency. He loved to build things and to work with technology, but didn’t feel he could pursue those interests. He felt lost.

“Even as a kid, I was always the engineering type,” Ho said. “I pursued the pre-med path and hit all the checkmarks. But I always got a sense that, while I could do the work, maybe I wasn’t quite as passionate about it. It seemed like I was constantly yearning for something else. I didn’t know what it was.”

As part of a senior year physics course, Ho and classmate Nick Krasney ’09 figured out a way to stream TV programming over a broadband Internet connection. When classmates started asking for the service, Ho discovered his inner entrepreneur. He and Krasney started a company called Tivli that delivered the same programming as basic cable at a fraction of the cost. Ho decided that medical school would have to wait.

His parents were not pleased.

“They said, ‘You want to what?’” Ho recalled. “‘Defer medical school to work on a startup?’ They didn’t take it well.”

Fortunately, Ho lived in Quincy House, where Masters Lee and Deb Gehrke had run into this situation before, as had the House’s business and pre-med tutors. Along with friends and classmates, the Quincy advisers helped Ho through an at-times rocky transition.

“They told me that I wasn’t alone, and that other students had gone through the same thing with their parents,” he said. “The pre-med tutor said that she had also deferred to do other things, and that I could always go back. The business tutor encouraged me. He saw the potential for what Nick and I could do. He said that, while there was risk, it was limited, because I had the deferral and could always go back to school.”

If Pfoho exemplifies the integration of intellectual and residential life, and Cabot the transformation of ideas into experiences, Quincy demonstrates the way that the House system supports students’ development as individuals. The Gehrkes work to make Quincy a place where residents can be themselves, be different, and be among friends.

“We make a tremendous effort to make sure that the House isn’t just a dorm,” said Lee Gehrke. “We want this to be a place that students can come back to and feel they’re home, surrounded by people who are supportive of them. This is a diverse community. We want everyone who lives here to feel like this is a place where they can be everything that they can be.”

(see Houses next page)

Houses

(continued from previous page)

THE SHAPE OF THINGS TO COME

In many ways, Quincy's support for personal and social development represents the essence of Lowell's vision of a residential system that develops student character. So it's perhaps fitting that the House is at the forefront of an effort to lead that vision into the future. On May 2, Harvard broke ground on the Old Quincy Test Project, which will renew the residence and create a 21st-century student experience. When the project wraps up in the summer of 2013, undergraduates will return to a re-envisioned House that is more comfortable, more modern, and more capable of hosting academic and social activities.

"The spaces will be fresh and new," Deb Gehrke said. "We'll have new common rooms, new practice space for musicians, studio space for artists, and a terrace that can accommodate about 80 students for dinner parties and events. There's been a lot of emphasis on social spaces, and that's intentional. Our students are developing serious leadership skills and the ability to interact with people in a productive way. Whether it's a political group, or the Asian-Christian fellowship, or a startup like Tivli, the renewed House will have space for students to come together and make great things happen."

The lessons learned from the renewal of Old Quincy will inform a second test project at Leverett House's McKinlock Hall, tentatively slated for June 2013. When resources allow, the College hopes to apply the knowledge from both projects to a system-wide, once-in-a-century renewal that will redefine residential learning at Harvard.

"Even in an age where technology allows students to talk and work with people all over the world, the residential community is still a critical component of the learning experience," said Hammonds. "The values and strengths of House life will continue to serve the College far into the future."

Meanwhile, these are exciting times for entrepreneur Ho. Tivli now operates out of the new Harvard Innovation Lab and has seen enough success that Ho decided to defer medical school for a second and third year. Now a non-resident tutor in entrepreneurship at Quincy, Ho said he's closer to his House and the Harvard community than ever.

"Even when I graduated and worked on a startup in an old, dark apartment in Inman Square, I was still part of the House community," he said. "It really helped me through the ups and downs of starting a company in Cambridge. Tivli is in the i-lab because of the connections I made at entrepreneurship events. Nick and I participated in as nonresident tutors. I probably wouldn't be doing what I'm doing now without the support that I got at Quincy."

From novel scientists to novel writers

The Radcliffe Institute for Advanced Study announced the 51 women and men — from across the University and around the world — who will be convening as next year's Radcliffe Institute fellows.

By Alison Franklin | Radcliffe Institute Communications

The Radcliffe Institute for Advanced Study announced the 51 women and men — from across the University and around the world — who will be convening as next year's Radcliffe Institute Fellows.

A fellowship program is the defining feature of an institute for advanced study. Fellows are accomplished individuals in an array of fields who pursue independent projects within a rich, multidisciplinary environment.

Radcliffe Institute Dean Elizabeth Cohen, herself a former fellow at the institute, spoke about the incoming group: "These extremely talented individuals will arrive at different stages of their work, but whether they start exploring big new ideas or whether they complete ambitious projects, we expect that all will enjoy a year of profound growth and great productivity."

After a highly competitive, two-tier peer review process, only 5 percent of applicants were accepted to create a diverse incoming class that ranges from A to V: from anthropologists, chemical engineers, linguists, literature professors, molecular biologists, and musicologists, to visual artists. Fellows in 2012-13 include:

Political scientist **Andrea Campbell**, an associate professor at the Massachusetts Institute of Technology (MIT), will be exploring the different ways the states responded to the Great Recession. Her study will be not only of programs cut and taxes raised, but also of concurrent political factors such as party control of state government, voter inequality, and direct democracy.



Andrea Campbell



I. Glenn Cohen



Lydia Diamond

Medical tourism will be the area of focus for **I. Glenn Cohen**, an assistant professor of law at Harvard Law School and the co-director of the Petrie-Flom Center for Health Law Policy, Biotechnology, and Bioethics. His focus will be on the legal and ethical issues related to travel of patients who are residents of one country to another country for medical treatment.

Playwright **Lydia Diamond**, who has written adaptations from the works of Nikki Giovanni, Harriet Jacobs, and Toni Morrison, and whose play "Stick Fly" was on Broadway in 2011, will be researching and completing a play about a West African princess raised in Queen Victoria's court and revising a first draft of a play about a neuroscientist studying perceptions of race.

Israeli mathematician **Irit Dinur** is a professor of computer science at the Weizmann Institute of Science whose area of focus includes probabilistically checkable proofs and the difficulty of approximation. At the Radcliffe Institute, she will explore theorems that allow people to understand global behavior through observations of local and approximate behavior.



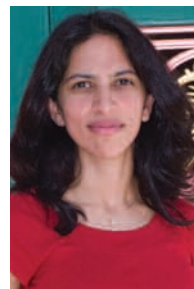
Romuald Karmakar



Margot Livesey

At Radcliffe, **Romuald Karmakar**, a film director and screenwriter from Germany who is acclaimed for his work in both fiction and documentary films, will work on a feature film about former German SS officer Walther Rauff, who developed gas vans during World War II.

Novelist **Margot Livesey**, whose books include "Eva Moves the Furniture" (2001), "The House on Fortune Street" (2008), and this year's "The Flight of Gemma Hardy" — will be at the Radcliffe Institute working on her next novel.



Radhika Nagpal

Radhika Nagpal is a professor of computer science at Harvard's School of Engineering and Applied Sciences and a faculty member of the Harvard Wyss Institute of Biologically Inspired Engineering. At Radcliffe, she will bridge scientific divides by working with experimental biologists to develop a better understanding of collective intelligence in social insects through the application of computer science.



Paul J. Steinhardt

Paul J. Steinhardt is the Albert Einstein Professor in Science and director of the Princeton Center for Theoretical Science at Princeton University, where he is also on the faculty of both the Department of Physics and the Department of Astrophysical Sciences. He will pursue various projects as a fellow, including the development of the cyclic theory of the universe, which is a radical alternative to the big bang theory.

The full list of incoming fellows is online at www.radcliffe.harvard.edu.



The oldest endowed professorship

The product of a gift from a London merchant in 1721, the chair set a tone for how American universities teach students.

By Colleen Walsh | Harvard Staff Writer

As Harvard celebrates its 375th anniversary, the Gazette is examining key moments and developments over the University's broad and compelling history.

Little could a wealthy London merchant know that his gift to Harvard in 1721 would transform how students are taught in today's universities, and lead to a fundamental shift in the School's founding ethos.

The seeds of change took root with creation of the Hollis Professorship of Divinity, the oldest endowed professorship in North America, enabled by Thomas Hollis, a philanthropist with a passion for liberty and religious expression.

Though he never visited New England, Hollis was familiar with Harvard by way of his uncle Robert Thorner, who had left the sum of 500 pounds to the College in his will. Hollis was interested in, he wrote, "the liberties the Baptists in New England enjoyed."

"Hollis had come to believe that Harvard was an academic institution that would be broad-minded toward all sects, and he was interested in encouraging the liberal spirit that was gaining strength in Boston and Cambridge," wrote William Bentinck-Smith and Elizabeth Stouffer in "Harvard University History of Named Chairs" (1995).

The Londoner understood religious intolerance, since his Baptist faith put him at odds with the Church of England. Worried about the perceived intolerance of New England's Congregationalists, Hollis stipulated several conditions for the new professorship, aimed at preventing religious bias.

In the rules laid out by Hollis, the holder of the chair would have to "be a Masters of Arts, and in Communion with some Christian Church of one of the three Denominations, Congregational Presbyterian or Baptist."

Hollis' philanthropy ran deep. Prior to creating the chair, which he endowed at 80 pounds a year, he sent casks of nails and cutlery along with scientific in-

struments to the College and regularly contributed books that reflected liberal thinking. In 1727, he established the Hollis Professorship of Mathematicks and Natural Philosophy. Some observers say his generosity even outmatched that of Harvard's most famous benefactor, namesake John Harvard.

While remaining true to their Calvinist trainings, early holders of the professorship gradually began to move toward a more liberal ideology. During his 43-year tenure as the first appointee, Edward Wigglesworth offered "antithetical views on a theological subject, forcing the student to think and draw his own conclusions," wrote Russell V. Kohr in a 1981 master's thesis for Western Michigan University. Edward Wigglesworth II, who took over for his father in 1765, was an authority on both theology and mathematics and an original member of the American Academy of Arts and Sciences.

"The establishment of the chair really marked a critical step toward more ecumenical training," said Harvey Cox, Hollis Research Professor of Divinity, who held the Hollis professorship for several years until 2009.

But trouble erupted in 1805 when Henry Ware, a Unitarian minister and the valedictorian of Harvard's Class of 1785, was elected to the position. The decision sent shock waves through the Harvard campus. The move broke with the tradition of appointing an orthodox Calvinist to the post in favor of a more liberal Unitarian. So angered were some conservatives, led by acting president Eliphalet Pearson, that they decamped for nearby Andover, where in 1807 they founded the Andover Theological Seminary, the nation's first formal school devoted to the education of ministers.

But in addition to stirring controversy, Hollis' gifts prompted an understanding of the need for professors who were authorities in their fields, as opposed to tutors who would instruct students in a variety of topics. The shift set the stage for creating more endowed professorships and gradually restructuring

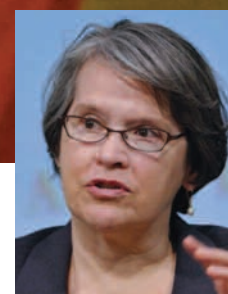
instruction at Harvard and beyond.

"The establishment of the chair broke the lockstep of the practice inherited by Harvard College from Oxford and Cambridge Universities, by which a tutor taught all members of a class all subjects," said Kohr in his essay. "Henceforth, the divinity professor taught only divinity, and thus the vertical, or departmental, system of curricular organization was begun at the College."

The Hollis Chair, as legend suggests, also came with one important right, resurrected by Cox: the right to graze a cow in Harvard Yard. As one of his parting acts before stepping down from the chair, Cox borrowed a bovine from the Farm School in Athol. The animal's presence, Cox told a crowd near the steps of Memorial Church in 2009, represented "how much closer we need to be to the animals that sustain us, to the Earth, the grass, the vegetables."

The current holder of the professorship is Karen King, whose research centers on women and heresy in ancient Christianity. The first woman to hold the post, she called her selection extraordinary.

"Appointing me to this chair connects the history of women at the University back to a time when women weren't present," said King, a member of the faculty at Harvard Divinity School. "I think my appointment shows us, too, a lot about how far the University has come, and the direction Harvard has taken from a narrow piety of male clergy to the embrace of women and many religious traditions."



Karen King



For more about the 375th anniversary, visit 375.harvard.edu or scan QR code.



Bathing in Chinese language and culture

Expanding language program connects students with broader fields, such as history and art.

By Colleen Walsh | Harvard Staff Writer

In the wake of expanding globalization, the new director of Harvard's Chinese Language Program is prepping the University's next generation of students to compete in an international arena increasingly dominated by the growing economic and military power of China.

That road to competitiveness, she says, requires both linguistic and cultural expertise.

"America's well-being is tied to the role that China plays in today's world, and so learning its language — but also its culture — is so important," said Jennifer Li-

Chia Liu, who is focusing on those topics to help develop an increasingly integrated pedagogy within Harvard's curriculum. "I want to break the boundaries to see how language instruction can be part of the foundational tools of all pursuits."

Liu's innovative approach builds on the efforts of Diana Sorensen, Harvard's dean of arts and humanities, who has expanded the language curriculum in recent years to include bridge courses that connect Harvard's language offerings with content such as history, art, and culture. Liu said her work is also based on the success of her Harvard colleague, Professor of Chinese Literature Xiaofei Tian, and her content-based courses including "Art and Violence in the Cultural Revolution," which includes readings and discussions in Chinese.

This fall, Liu will teach "Chinese in Social Sciences" that will mirror topics covered by Michael Szonyi, professor of Chinese history. Liu's stu-

dents will sit in on Szonyi's lectures about the society and culture of late imperial China in English, but will be required to write a summary of the class discussions for Liu in Chinese. Next spring, Liu will help students appreciate some of China's written masterpieces, along with David Der-wei Wang, Edward C. Henderson Professor of Chinese Literature. Course work will involve writing research papers in Chinese, and presenting them via videoconferencing to faculty members at universities in Taiwan and China.

That type of intense language training needs to be "built into the system," said Liu, "so that students see that this is part of their whole learning, not just some-

thing else that they have to fulfill."

Liu's multilingual childhood informed her interest in languages and cultures. Growing up in Taiwan, she spoke Taiwanese and Mandarin, and developed some understanding of Cantonese. English classes were a requirement in middle school. But she never imagined herself pursuing a career studying foreign languages. Later, in high school, her exposure to great English literature, creative writing, and rhetoric began to unlock the language's nuance and meaning and fueled her desire to know more. She majored in foreign languages and literatures at National Taiwan University and headed to the United States shortly after graduation in 1986 to pursue a master's degree in comparative literature at the University of Oregon.

"By the time I graduated, I realized I had learned so much about great American literature, but I had never really experienced American culture."

Not long after her arrival, she changed course. While working as a language instructor, she shifted her focus from the rigorous exploration of books to the creation of teaching methods and practices. Teaching, she said, tapped into her desire to help others "acquire fundamental concepts and language skills."

"I found my passion in dealing with human beings."

Much of that new work involved developing computer models to help students learn Chinese characters and read Chinese texts. She received a master's degree in instructional systems technology in 1988, and a Ph.D. in curriculum and instruction, specializing in applied linguistics and foreign language education, in 1992.

Liu landed next at Indiana University. During her 19-year tenure, she founded its Center for Chinese Language Pedagogy. And with the backing of the U.S. government, she created the Indiana University Chinese Language Flagship program. The initiative, part of the National Security Education Program of the Department of Defense, is an intense language training program that includes accelerated learning, a year of study abroad involving a semester of enrollment in a Chinese university, and a four-month, fulltime internship, as well as demanding courses in a variety of disciplines.

She wanted, Liu said, to "design something transformative for language education."

The results prove that she has. Many graduates of the program have chosen to pursue advanced degrees in China, while others have remained there to work.

She hopes to emulate that type of training at Harvard, continuing to merge language and content and helping Harvard students to immerse themselves in another culture before graduation. "Training and preparing students to have a real, authentic experience before they graduate is critically important," said Liu. "With today's global society, this opens doors and worlds for them."

And no place is better suited for the goals she is planning than Harvard, said Liu, who is looking forward to collaborating with colleagues across the University.

"It's extremely stimulating and exciting, especially given the kind of intellectual culture it fosters," she said.

Liu, a self-admitted workaholic, will soon leave for China, where she will head the Harvard Beijing Academy, an intensive, nine-week language immersion program.

While she "gets a lot of fun out of work," she also enjoys crisscrossing the globe with her two teenage children, who have traveled extensively with her, exploring other languages and cultures.

"That's the greatest reward," said Liu. "I want my children to grow up internationally minded, with an interest in peoples and cultures and languages from all over the world."

Photo by Jon Chase | Harvard Staff Photographer





Meserve, Fisher to lead Overseers

Richard A. Meserve, J.D. '75, has been elected president of Harvard's Board of Overseers for 2012-13, and Lucy Fisher '71 will become vice chair of the board's executive committee.

Richard A. Meserve, J.D. '75, president of the Carnegie Institution for Science and former head of the U.S. Nuclear Regulatory Commission, has been elected president of Harvard's Board of Overseers for 2012-13.

Lucy Fisher '71, an award-winning film producer and co-head of Red Wagon Entertainment, will become vice chair of the board's executive committee.

Both Meserve and Fisher will be serving the final year of their six-year Overseer terms in 2012-13. They will assume their new roles following Commencement this spring, succeeding Leila Fawaz, A.M. '72, Ph.D. '79, the Issam M. Fares Professor of Lebanese and Eastern Mediterranean Studies at Tufts University, and Robert N. Shapiro '72, J.D. '78, a partner in the Boston-based law firm of Ropes & Gray.

"The Overseers bring essential experience and wisdom to the work of the University, and their perspectives assure that Harvard moves ahead with both ambition and care," said President Drew Faust. "With Dick Meserve and Lucy Fisher, we're once again fortunate to have two alumni leaders of remarkable accomplishment and strongly complementary backgrounds to guide the board forward during the coming year."

Richard Meserve has been president of the Carnegie Institution for Science since 2003. Based in Washington, D.C., the institution is an internationally recognized scientific research organization with programs in developmental biology, plant biology, earth and planetary sciences, astronomy, and global ecology.

From 1999 to 2003, Meserve was chairman of the Nuclear Regulatory Commission. In that role, he served as the principal executive officer of the federal agency, with responsibility for ensuring public health and safety in the operation of nuclear power plants

and the usage of nuclear materials.

From 1984 to 1999, Meserve was a partner in the Washington-based law firm of Covington & Burling, with a practice focused on issues at the intersection of law, science, and public policy. He remains senior of counsel to the firm, which he joined as an associate in 1981.

After his undergraduate studies at Tufts University, Meserve received his J.D. degree from Harvard in 1975 and a Ph.D. in applied physics from Stanford University in 1976. He clerked for Justice Benjamin Kaplan of the Massachusetts Supreme Judicial Court and for Justice Harry A. Blackmun of the U.S. Supreme Court before serving as legal counsel to President Jimmy Carter's science and technology adviser.

Meserve is currently chairman of the International Nuclear Safety Group, chartered by the International Atomic Energy Agency, and of the Nuclear and Radiation Studies Board of the National Academies of Sciences and Engineering. He has served on numerous legal and scientific committees, including many associated with the National Academies. Among other affiliations, he is a member of the American Philosophical Society and the National Academy of Engineering and a fellow of the American Academy of Arts and Sciences, the American Association for the Advancement of Science, and the American Physical Society.

Elected to join Harvard's Board of Overseers in 2007, Meserve chairs the board's standing committee on natural and applied sciences and serves on the executive committee and the committee on institutional policy. In addition, he serves on the governing boards' joint committee on inspection, Harvard's audit committee. Chair of the Overseers' visiting committee to the School of Engineering and Applied Sciences, he is a member of the visiting committee to the Kennedy School of Government and in 2008 chaired the external review of the Harvard University Center for the Environment.

Lucy Fisher is co-head of Red Wagon Entertainment, an independent film production company based in California. Red Wagon's projects include such motion pictures as "Stuart Little 2" and "Memoirs of a Geisha," as well as the Prohibition drama "Lawless" and "The Great Gatsby," directed by Baz Luhrmann and starring Leonardo DiCaprio; the latter two films are scheduled for release this year.

Previously, Fisher served as vice chair of the Columbia TriStar Motion Picture Group at Sony Pictures, where she supervised such films as "Men In Black," "Jerry Maguire," "Air Force One," and "As Good As It Gets." The studio set box office records during her tenure. From 1981 to 1996, she served as executive vice president for worldwide production at Warner Bros., overseeing a wide range of films, including "The Color Purple," "Malcolm X," and "The Fugitive."

Fisher's honors include the Producers Guild of America's David O. Selznick Achievement Award in Theatrical Motion Pictures, the Hollywood Film Festival Award for Producer of the Year, Women in Film's Crystal Award, and Premiere magazine's Icon Award. She has been listed as one of Fortune magazine's 50 most powerful women in American business.

Fisher and her husband and professional partner Douglas Wick co-founded CuresNow, an organization dedicated to promoting regenerative medicine and stem cell research, after their daughter was diagnosed with type 1 diabetes. They co-chaired the campaign for the California Stem Cell Research and Cures Initiative, which was passed by California voters in 2004 and led to major new funding for stem cell research in the state.

As a Harvard Overseer, Fisher is vice chair of the standing committee on humanities and arts and serves on the executive committee and the committee on institutional policy. A member of the visiting committees to Harvard College, the Graduate School of Education, and the Department of Visual and Environmental Studies, she is also a member of the advisory committee to the Office for the Arts and founder of the Peter Ivers Visiting Artist program, which annually brings newer artists to the campus.

First created as the "Committee as to the colledg at New Towne" by order of the General Court of the Colony of Massachusetts Bay in 1637, the Board of Overseers dates to the earliest days of Harvard College. It is the larger of Harvard's two governing boards, the other being the President and Fellows of Harvard College (also known as the Harvard Corporation). Members of the Board of Overseers are elected annually by holders of Harvard degrees; typically, five Overseers are elected each year to six-year terms. Drawing on the diverse experience of its members, the board exerts broad influence over Harvard's strategic directions, provides counsel to the University's leadership on priorities and plans, has the power of consent to certain actions of the Corporation, and directs the visitation process by which various Harvard Schools and departments are periodically reviewed and assessed.

STUDENT VOICE



Making a commitment to a cause

A student finds that her involvement in Athena, a gender-empowerment group, has helped to hone her leadership skills. She has given many hours, and gotten back much.

By Nadia Farjood '13

Harvard students have commitment issues. I write not of commitments within the juicy domain of romantic relationships, but of co-curriculars, engagements beyond the classroom that aid our personal and professional development. It is hard to remain committed to something at the epicenter of the world's most prestigious university, where alluring carrots dangle before students in every which way.

The dizzying abundance of resources at Harvard can lead to carrot overdose. Fellowship opportunities are scattered across campus, fluorescent flyers from laboratories ask for undergraduate researchers, finance firms scream "apply!" in inboxes, former White House officials offer positions for student leadership in their study groups, and more than 400 tantalizing student organizations look to lasso members. The Pokémon tagline "Gotta catch 'em all" resounds while FOMO, fear of missing out, abounds. The more commitments you collect, the better. The busier, the better.

Students spar with their peers, competing in the game of sleeplessness; the person who sacrifices the most slumber reigns supreme in the coliseum of achievement. Students are constantly reminded of the opportunities, the opportunities. What a shame to miss out on all the opportunities! So we ascribe to overscheduled lives governed by Technicolor boxes in Google calendars. In the struggle to keep up with the Joneses, or the Crimson, our commitments multiply.

I have felt the crushing pressure of the opportunities, the opportunities. I have experienced the hollow absence of commitment in scurrying from one meeting to the next, missing the broader picture of my purpose and my contributions in college. I have struggled as that overscheduled, frazzled student. As a student past the halfway point of my time here who was recently reminded at Junior Parents Weekend by President Drew Faust that 454 days remained in my undergraduate career, I was compelled to reflect on my time spent on campus. I asked myself, "What have I committed myself to?" The age-old question "Is it better to hold many commitments well, or just a few extremely well?" buzzed in my brain. Letting those inquiries marinate, my attention floated to my proudest achievement at Harvard, the one that I had poured my heart, soul, and hours upon hours into: the Athena Program.

Since I was a first-year, I committed myself to Athena, a gender empowerment and mentoring program run out of the Phillips Brooks House Association (Harvard's student-led, community-based nonprofit) that leads a biannual conference. I have devoted more than 500 hours to this program, which embodies the spirit of my Harvard education. It has taught me the importance of commitment. It has, more than any course,

prepared me for life beyond the ivy gates.

The Athena retreat is in the Harvard College Women's Center (a spectacular space that has supported and housed our programming and served, more or less, as an extension of my room). We plunged into a reflective identity activity within minutes of meeting each other. We were asked to list 13 aspects of our identity and winnow our list down to three, and share which aspects of ourselves we eliminated, if we felt comfortable. This agonizing activity revealed that we are inherently intersectional beings, a compilation of interwoven identities. After plowing past the initial discomfort of revealing axes of myself to new people, I felt the presence of an extraordinary community that would challenge me to be more thoughtful in my life. I was hooked.

This intimate family feeling permeated our meetings, which began with each member sharing a peak (highlight of the week), valley (lowlight of the week), and a gender river (any thought related to gender that gave pause). We discussed our programming. I began as a member of the outreach team that built contacts with guidance counselors, high school students, and community leaders to bring young people to the conference.

I've led workshops on goal setting, built personal and professional relationships with my co-directors, helped to manage a budget, built up a stipend program to compensate mentees for their contributions, and learned about life and leadership from the program directors who preceded me. The guidance of these directors led me to direct the program, which I have now for almost two years.

My long-term commitment to Athena has helped me to see its evolution, and has helped me learn from my mistakes. We have increased the scope and size of our mentoring program and conference. We have voted to allow members of all genders, not just females, into the space to promote open dialogue and gender equality. I have developed curriculum, built my public speaking skills, and learned about Boston communities. I discovered that it is wise to check citywide events before selecting a conference date. I offended people in heated decision-making moments, and I apologized. I learned to respond more promptly to emails, and to encourage reserved mentees to speak up through engaging techniques. I've built a social, emotional, and professional skill set I'll keep with me for the rest of my life.

My collection of the colored pins that we distribute on Conference Day reminds me of my commitment, and how my dedication to Athena has supported my growth. I've participated in the creation of four confer-

ences: "Define Your Own Beauty," "The Power of You(th)," "Blasting Through Stereotypes," and "Born This Way?" Now I'm helping to organize "Growing Up Gendered." From leading close readings of Lady Gaga's lyrics to boldly shouting "No!" in the Harvard University Police Department's Rape Aggression Defense workshop to hearing mentees speak truth to power at the coffeehouse for self-expression, each conference inspires a new sense of possibility and passion in me that I experience in no other realm of my life. Each conference also brings new students, insights, and ideas for improvement.

Alas, Harvard students (myself included) have commitment issues. I am not worried about the willingness of my peers to plunge into new experiences like some do into the Charles River off Weeks Bridge. What concerns me is the excessive number of commitments students are motivated to plunge into. Ironically, the more commitments one has, the less committed one is; yet they are labeled commitments all the same. I have found that I can only slice myself into so many parts; I've distributed myself at times in a way that is unsustainable. I'm still working through managing my commitments, but I have taken the first step in identifying what matters most to me and throwing myself into it, while still keeping space to explore new frontiers.

As I transition out of Athena leadership, I reflect on the competencies the program has built in me. I do not aim to answer whether having one main commitment is superior to having several. I do, however, hope to encourage my peers to consider giving more than a little of themselves to something, and to stick with it for a stretch of time. We need to strike a balance between the opportunities, the opportunities, and the most meaningful commitments in our lives. My experience has shown that great growth comes from the latter. Stay with something long enough to feel its pulse, to be uncomfortable, to fail, to see change, and to celebrate successes.

I've committed, even though I've failed extravagantly, struggled with complex topics of gender and identity, led a fundraiser that flopped, and facilitated poor trainings. But I've also helped mentees with college essays, gotten parents involved, organized a strong conference programming team, and cultivated an empowering community where youth can express themselves. Because of all that, I am a more loving person, a more thoughtful person, and a more confident person.

If you're an undergraduate or graduate student and have an essay to share about life at Harvard, please email your ideas to Jim Concannon, the Gazette's news editor, at Jim_Concannon@harvard.edu.

STAFF PROFILE

Alumni's lives are in her hands

As an editor of Harvard's hallowed Red Books and obituary writer for Harvard Magazine, Deborah Smullyan finds the beauty and wisdom in a parade of graduates' retrospectives.

By Katie Koch | Harvard Staff Writer

Deborah Smullyan shepherds the living by day, and consorts with the dead by night — or, rather, with their stories.

As a class report editor in Alumni Affairs and Development (AA&D) and the obituaries editor for Harvard Magazine (her after-hours gig), Smullyan spends a lot of time reflecting on the lives of Harvard's alumni.

"I'm very wrapped up, every day of the week, in Harvard's human stories," she said.

Few things terrify most of us more than the thought of committing our lives to paper, of boiling the good, the bad, the ugly, and the transcendent down to a few paragraphs. But after editing thousands of entries for the Red Books, as the class reports are more commonly known, and writing hundreds of obituaries each year, Smullyan has come to see the comforting, even inspiring patterns in the constant parade of Harvard lives.

"I think it has made me wiser," she said. "I will say, too, that I come away with a heightened love for this place."

Smullyan grew up in Westchester, N.Y., and arrived in Cambridge as a Radcliffe freshman in 1968. After graduating, she took various jobs at Harvard, including copy editor of Harvard Magazine. But giving birth to the first of her two children led to a "20-year maternity leave."

In 1993, she began editing class notes and obituaries for the magazine as a freelancer. Though she gave up the class notes, the work of obituary writing suited her. She writes about 100 obituaries of College and Graduate School of Arts and Sciences alumni for each bimonthly issue, and takes a satisfaction in each.

"Every story, once the ending is known, has a



beauty," Smullyan said. In 2007, she wrote her own mother's obituary (Radcliffe Class of 1938), a process she described as therapeutic. "It's almost as though she were processed in a kind of mill, coming out the other side as a calm, orderly paragraph alongside those of all the other alumni," she said.

Smullyan joined the class report team in AA&D in 2003, taking on the hallowed duty of putting together compendia of Harvard graduates' lives.

The Harvard Alumni Association publishes 13 reports each year, one for each class celebrating a five-year milestone, from the fifth to the 65th reunions. Their production is an impressive undertaking. Smullyan and four other full-time editors divide up the reports, and work with an appointed class officer to solicit and manage submissions from class members.

Once alumni submissions are in, the editors copy edit each entry for house style (though not, Smullyan says with a slight touch of resignation, for length) and fact check them, combing through dates, biographical details, and "just about every proper noun."

On rare occasions, an editor will intervene — a 30-

Deborah Smullyan is a class report editor in Alumni Affairs and Development. "People are amazingly forthcoming about flaws they perceive in themselves, or the problems they or their families are having, or the sorrow of loss," Smullyan said. "Time is a tremendous leveler."

page entry will be sent back to its author for cuts, for instance. But in general, the books, which can run well over 1,000 pages for big anniversary years such as the 50th, read like group diaries, containing everything from poems to cartoons to intimate reflections.

"People are amazingly forthcoming about flaws they perceive in themselves, or the problems they or their families are having, or the sorrow of loss," Smullyan said.

"Time is a tremendous leveler."

And the reports offer a connection that a simple Facebook friendship can't match. "These books are an opportunity for people to sit back and think about what the last five years have meant," she said. "That's just not something people do on Facebook. It would be freakish."

Editing the books herself doesn't diminish their power as a vehicle for news, self-reflection, and good old-fashioned gossip. Every five years, Smullyan and her Radcliffe roommate Vickie Charlton set aside a day to meet up and discuss their favorite entries in their Class of 1972 Red Book.

"When you look at these books, you come to a realization of how important our classmates are to us and how important those four years were to us, and that can only be good for Harvard in the long term," Smullyan said. "It keeps people interested and emotionally involved."

If the office's current assignments hold, Smullyan will likely edit her class' 45th report in 2017.

"I was thinking: When am I going to retire? Maybe I'll hold off until my own book passes over my desk."

Newsmakers

HOT JOBS

SENIOR SOFTWARE ENGINEER, REQ 26146, GRADE 58

Harvard University Information Technology, FT

BUSINESS SYSTEMS ASSOCIATE, REQ 26314, GRADE 57

Alumni Affairs and Development, FT

PLANT GROWTH FACILITIES MANAGER (ARNOLD ARBORETUM), REQ 26385, GRADE 57

University Administration, FT

ORACLE PROJECT ADMINISTRATOR, REQ 26301, GRADE 55

Financial Administration, FT

FINANCIAL ANALYST IV, REQ 26509, GRADE 59

Financial Administration, FT

ASSOCIATE DIRECTOR FOR FINANCE AND ADMINISTRATION, REQ 26386, GRADE 58

University Administration, FT

Online ►► See complete opportunity listings at www.employment.harvard.edu or contact Employment Services at 617.495.2772.

HOW TO APPLY

To apply for an advertised position or for more information on these and other listings, please connect to our new system, ASPIRE, at www.employment.harvard.edu/. Through ASPIRE, you may complete a candidate profile and continue your career search with Harvard University. Harvard is strongly committed to its policy of equal opportunity and affirmative action.

JOB SEARCH INFO SESSIONS

Harvard University offers information sessions that are designed to enhance a job-seeker's search success. These sessions may cover topics ranging from preparing effective resumes and cover letters to targeting the right opportunities to successful interviewing techniques. Sessions are held monthly from 5:30 to 7 p.m. at the Harvard Events and Information Center in Holyoke Center, 1350 Massachusetts Ave., in Cambridge. More specific information is available online at employment.harvard.edu/careers/findingajob/.

14 ELECTED TO AMERICAN ACADEMY

AAAS is one of the nation's most prestigious honorary societies

Some of the world's most accomplished leaders from academia, business, public affairs, the humanities, and the arts have been elected members of the American Academy of Arts and Sciences.

Those elected from Harvard this year:

Emery Neal Brown, Warren M. Zapol Professor of Anaesthesia

Ambassador **R. Nicholas Burns**, Sultan of Oman Professor of the Practice of Diplomacy and International Politics; director, Future of Diplomacy Project, Harvard Kennedy School

Lizabeth Cohen, dean, Radcliffe Institute for Advanced Study; Howard Mumford Jones Professor of American Studies

Daniel Kahne, professor of chemistry and chemical biology; professor of biological chemistry and molecular pharmacology

Mitzi Irene Kuroda, professor of genetics and medicine

Abraham Loeb, professor of astronomy; director, Institute for Theory and Computation

Jonathan B. Losos, Monique and Philip Lehner Professor for the Study of Latin America; professor of organismic and evolutionary biology; curator, herpetology, Museum of Comparative Zoology

Diane J. Mathis, professor of microbiology and immunology

Kathleen McCartney, dean, Harvard Graduate School of Education; Gerald S. Lesser Professor in Early Childhood Development

Michael McCormick, Francis Goelet Professor of Medieval History

James A. Robinson, David Florence Professor of Government

David T. Scadden, chief, Centers for Hematological Malignancies, Harvard Medical School

Adrian Vermeule, John H. Watson Jr. Professor of Law, Harvard Law School

David Brian Wilkins, Lester Kissel Professor of Law; director, Program on the Legal Profession

One of the nation's most prestigious honorary societies, the American Academy is also a leading center for independent policy research. Members contribute to academy publications and studies of

science and technology policy, energy and global security, social policy and American institutions, the humanities and culture, and education.

"Election to the academy is both an honor for extraordinary accomplishment and a call to serve," said Academy President Leslie C. Berlowitz. "We look forward to drawing on the knowledge and expertise of these distinguished men and women to advance solutions to the pressing policy challenges of the day."

An alphabetical list of the 220 new members is located at <http://www.amacad.org/news/alphalist2012.pdf>.

OFA AWARDS UNDERGRAD ART PRIZES

The Office for the Arts at Harvard (OFA) and the Council on the Arts at Harvard, a standing committee of the Faculty of Arts and Sciences, announced the recipients of the annual undergraduate arts prizes for 2012. The awards, presented to more than 100 undergraduates over the past 30 years, recognize outstanding accomplishments in the arts undertaken during a student's time at Harvard.

Matthew Aucoin '12 received the Louis Sudler Prize in the Arts. The prize recognizes outstanding artistic talent and achievement in the composition or performance of music, drama, dance, or the visual arts. This prize honors the sum of a student's artistic activities at Harvard.

Sara Stern '12 received the Council Prize in Visual Arts. The Council Prize in Visual Arts recognizes outstanding work in the field of visual arts.

Stewart Kramer '12 received the Radcliffe Doris Cohen Levi Prize. The prize recognizes a Harvard college student who combines talent and energy with outstanding enthusiasm for musical theater at Harvard and honors the memory of Doris Cohen Levi, Radcliffe '35.

Danielle Drees '12 and **Elizabeth Mak '12** received the Louise Donovan Award. The award recognizes a Harvard student who has done outstanding work behind the scenes in the arts (e.g., as a producer, accompanist, set designer, or mentor and leader in the undergraduate arts world).

Merritt Moore '12 received the Suzanne Farrell Dance Award. Named for the acclaimed dancer and former prima ballerina of New York City Ballet, the prize recognizes a Harvard undergraduate who has demonstrated outstanding artistry in the field of dance.

Anh Lê '12 received the first Robert E. Levi Prize. This prize has been established to acknowledge a Harvard College senior who has demonstrated outstanding arts management skills over the course of an undergraduate career. The award honors the memory of Robert E. Levi '33, M.B.A '35.

Ryan Halprin '12 received the Jonathan Levy Award. This prize recognizes the most promising undergraduate actor at the College.

Brenda Lin '12 received the Alan Symonds Award. The Alan Symonds Award, which honors Alan Symonds '69-76, recognizes outstanding work in technical theater and commitment to mentoring fellow student technicians.

To read more on the students, visit <http://hvd.gs/108428>.

JUNIOR NAMED TRUMAN SCHOLAR

Katherine Warren '13 has been named a Truman Scholar for the state of Washington. The award, which provides up to \$30,000 for graduate school, is given annually to students from approximately 50 U.S. colleges and universities.

An anthropology concentrator, Warren is a founding director of a Boston young women's mentoring program and of the Akili Initiative, an online student think tank for global health. Her interests in women's rights and health policy have led her to work on gender and disability in Bangladesh, mental health among American Indians, and research on violence against women for the United Nations. In her free time, she loves hiking and violin music.

For more information on the scholars, visit <http://www.truman.gov/meet-our-scholars>.

RAGON STUDY WINS RESEARCH ACHIEVEMENT HONOR

A study by researchers at the Ragon Institute of Massachusetts General Hospital, Massachusetts Institute of Technology, and Harvard is among those chosen to receive Top 10 Clinical Research Achievement Awards from the Clinical Research Foundation. The winning projects are compelling examples of the scientific innovation that results from the nation's investment in clinical research that can benefit human health and welfare.

The Ragon Institute study, published in the Aug. 4, 2011, issue of *Nature*, was the first to find that natural killer cells, part of the body's first-line defense against infection, contribute to the immune response against HIV. Better understanding the mechanisms that allow natural killer cells to recognize HIV-infected cells could lead to ways of manipulating these cells to treat or even prevent HIV infection. Additional information about this study is available at <http://www.massgeneral.org/about/pressrelease.aspx?id=1395>.

COUNTER NAMED LIVING LEGEND

Massachusetts first lady **Diane B. Patrick**, Harvard Professor of Neurology **S. Allen Counter**, and baseball Hall of Famer **Jim Rice** will receive the Museum of African American History's 2012 Living Legends Awards. The award, the museum's highest honor, recognizes the visionary achievements of contemporary heroes who uphold the legacy of 18th- and 19th-century African Americans and other stalwart



S. Allen Counter (pictured) and baseball Hall of Famer Jim Rice received the Museum of African American History's 2012 Living Legends Awards.

patriots who embodied a commitment to freedom, education, and justice for all Americans.

The awards presentation will take place on May 3 in Boston. For more information, visit http://www.maah.org/Living_Legends_2012.htm.

— Compiled by Sarah Sweeney

HARVARD 'HEROES' WILL BE HONORED AGAIN FOR EXTRAORDINARY CONTRIBUTIONS

After a three-year hiatus, the Harvard Heroes Recognition Program — which celebrates Harvard staff members who make extraordinary contributions "above and beyond" — will return in a ceremony June 5. Hosted by President Drew Faust, Harvard Heroes has been expanded to recognize the efforts of high-performing Harvard staff across the University. The ticketed event will take place at 3:30 p.m. in Sanders Theatre with a reception to follow. The 2012 Heroes will be able to invite co-workers, family, and friends as their guests to the event.

— Jennifer Doody

MEMORIAL SERVICE

Memorial for Paul Doty

A memorial service celebrating the life of Paul Doty, founding director *emeritus* of the Belfer Center for Science and International Affairs at Harvard Kennedy School and Mallinckrodt Professor of Biochemistry *Emeritus*, will be held on May 4 at 3 p.m. in the Memorial Church, with a reception immediately following at Loeb House. Visit the memorial website at <http://www.rememberingpauldoty.org>.

COMMENCEMENT INFORMATION

GATES

On Commencement morning the Harvard gates will open at 6:45 a.m. Parents and guests of degree candidates who have tickets to attend the Morning Exercises should plan their arrival accordingly. All guests will be required to show their tickets at the gates in order to enter Tercentenary Theatre. All guests should be seated by 8:30 a.m. for the start of the academic procession, which begins at 8:50 a.m.

Note: A ticket allows admission into Tercentenary Theatre, but does not guarantee a seat. Seats are on a first-come basis and cannot be reserved. The sale of Commencement tickets is prohibited.

ACADEMIC REGALIA

All degree candidates must wear academic regalia (caps and gowns) to the Commencement Morning Exercises. Regalia may be ordered through the Harvard Coop for distribution in May. Degree candidates will receive ordering instructions from their undergraduate House or graduate/professional School.

AFTERNOON EXERCISES

The annual meeting of the Harvard Alumni Association (HAA) convenes in Tercentenary Theatre on Commencement afternoon. All alumni and alumnae, faculty, students, parents, and guests are invited to attend and hear Harvard's president and featured Commencement speaker deliver their addresses.



Crimson baserunner Jack Colton '14 slides into first ahead of the pick-off attempt during the Beanpot Championship game on April 18. The Crimson lost to UMass, 8-7. Laura Ricciardone '14 delivers a pitch on her way to a complete game shutout on April 6 — the Crimson defeated Columbia, 4-0.

ATHLETICS

Hits, misses for softball, baseball teams

It's been an up-and-down season for the women's softball and men's baseball teams, both of which hope to cobble together late-season surges.

By Sarah Sweeney | Harvard Staff Writer

Two back-to-back wins sent the women's softball team soaring at the launch of its season in early March. But then came the losses: three in a row against Michigan State, Miami University, and the University of South Florida. No worries — the girls of spring and defending Ivy League Champions conquered in their next round of games in the Northridge Classic, winning all five of them.

This pattern of a loss followed by unparalleled dominance was prevalent throughout the women's softball season. "An unforgettable moment was our game against Oregon State on March 11. They are a tough Pac-10 team and we went head-to-head with them. We had a 2-0 lead into the sixth inning and they came back to tie the game. Instead of feeling overmatched, our team came roaring back and scored the go-ahead run in the seventh inning to take the lead," said head coach Jenny Allard. "We held them in the bottom of the seventh inning, and we won the game, 3-2. I think that game showed the fight and relentlessness that characterize this team."

The lady Crimson faltered against Lehigh, winning

two and losing two on March 24 and 25, but bounced back days later with double wins against Princeton, Columbia, and Penn, and a quadruple defeat of Yale in doubleheaders on April 14 and 15. They repeated the sweep in four games against Brown on April 20 and 21, and won two of their four games against Dartmouth on April 28 and 29.

The month of April saw senior pitcher and co-captain Rachel Brown earning her fifth Ivy League Pitcher of the Week honor. During the season, Brown allowed one earned run and struck out 25 batters in 21 innings, aiding the Crimson in clinching its third straight Ivy League North Division title. Now the Crimson will participate in the Ivy League Championship series this weekend.

"I am most proud of their poise and perseverance. We've had a target on our back this year, and the team has responded by focusing on their own level of play and support for each other. They are 21 strong," said Allard.

With a season that began March 2, the men's Crimson saw a solitary win — against Stetson — until a March 28 victory against Holy Cross. "The team has

lost a lot of close ballgames, many to nationally ranked teams such as Arizona and the University of Central Florida," said Joe Walsh, the Joseph J. O'Donnell '67 Head Coach for Harvard Baseball.

The Crimson picked up a little steam in early April, with wins against Boston College and Columbia, but faltered in an April 7 doubleheader against Penn. The team split a twinbill against Yale, winning two and losing two. Sophomore pitcher Andrew Ferreira earned the win on April 15 against Yale, striking out three batters and allowing one hit in 2.2 innings of relief.

After nearly sweeping Brown in late April (losing one of four games), the Crimson stumbled against Dartmouth, winning just one of four games. Yet the men's baseball team will still compete for glory in the Ivy League series May 5.

"We feel really good heading into this weekend," said Ferreira. "I wouldn't want to go for it with any other group of guys. We've worked our tails off this year ... and we're ready to go leave it all on the field and try and win ourselves a championship."

Online ► See complete coverage, athletic schedules at: www.gocrimson.com

Calendar

HARVARD.EDU/EVENTS

HIGHLIGHTS FOR MAY 2012

su	m	tu	w	th	f	s
may				3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

The deadline for Calendar submissions is Wednesday by 5 p.m., unless otherwise noted. Calendar events are listed in full online. All events need to be submitted via the online form at news.harvard.edu/gazette/calendar-submission. Email calendar@harvard.edu with questions.

MAY 31

May 5. Franz Joseph Haydn: The Seasons. Sanders Theatre, 8 p.m. Back Bay Chorale. Cost: \$50/\$35/\$25 with \$5 discount for students and senior citizens. Harvard Box Office: 617.496.2222, boxoffice.harvard.edu. ofa.fas.harvard.edu/cal/details.php?ID=42506.

May 9. The Philosophical Breakfast Club and the Invention of the 'Scientist.' Arnold Arboretum, Hunnewell Building, 125 Arborway, 7 p.m. Laura Snyder, associate professor of philosophy, St. John's University. \$15; free to Arnold Arboretum members & HU students. 617.384.5277, pam_thompson@harvard.edu, my.arboretum.harvard.edu/Info.aspx?DayPlanner=1073&DayPlannerDate=5/9/2012.

May 17. Mercury, Venus, and the Dance of the Planets. Harvard-Smithsonian Center for Astrophysics, Phillips Auditorium, 60 Garden St., 7:30 p.m. Owen Gingerich, Harvard University. Free. 617.495.7461, cfa.harvard.edu/events/mon.html.

May 22. "I Come Before You as a Psychologist of Religion": William James and the Germ of a Cross-Cultural, Comparative Science of Religions in the Gifford Lectures at Edinburgh, 1902. Swedenborg Chapel, corner of Quincy at Kirk-

land, 7:30 p.m. Eugene Taylor, lecturer on psychiatry, Harvard Medical School. Wilfred Gould Rice Lecture on Psychology and Religion, in honor of returning alums. Free. 617.899.8769.

May 23. Opening Lecture and Reception: Jasper Johns/In Press: The Crosshatch Works and the Logic of Print. Sackler Museum, 485 Broadway, 5 p.m. Reception and open galleries from 5 to 8 p.m. Jennifer L. Roberts, exhibition curator and professor of history of art and architecture at Harvard University, will present the lecture "The Printery Art of Jasper Johns" at 6 p.m. Free. harvardartmuseums.org/calendar/detail.dot?id=44591.

May 31. The Grand Diversity of Fishes: Form, Function, and Evolution. Harvard Museum of Natural History, 24 Oxford St., 6 p.m. George V. Lauder, professor of biology and curator of ichthyology in Harvard's Museum of Comparative Zoology. Free and open to the public. Talk in celebration of the re-opening of the museum's Fishes gallery on June 2. hmn.harvard.edu/lectures_and_special_events/index.php.

Jasper Johns, "The Dutch Wives," 1975, encaustic and collage on canvas (two panels mounted together)

Courtesy of Harvard Museum of Natural History

Art © Jasper Johns/Licensed by VAGA, New York, NY; photo by Harvard Art Museums



Four days a week, six to 10 Lowell House residents ascend five flights of stairs to the Tower Room, where they practice yoga for an hour, at the direction of House member Shaomin Chew '13.

The atmosphere is hushed and relaxed, as participants make space for their mats on a hardwood floor splashed by rays of late afternoon sun. Upon entering the room, students are greeted softly by Chew, who became a certified yoga instructor after her freshman year.

“Yoga is an incredible de-stressor,” Chew said. “It helps me stay calm and focused, so I can be more productive at school. The physical exercise is a big deal, and I like that I have a small community. We get to know each other, and have a connection. I took a semester off and taught yoga in NYC during my sophomore year, but it was very different there. I much prefer the personal interaction I have in these classes.”

“A lot of my students run and do yoga, and they tell me the combination is really helpful. Doing yoga an hour a day refreshes you.”

Isabelle Glimcher '13 said, “It’s a chance to slow down and reflect, to get away from your books. It’s so convenient, being in the House, and it fits so easily into your schedule. And the fact it’s in the House means I know the people involved. It’s a point of commonality, and you get to know people in a different way.”

Photos and text by Jon Chase | Harvard Staff Photographer

Online ► View photo gallery: hvd.gs/109186



A look inside: Lowell House

A change of pace, through yoga

