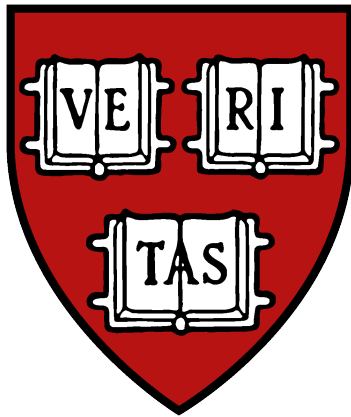


FACULTY OF ARTS AND SCIENCES

DEAN'S ANNUAL REPORT



FISCAL YEAR 2010

HARVARD UNIVERSITY

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Dear colleagues and friends,

It is my pleasure to share with you the Dean's Annual Report. This document summarizes the activities of the various units of the Faculty of Arts and Sciences and provides an overview of the financial results for fiscal year 2010 (July 2009 through June 2010). A financial management report for fiscal year 2010 accompanies this report.

This was a year in the middle. To understand the full significance of all that was achieved, fiscal year 2010 (FY2010) must be taken as part of a triptych – the second of three scenes. Each represents a stage of our movement through the abrupt, reorienting consequences of the global financial crisis that began in the fall of 2008, pushing us toward a new way of operating, what I have often called “sustainable excellence.”

In FY2009, the FAS arrested an aggressive growth trajectory established in times of plenty. Through our community's wisdom, inventiveness, and sacrifice, we quickly reduced expenses by more than \$100 million, and marshaled our diminished resources to support our core mission. In FY2010, the FAS engaged in the harder work of making structural changes based on well-informed, long-term priorities. A critical part of this effort was to put in place policies and procedures that enable coordinated, long-term planning and efficiency, and to make available the kind of data this activity requires.

These two years are the prelude to the final panel of the triptych, FY2011, projected to be the most financially difficult year by far of the three. As Dean for Administration and Finance Leslie Kirwan describes in the financial section of this report, through hard work and careful planning across the FAS in fiscal years 2009 and 2010, the specter of FY2011, which not so long ago we projected to be a crushing \$220 million deficit, has been reduced to \$35 million -- a challenge we can address in the short term through the use of our limited reserves, and that we will solve over the coming two years through continued hard work.

These changes were informed by the work of many, and there are a number of individuals whose service deserves special recognition. I am deeply grateful to those who served as members of the Priorities Working Groups in the College, the academic divisions, and the School of Engineering and Applied Sciences, who provided the intellectual principles and academic priorities to guide this work at the unit level. Through their efforts, and those of the Faculty Council, the Academic Planning Group, and the broader Harvard community, we made significant changes that have allowed us to maintain the unequalled excellence of our programs even as we continue to address our financial challenges.

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I would like to acknowledge the selfless dedication and strong leadership of Diana Sorensen, the James F. Rothenberg Professor of Romance Languages and Literatures, Professor of Comparative Literature and Dean of the Arts and Humanities, who will be enjoying a well-earned year of sabbatical in the coming year. Ingrid Monson, the Quincy Jones Professor of African American Music, has agreed to serve as Interim Dean, and I look forward to working with her in her efforts to advance the goals of the Arts and Humanities faculty.

I would also like to recognize the service of Stephen Kosslyn, the John Lindsley Professor of Psychology in Memory of William James, as he ends his tenure as Dean of Social Science and leaves Harvard for Stanford where he will direct the Center for Advanced Studies in Behavioral Sciences. His efforts, some of which are chronicled in this report, have strengthened the Social Science division while effectively confronting the challenges of significantly constrained resources. I am grateful for his leadership and wish him success in the next stage of his career.

The recipients of the first annual Dean's Distinction, celebrated this June, provided inspiring examples of the innovative ideas and collaborative spirit of our dedicated staff, which, while always valuable, were especially important for making the changes this year required.

We as a faculty are enduringly grateful for the support of our loyal alumni/ae and friends who this year responded to our call for flexible, immediate-use support for core priorities and, through their unwavering commitment, exceeded our goal. This support has been critical at a time when flexible dollars are at a premium. In particular, I want to express my deep appreciation for the hard work, dedication and generosity of the chairs and many volunteers of the Harvard College Fund, Parents Fund and Graduate School Fund.

And, of course, we are grateful for the seemingly limitless energy and ideas of our extraordinary students who are, of course, why we are all joined here as members of this community.

The financial backdrop makes even more exciting the many programmatic accomplishments outlined in this report. From the success of the new Program in General Education, to the record number of applications, both graduate and undergraduate, it is clear that the Faculty of Arts and Sciences is strong. We continue to capitalize on our unique human, intellectual, and physical resources to discover, to create, and to attract the best and brightest faculty and students in the world. The sections of this report provide a detailed discussion of these achievements, but I would like to take a moment to look to the year ahead and set out a number of high-level priorities.

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Looking forward, I am excited to “change the channel” on the conversation on campus, as I am sure others do. For the past two years, our decisions, though well grounded in intellectual priorities, often felt forced by the pressures of our financial circumstances. Though there remain challenges ahead, the accomplishments of the past two years will allow us now to shift our attention more fully to our mission of teaching and research, setting intellectual priorities and charting actions in a manner that is informed by, but not dictated by, our financial resources. This is the path of sustainable excellence, the path that will allow us to pursue robustly our shared aspirations.

Our conversation could not be more timely, as the University prepares to launch a capital campaign. We will talk as a faculty about our shared goals for such an effort throughout the coming year. For now, there are two specific aspirations that I would like to highlight.

The first builds on our collective efforts in support of teaching and learning. Since the release of the Compact on Teaching and Learning in 2007, the faculty has made quiet but consistent progress on the goals set out by the authors, the Task Force on Teaching and Career Development. They are,

- To foster stronger collegial engagement and responsibility for effective teaching and learning;
- To support pedagogical creativity and remove impediments to experimentation;
- To regularly account for and assess all important aspects of teaching, advising, and efforts at pedagogical improvement;
- To reward good teaching and contributions to pedagogical improvement at all career levels; and
- To make the enhanced FAS commitment to excellent teaching and enrichment of student learning visible within and beyond Harvard.

In the coming year, I would like to document that impressive progress for our community in the form of an update on the Compact, and to engage the faculty in a new “compact” of sorts; an effort to solidify Harvard’s position as the recognized leader in innovative pedagogy. I will host, along with the members of the Academic Planning Group, a number of discussions with various faculty groups throughout the fall, to learn from your experiences and hear your goals and aspirations. In the spring, these discussions will form the basis of a shared set of goals that will shape our programs and priorities in the years to come.

The other focused priority for the coming year is to push forward our work on House Renewal. The residential house system is a cornerstone of the undergraduate experience at Harvard. Houses at Harvard are far more than just buildings. As President Faust has stated, “they are the locus where teaching, learning, advising and vibrant community all intersect.” Renewal of the undergraduate houses is a top

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priority for the University. It offers a unique opportunity to re-imagine this revered Harvard institution for the 21st century. Renewing the House experience is part of our core mission: making a Harvard education second to none.

In 2007, Evelyn M. Hammonds, Dean of Harvard College, and I, with the strong support and involvement of Harvard University President Drew Faust, launched a strategic planning process for Undergraduate House Renewal. It involved three years of investigation and analysis to understand programmatic needs and building conditions, develop options, and recommend a comprehensive plan for renewal.

To that end, we established the House Program Planning Committee (HPPC) to engage members of the faculty, students and senior staff at the outset of the planning process. The HPPC undertook a year-long effort to “examine the mission and purpose of House life [and] propose guidelines and principles for architectural space planning.” The HPPC’s subsequent recommendations have helped to provide a solid foundation for renewal planning.

The dramatic change in financial circumstances since planning for Undergraduate House Renewal began in 2007 has constrained what can be done in the short and intermediate term, and gives simply waiting for “better times” an unavoidable appeal. However, given the centrality of the Houses to undergraduate education at Harvard, as well as their age and condition, waiting is not an acceptable option. The strategic plan thus proposes prioritization, testing of designs, and phasing of the work, matching of scope to available resources.

The coming academic year will allow us to build on this careful planning, and begin to develop system-wide designs for our renewed Houses. Though actual construction is still some years away, the timing of which depends upon availability of funding, this year will be an important opportunity to share our vision with the Harvard community, both on campus and our alumni around the world.

These are just two of our significant goals; they are not our only FAS aspirations. I look forward to our conversations this year through which we will frame our entire set of campaign goals. Our discussions will result in a campaign statement, to be submitted to the President early in the spring term, that articulates to our alumni and the world the essential and unique nature of our institution and its mission.

I am honored to continue to serve you and President Faust, and look forward to all the advances sure to come in the new academic year.

Sincerely yours,

Michael D. Smith

Dean of the Faculty of Arts and Sciences

General Education

Starting in September of 2009, the [Program in General Education](#) requirements took effect at Harvard College, replacing the Core Curriculum which was in place for more than three decades.

The new program, commonly called Gen Ed, provides a set of liberal arts courses that must be taken in order to graduate. The Class of 2013 was the first to be embraced by the new program, although other undergraduates may elect to follow the requirements.

As Dean Evelyn Hammonds has remarked, Gen Ed is a curriculum about connecting. These new courses bridge the inward intensity of mastering a concentration with the ideas, traditions, and values that will add perspective, ethical grounding, and a sense of civic engagement in life after Harvard.

Gen Ed courses are quintessential Harvard experiences that draw on the varied resources of the campus and on the innovation and creativity of the faculty.

They are stretching boundaries in the classroom, including enriching forays into intensive research experiences, multimedia projects, collaborative assignments, art-making, and other hands-on learning activities.

This collective investment in a new curriculum has had a ripple effect. It has produced new courses, new practices, new connections, and a new experimental spirit that spills over the confines of the Program in General Education. It is indicative of the fundamental character of Harvard's approach to undergraduate education – engaged liberal arts that form leaders who, regardless of their path, use knowledge to serve the world.

Below the “lifecycle” of a fictional Gen Ed course is traced, highlighting the program's innovative approach to course development and providing opportunities for reflection on achievements around the FAS over the past year.

Although it was clear from the annual academic planning discussions that her department was eager to mount a new course for the Program in General Education, it was still a surprise to get the call recruiting her to teach a Graduate Seminar in General Education

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These seminars are one springboard from which full-blown Gen Ed courses are launched. With consideration for tenure now behind her, Professor Fasge was excited to devote some time to creating a brand new course. This seemed the perfect opportunity. She called a colleague at the Harvard Kennedy School, a University Professor with whom she had edited a book last year, and pitched an idea for the course they might co-teach. Together they submitted a formal proposal, which was accepted, and a graduate seminar was added for the fall semester.

The seminar allowed her to bring together graduate students to dig deep into a topic, but that is where the similarities to other courses she had taught ended. Because the focus was course design and development, she was wearing two hats, area expert and teacher. The discussions pushed her to articulate her own approach to pedagogy and to debate that approach with her students. The discussion was supplemented with access to the academic version of a kid's sandbox, the Instructional Support Services Team. The ISST, which consists of representatives from a range of offices, helped them think about pedagogy and writing, and how they could use technology, the libraries, and museum collections in the course. The resulting course proposal was created to support the aims of a category of the General Education program, and to take advantage of the resources of Harvard. The Standing Committee on General Education agreed, and they were off to the races to make their course trailer and get the course up and running.

Seeing what was possible was exciting, but acting on those possibilities would take an investment, not just of time but also of money. The Gen Ed program had access to funds for course development that allowed Professor Fasge to build some of the tools that would make the course really work. Although lectures would be an important part of the course, she and her co-instructor wanted to engage students in hands-on learning, and have them interact with special guests and ask their own questions. This would give them a head start on their final projects.

The course debuted as a popular shopping week destination, and enrollments were strong. As the instructors had hoped, the final projects were quite innovative, and they decided to share them in a public exhibition with a panel discussion. As an added bonus, the Gen Ed course, which she continues to co-teach, gave rise to a new and popular departmental course that built on the investment made by the Gen Ed program. Her graduate students from her GSGE became the first set of Teaching Fellows. One even returned as a postdoctoral fellow and helped to cover other essential curricular needs in the department.

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January in the FAS

The adoption of a common University calendar has created a period between fall and spring semesters—December 22, 2009 through January 23, 2010 in the academic year 2009-2010—that offers many students a time to rest and recharge. For some undergraduates, it is a time to [pursue activities away from campus](#), and for some graduate and extension school students, a time to enroll in intensive workshops on campus focused on intellectual and professional development. Looking forward, the Faculty of Arts and Sciences sees this time period as an opportunity to test creative ideas in teaching and learning that will ultimately enhance the overall student experience.

For Undergraduates

A survey of students by Harvard College reflected overwhelming satisfaction with their January experiences during Winter Break 2010. Both the comparatively small group of students who remained in residence for a portion or all of the Winter Break period and the much larger group of students who left Cambridge reported that they enjoyed the break as it was offered in 2009-2010.

Some units of the Faculty of Arts and Sciences took advantage of this period to enhance the opportunities for memorable international experiences for our students. For example, twelve Harvard undergraduate and graduate students and sixteen Brazilian students participated in the *Energy, Water and the Environment Collaborative Field Course* in Brazil from January 7 to 21, 2010. The course was comprised of interactive, discussion-based lectures and a rich set of technical field site visits. This field study experience was a joint initiative of [Harvard's School of Engineering and Applied Sciences \(SEAS\)](#), the [Escola Politécnica of the Universidade de São Paulo \(USP\)](#), and the [David Rockefeller Center for Latin America Studies' \(DRCLAS\) Brazil Studies Program](#).

Following a successful 2010 Winter Break, and informed by the survey data from students, faculty and staff, Harvard College has announced its plans for Winter Break 2011. Harvard College will be closed to students from December 22, 2010 to January 15, 2011^[1] and will open eight days prior to the start of spring semester classes. Between January 16 and January 23, 2011, student-initiated and College-led programming will be offered in a new period termed Optional Winter Activities Week. These programs will be advertised through a [new online portal](#) to encourage broad dissemination and participation in these activities.

While the majority of the programming available during the week of January 16th – 23rd will be student-initiated, the College will also make efforts to expand programming for students both on and off campus before January 16th. For

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instance, House Masters will facilitate more social gatherings in the Houses for the limited number of students required to remain on campus. Harvard College students will also be able to participate in “[January Experiences](#)” offered by alumni/ae around the world through a partnership with the Harvard Alumni Association. These “January Experiences” will include extended internships, job shadowing, and public service opportunities.

For Graduate Students

Taking advantage of the fact that GSAS students typically stay close to Cambridge and Longwood for most of January, the Graduate School initiated a series of intellectual and professional development opportunities for graduate students, a program known as [January@GSAS](#).

GSAS and affiliating units — ranging broadly across Harvard’s resource centers, and including the School of Engineering and Applied Sciences, the Graduate Student Council, the Office of Career Services, and the Harvard College Library — presented approximately 65 programs or events during the month of January that were specifically targeted at graduate students. Attendance at those events ran the gamut from 2 to 400; most offerings drew a comfortably intimate crowd of 10–15, though a good number drew into the higher double digits. From an innovative session on geographic analysis to a workshop addressing “the imposter syndrome” to a seminar on quantitative methods to a chamber music concert at Dudley House, the programs were an occasion for fellowship, skill-building, and career planning.

Among the offerings were mini-courses sponsored by the Graduate Student Council (GSC) and taught by graduate students themselves. A member of the GSAS Alumni Council offered a gift to support students who would develop short courses for fellow graduate students about their broad areas of research. The seven courses selected for this inaugural effort were fittingly varied, including *The ABCs of Stem Cells*; *American Jewishness*; *Vistas in Mathematics*; *Cloth, Culture, and Cognition*; and *Why Resurrection? An Introduction to Belief in the Afterlife*. Presenting aspects of one’s research to non-experts is a skill of considerable value to graduate students, and therefore these courses will be continued next year.

SEAS also hosted a range of [workshops](#) and training sessions for graduate students, and some for the broader community, on topics such as CAD design, communicating science (through talks, research proposals and grant applications), electron microscopy, Matlab, machine shop, and Teaching Fellow training.

Overall, based on a survey of participants and feedback from instructors, January@GSAS was very well received, and GSAS plans to expand its offerings for January 2011. The programming will begin a week later, following evidence from

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the inaugural year that many students are away from campus during the first week after break.

For Extension School Students

University calendar reform presented an opportunity for the Harvard Extension School to offer intensive courses during January. Fifteen courses were offered including *Imaging in Biology*, *The Bible as Literature*, and *Strategic Management*.

[1] Similar to Winter Break 2010, students with a recognized and pre-approved need to be on campus—including varsity athletes, international students, thesis writers, students conducting lab-based research and a limited number of other categories of students—will be permitted to remain in College housing while the College is closed.

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Harvard College

Dean Evelyn Hammonds

Barbara Gutmann Rosenkrantz Professor of the History of Science, and Professor of African and African American Studies
Academic Year 2009-2010

Admissions and Financial Aid

For the first time in Harvard's history, over 30,000 students applied to Harvard College, leading to an admission rate of 6.9 percent for the Class of 2014. Letters of admission were sent on April 1 to 2,110 of the 30,489 applicants. Over 60 percent of the admitted students will receive need-based scholarships averaging \$40,000, benefitting from a record \$158 million in financial aid. Families with students on scholarship are expected to contribute an average of \$11,500 annually toward the cost of a Harvard education.

Applications to Harvard have doubled since 1994. About half of this increase has occurred over the last five years as the University implemented a series of financial aid initiatives to ensure that a Harvard education remains accessible and affordable to the best students regardless of economic background.

In December 2007, Harvard announced a sweeping change in financial aid for middle and upper-middle income families. Families with incomes up to \$180,000 a year and typical assets are now asked to contribute from zero to 10 percent of their income. Home equity is removed from financial aid calculations and loans have been eliminated for all students. For the first time, over 25 percent of admitted students are eligible for the original Harvard Financial Aid Initiative introduced in 2004, which asks for no parental contribution from those with annual incomes under \$60,000 and reduces contributions from families with incomes of \$60,000 to \$80,000. This year's new level – 25.5 percent – represents a modest increase compared to last year, and 33 percent above the benchmark level at the start of the program in 2004.

Undergraduate Education

The new Program in General Education, or "Gen Ed," officially launched in the fall of 2009, making the entering Class of 2013 the first to matriculate under the new requirements. The new curriculum includes offerings in eight categories: aesthetic and interpretive understanding, culture and belief, empirical and mathematical reasoning, ethical reasoning, the science of living systems, the science of the physical universe, societies of the world, and the United States in the world.

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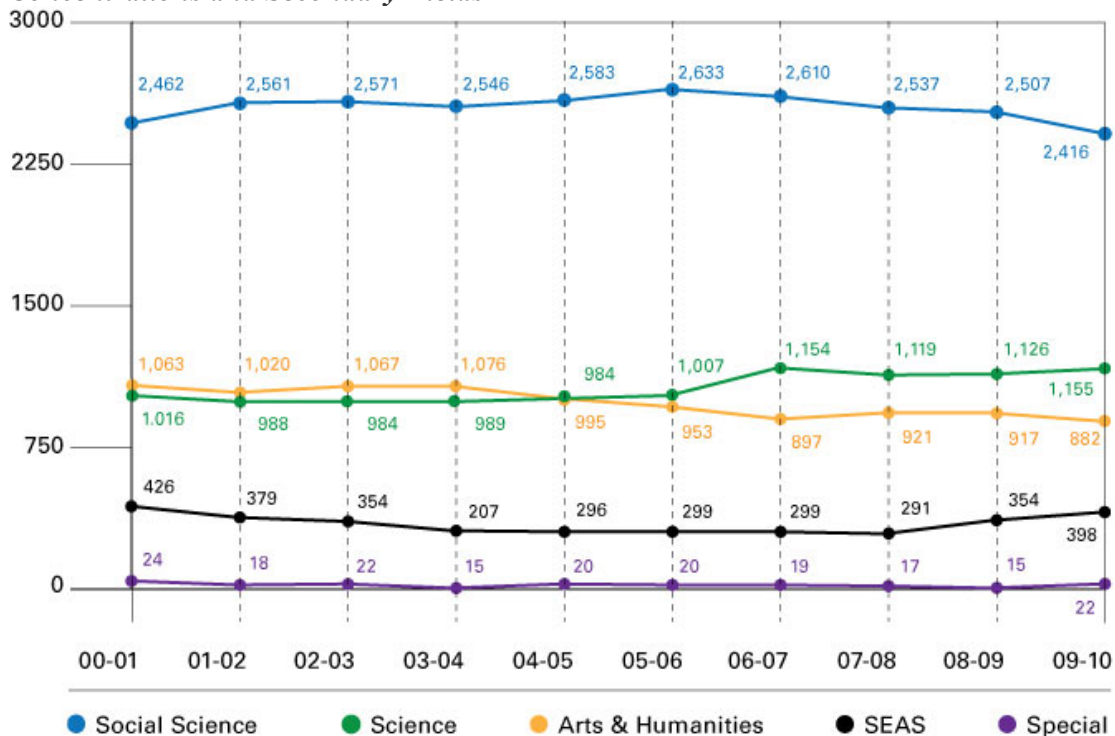
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With more than 300 approved courses, the program provides students with a wide range of possibilities for fulfilling their Gen Ed requirements. The Gen Ed curriculum prizes pedagogical experimentation and the program is now home to some of the most interesting and innovative courses in the undergraduate curriculum. Faculty have embraced the opportunity to integrate media and technology in the classroom and in assignments, to team teach across divisional lines, to create new and exciting hands-on learning opportunities, and to experiment with interactive lectures and unconventional sections. The Gen Ed program introduced the practice of providing course trailers, short videos that allow students to preview the course, a practice that has now spread beyond the confines of Gen Ed. The **course trailers** provide a sampling of some of the innovative approaches taken by faculty teaching in the program.

To help foster course development for this new program, the Graduate School of Arts and Sciences, under the leadership of Dean Allan Brandt, launched a new set of Graduate Seminars in General Education (GSGE) in 2008-09. GSGEs engage graduate students with faculty in the intellectual and pedagogical challenges of developing undergraduate courses, discussing issues of syllabus and assignment design along with the methodological and scholarly content of the field. By 2010-11, some thirty GSGEs will have been offered; more than a third have already produced new Gen Ed courses.

Concentrations and Secondary Fields



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Figure 1. Number of concentrators in each division over time

Figure 1 tracks the numbers of undergraduate concentrators by division over the past ten years. Numbers for 2009-10 confirm the trends seen in recent years, with a continued slight decrease in students choosing social science concentrations and small increase in the sciences. Not shown in Figure 1, but of note nonetheless, is the number of students choosing to pursue secondary fields. Since the introduction of secondary fields in 2006 the number of students pursuing this option has risen to just under 40% of the graduating class. In June 2009, 532 seniors graduated with a secondary field; in May 2010, 606 seniors pursued this option.

Advising

Two of the main programs of the Advising Program Office – freshmen and sophomore advising – continue to draw very positive reviews from students. Similarly, the fourth annual Advising Fortnight was very well received, facilitating more than 3,000 conversations between freshmen and representatives of all undergraduate concentrations. More than 60 events were offered during the two weeks, such as panel discussions describing differences among concentrations, which helped students distinguish between subject areas and provided forums for questions.

In August 2010, Adela Penagos, an assistant dean at the University of Notre Dame, was named the new director of the Advising Programs Office. Penagos began her tenure on September 1. Her experience working with a diverse student body—including her previous role as coordinator of multicultural student programs and services at Notre Dame—will be a strong asset to the APO.

Freshmen Dean's Office

The Freshmen Dean's Office (FDO) completed a very successful revision of its pre-orientation and opening days programs in response to the calendar change. The first ever **freshmen convocation** replaced the standard opening exercises with a formal ceremony meant to mirror the pomp and circumstance of Commencement. In addition to a welcome from Harvard's president and Lincoln Professor of History, Drew Faust, the ceremony included remarks from Evelyn M. Hammonds, Barbara Gutmann Rosenkrantz Professor of the History of Science and of African and African American Studies and dean of Harvard College; and Michael D. Smith, John H. Finley Jr. Professor of Engineering and Applied Sciences and dean of the Faculty of Arts and Sciences. The event included music from the Kuumba Singers, the Harvard Glee Club, the Radcliffe Choral Society and the Harvard-Radcliffe Collegium Musicum, as well as an invocation by the Rev. Peter J. Gomes, the Plummer Professor of Christian Morals and Pusey Minister in the Memorial Church. The freshmen were also serenaded by the Harvard Band, which performed "Fanfare

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for the Class of 2013,” an original composition written for the event by band member Hannah Horowitz ’11.

The FDO’s “Get Involved” program, a new event held over Labor Day weekend, was hosted by many of the 400 student organizations on campus and featured introductory meetings and many late-night activities for incoming freshmen.

Administration

Appointment of Dean for Administration

On February 10, 2010, D. E. Lorraine Sterritt was appointed Harvard College dean for administration. She succeeds Georgene B. Herschbach, who retired from role after nearly three decades of service to Harvard. Sterritt returned to Harvard after having served, from 1996–2000, as an assistant dean of freshmen and associate dean of freshmen for academic affairs in the Freshman Dean’s Office, and as lecturer in the Romance Languages and Literatures Department.

As Harvard College dean for administration, Sterritt leads the College’s administrative functions and is a key member of College Dean Evelyn Hammonds’ senior leadership team. Working closely with the FAS Dean for Administration and Finance Leslie Kirwan and other administrative deans in the FAS, Sterritt has the responsibility for financial and business planning, strategic management, and service coordination in support of the undergraduate experience. She collaborates with senior administrators, faculty, and operational managers within the College and across the University to promote the successful integration of academic, residential, and extracurricular life in the College.

Office Integrations

In July of 2009, Harvard College created a new Office of Student Life through the merger of the former Office of Student Activities and the Office of Residential Life. Suzy Nelson, previously the Dean of Residential Life, was appointed as the new Dean of Student Life. This reorganization follows the retirement of Judith Kidd, Associate Dean of Student Life and Activities, who had served in a number of roles at Harvard College since 1996. During the year, the new Office of Student Life oversaw the creation of a parents website, launched two committees to examine the staffing and financing models of the Houses, and implemented a new house information management system to administer housing assignments, adviser matching, term billing, and communications.

Harvard College also reintegrated the Office of International Programs, the Office of Career Services, and the Office of Undergraduate Research Initiatives. The Office of Careers, Research, and International Opportunities, under the direction of Robin Mount, will pursue a more holistic approach to organizing opportunities in international study, public service, and research.

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House Masters

In February of 2010, **James L. Cavallaro**, clinical professor of law at **Harvard Law School** (HLS) and executive director of the HLS **Human Rights Program**, and his wife, Nadejda Marques, were appointed interim master and co-master of **Harvard College's Currier House** for the 2010-11 academic year. In March, Dean Hammonds **appointed** new House Masters for Eliot, Cabot and Mather Houses. **Rakesh Khurana**, the Marvin Bower Professor of Leadership Development at the Harvard Business School, and his wife, Stephanie, became master and co-master of **Cabot House**. **Douglas Melton**, the Thomas Dudley Cabot Professor of the Natural Sciences and a co-director of the **Harvard Stem Cell Institute**, and Gail O'Keefe assumed those roles at **Eliot House**, while **Christie McDonald**, the Smith Professor of French Language and Literature and professor of comparative literature in the Department of Romance Languages and Literatures, and Michael David Rosengarten will oversee **Mather House**.

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Graduate School of Arts and Sciences (GSAS)

Dean Allan Brandt

Amalie Moses Kass Professor of the History of Medicine, Harvard Medical School
Professor of the History of Science, Faculty of Arts and Sciences
Academic Year 2009-2010

Admissions

The Graduate School's admissions efforts in 2009–10 were characterized by prudent economizing, productive collaboration with departments, and strong results.

In anticipation of severe fiscal constraints, the Graduate School moved to reduce the size of its incoming class in September 2009. Offers of admission were made to 1,105 applicants, 9.75 percent of the applicant pool, representing a decrease in offers of 13 percent from the previous year. In total, the entering class for 2009–10 was made up of 580 PhD and 85 AM candidates, with a combined yield of 60 percent.

Careful preparation and strong support from departments made the 2010 admissions cycle one of the most successful in decades. To meet admissions targets in a highly competitive academic environment requires excellent recruitment processes that fully engage admitted students. This year, the Graduate School discussed admission procedures with each program to assure that programs employed known best practices. GSAS developed and disseminated a new on-line evaluation tool for admissions committees that encouraged thorough assessment of applications.

The results were striking. GSAS had the largest number of applicants in its history (nearly 12,000) and the highest yield across the GSAS since the 1950s (when the GI Bill boosted graduate study at Harvard and elsewhere). In the humanities and social science departments, yields averaged over 75 percent; in the natural sciences (including the School of Engineering and Applied Sciences) yield was 60 percent. The entering PhD cohort in September 2010 will be approximately 610; compared to 580 the previous September.

The incoming class counts a record number of students who have won National Science Foundation Awards and other external fellowships. As a result, GSAS was able to admit and recruit a larger cohort of students without the need to draw on additional unrestricted funds. In the fall of 2009, 21 new students came with NSF awards; in the fall of 2010, 48 new students with these awards will be welcomed. As of September 2010, GSAS will have 138 new and continuing students with NSF awards, doubling the number present a year earlier. Certainly this reflects new funds that became available through the federal stimulus program, but it also reflects the continuing capacity of GSAS to draw the strongest students to its programs.

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Graduate Seminars in General Education

The Graduate Seminars in General Education, an initiative announced by Dean Allan Brandt in spring 2008, give faculty and graduate students the opportunity to undertake the planning and development of courses for the new undergraduate General Education curriculum. The first of the courses developed in Graduate Seminars were offered to undergraduates in September 2009.

The Seminars give graduate students a substantive role in course design and implementation, offering them a chance to sharpen important intellectual and pedagogic skills as they work closely with faculty. They have quickly become institutionalized as a key mechanism for developing and introducing new and innovative courses into the Gen Ed curriculum. By the end of 2010-2011, some thirty Graduate Seminars will have been offered; more than a third have produced formal proposals or new Gen Ed courses.

Graduate students who have taken these seminars — who later are the first to be considered for teaching fellowships in the resulting Gen Ed class — have benefitted from observing and participating in the creative work of conceptualizing new courses. The experience goes beyond that offered in typical teaching roles; students research and read deeply, think extensively about materials and assignments, and conceive of methods to translate sophisticated scholarship into an engaging undergraduate syllabus.

The coming academic year will mark the last year of the funding for this program, and efforts are underway to identify a new source of at least partial funding for this highly productive program.

Training for International Teaching Fellows

GSAS helped support the launch of an innovative and well-received training course for international teaching fellows created by the Derek Bok Center for Teaching and Learning. The course, called *Oral Communication Skills for International TFs*, is designed to address the disciplinary communication needs of graduate students and future TFs who are not native speakers of English. It aims to help students develop the communication skills they need in order to succeed in their Harvard programs and in the American classroom. The course focuses on improving impromptu speaking skills, effective delivery of short talks, answering questions effectively, and engaging in small talk. It also offers the chance to practice general pedagogical strategies for teaching undergraduates.

The class meets twice a week for 12 weeks. Each participant will also have a half-hour individual meeting with the instructor each week in order to receive focused and specific feedback and coaching on how to improve. And each participant will

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meet once a week with an undergraduate course assistant to focus on communication skills relevant to his or her own improvement.

With continuing support from GSAS, the Bok Center will offer the course again in AY2010–2011. Since there have been long waiting lists, GSAS and the Bok Center will explore ways to expand the reach of this training to accommodate more students.

Alumni Activities

International health leader Paul Farmer outlined his vision of how research universities can serve the needs of global health and development in a timely, topical address at the Graduate School's annual Alumni Day festivities, held this year on April 10, 2010. Farmer, PhD '90, anthropology, MD '90, is the Maude and Lillian Presley Professor of Social Medicine in the Department of Global Health and Social Medicine at Harvard Medical School and a founding director of Partners in Health, the renowned global health care organization.

Also on Alumni Day, after lunch at Dudley House, alumni headed to the Science Center, where they sampled an interdisciplinary menu of faculty symposia — on photography and art history, the rise of multiracialism in the United States, the genetics of aging, the role of cooking in human evolution, challenges of the Internet age, and the art of making films about science.

On Friday, April 9, graduate alumni of Harvard's East Asia programs came together for a truly global reunion that featured a series of discussions on Asian governance, culture, food, medicine, arts, and technology.

On January 20, GSAS alumni gathered in London with Dean Brandt and other Graduate School officials to inaugurate the Global GSAS series. In partnership with the Harvard Club of the United Kingdom, the Graduate School Alumni Association brought in Harvard economist Benjamin Friedman, AB '66, PhD '71, for an evening presentation in the City on the financial crisis and the moral threats arising in its aftermath. Earlier in the day, alumni and graduate students working in London met for lunch at the Oxford and Cambridge Club with Quentin Davies, the United Kingdom's Minister for Defence Equipment and Support, an M.P. for Grantham and Stamford, and a former Frank Knox Fellow at Harvard.

Interdisciplinary Graduate Consortia

In spring 2008, Dean Brandt launched the Harvard Interdisciplinary Graduate Consortia to encourage collaboration not only between adjacent disciplines, but across the University. Graduate Consortia are intended to draw together faculty from

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a range of FAS departments, as well as from other Schools, to offer proseminars, courses, lectures, and conferences in important interdisciplinary topics.

During 2009-10, the two consortia now in existence solidified their outreach. The Graduate Consortium in Microbial Sciences, offered by the University's Microbial Sciences Initiative, explores an expanding biological field that has attracted intense interdisciplinary interest. And a vibrant community of participants has assembled around the Graduate Consortium on Energy and the Environment, offered in coordination with the Harvard University Center for the Environment. Doctoral students from across the University have affiliated with the consortium, bringing their distinct backgrounds to bear in the study of the broad, interconnected issues of energy and the environment.

Particularly encouraging progress was made this year in developing a consortium in the area of Human Rights that will bring graduate students together across the University.

Initiatives

Financial Support

Despite the economic crisis, stipends rose modestly in 2009–10. In the social sciences and humanities, the typical fellowship package included payment of tuition and required medical and insurance fees as well as a 12-month stipend of \$26,796. In the sciences stipends varied by department, ordinarily between \$28,440 and \$29,700 for 12 months.

In December of 2009, the FAS announced a three percent increase in graduate student stipends. This decision was made in recognition of the very high quality of our graduate students and their role in attracting and retaining Harvard's world-class faculty, and of their contributions as teaching fellows, which are essential to the strength of Harvard's undergraduate programs.

Dudley House

Dudley House, the Graduate Student Center, played host to many of the most significant events on the student and alumni calendars this year. In addition to hosting a monthly grab bag of student-run social, intellectual, and recreational opportunities, the House hosted the GSAS Alumni Association Council in November, the Alumni Day luncheon in April, and the Everett Mendelsohn Excellence in Mentoring Awards, also in April, to name a few.

Dudley House is also home to a series of professional development events for graduate students, from workshops on applying for Fulbrights to sessions on networking etiquette and career options. And Dudley was central to the Graduate School's January @ GSAS programming efforts.

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Outreach to Directors of Graduate Study

Since the beginning of his tenure in 2008, Dean Brandt has made it a high priority to engage the Directors of Graduate Studies (DGS) as a community. They have met regularly as a group and in smaller interest groups, organized by fields and divisions. In addition, over the last two years GSAS has held a fall retreat that takes up substantive student issues, including student progress, employment strategies, and mentoring/advising, among others. As a result the DGSs have come to know the GSAS administration and, more importantly, one another.

Emphasis on Mentoring and Advising

As a result of the new community around graduate education in the departments, broad discussions have taken place among the DGSs about a range of issues, including the culminating activities for the PhD degree. Those discussions have revealed that some form of defense was a highly beneficial process, not only for the student, but also for the departmental intellectual community. This year, Classics, History, English, and East Asian Languages and Cultures all voted to institute PhD defenses. Other departments, like Mathematics, have reviewed and revised their defense processes. Obviously, it is best for departments to establish practices that fit well with their particular disciplines and cultures, but it is gratifying that more departments are rightly seeing the defense as the last chance for committee members and other faculty to make valuable suggestions about work done under their auspices.

Dean Brandt has also spoken frequently about the critical importance of advising. The Graduate School undertook pilot efforts to standardize the advising process this year, and those efforts will continue. And GSAS has an active partner in the Graduate Student Council, which annually bestows awards for excellence in graduate student mentoring to faculty members nominated by their students. This year, 123 nominations were received, and most of the nominated faculty — in addition to the five winners (Alán Aspuru-Guzik of Chemistry and Chemical Biology, Norman Daniels of Global Health and Population, Farish Jenkins of Organismic and Evolutionary Biology, Michèle Lamont of Sociology, and Elaine Scarry of English) — gathered at Dudley House in April for a collegial and celebratory evening.

Secondary Fields

Secondary fields continue to attract PhD students, who see them as a method of enhancing the competitiveness and professional reach of their Harvard studies. A secondary field in PhD studies consists of a set of four or five graduate courses in a discipline, interdisciplinary area, or intellectually coherent subfield. The program offering the secondary field provides an intellectual rationale and outlines the package of courses required.

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This year, PhD students could elect a secondary field from the following departments or committees: African and African American Studies, Celtic Medieval Languages and Literatures, Classics Secondary Field, Comparative Literature, Film and Visual Studies Secondary Field, Historical Linguistics, Linguistic Theory, Medieval Studies Secondary Field, Music Secondary Field, Romance Languages and Literatures Secondary Field, and Studies of Women, Gender, and Sexuality. In the fall of 2010, faculty from the Kennedy School, the Graduate School of Design, and the School of Engineering and Applied Sciences are developing an interfaculty secondary field in Science, Technology, and Society.

Research Workshops

The GSAS Research Workshops Program encourages scholarly discussion of works-in-progress by supporting weekly gatherings in departments or fields. These workshops, proposed by faculty and students and selected for funding by a GSAS committee, are collegial settings for graduate students learning to conceive, write, and present scholarly arguments. They also offer faculty members an opportunity to share drafts of their scholarly work. This year's offerings spanned topics as diverse as behavioral economics, American literature, musicology, ecology and politics, the Renaissance, the history of medicine, urban sociology, and Latin American politics. Grants of up to \$5,000 per year are available for projects in the humanities and social sciences. The number of currently funded workshops now tops 100.

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Division of Arts and Humanities

Dean Diana Sorensen

James F. Rothenberg Professor of Romance Languages and Literatures, Professor of Comparative Literature
Academic Year 2009-2010

Ethnic Studies and Human Rights

With the collaboration of colleagues across disciplines and schools, the Arts and Humanities division launched a number of efforts in Ethnic Studies and Human Rights.

While students can find the study of human rights in the General Education curriculum as part of Ethical Reasoning (*Human Rights: A Philosophical Introduction*) and Societies of the World (*Health, Culture, and Community: Case Studies in Global Health* and *Inequality in Society in 21st Century East Asia*), November 2009 saw the creation of a new secondary field in Ethnic Studies. The secondary field offers students an opportunity to pursue sustained, interdisciplinary study of issues related to ethnicity, migration, indigeneity, and human rights with particular emphasis three ethnic groups and their overseas counterparts—Asian American/Transpacific, Native American/Indigenous, and US Latino/American hemispheric. Ethnic studies thus focuses on American ethnic groups in a transnational context. Courses address critiques of race in the social sciences and in the humanities, and consider the role of mobility, diasporas, migration and indigeneity in the configuration of group identities. Scholars and students seek to understand why the boundaries of particular ethnic groups change and why this process of ethnic group formation is so fluid.

The secondary field in Ethnic Studies allows students to explore these questions from a variety of different angles and disciplinary perspectives. Students who choose to pursue the secondary field in Ethnic Studies will choose from a wide range of courses under the guidance of a faculty adviser from the Committee on Ethnic Studies. Given the relevance of Ethnic Studies to both local and global issues, the secondary field encourages, and provides through a number of its courses, opportunities for interacting directly with local communities and working outside of the traditional classroom. These courses provide a useful bridge between theory and practice, connecting students' academic studies with local and global issues.

A conference, "Public Arts, Public Acts: An Interdisciplinary Conference on Ethnic Studies," was held in April 2010, and featured panels which included both faculty and students.

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Efforts are now underway to enhance internship and study abroad opportunities related to the study of human rights. The David Rockefeller Center for Latin American Studies (DRCLAS) has launched a number of internship opportunities for Harvard College students interested in Human Rights. Students with proficiency in Spanish can elect to spend a semester in Santiago, Chile or Buenos Aires, Argentina to study at university and to immerse themselves in human rights issues with a Latin American perspective. Students choose from courses at local universities, and may elect to do an internship at one of a number of select non-profit organizations working on human rights issues. Summer internship grants are also available to qualified Harvard College students seeking to work for 8-10 weeks in a human rights organization in the U.S. or abroad.

Dramatics

Dramatic Arts at Harvard includes the study and practice of theatre, dance, opera, and other multimedia or multisensory performance forms. Like other Secondary Fields at Harvard, Dramatic Arts provides the opportunity to pursue focused study outside of the formal constraints of the concentration. Unlike many others, however, Dramatic Arts is built on the premise that historical, literary, theoretical, and practical studies are best when conceived of as mutually interdependent. In AY2009-10, Dramatics extended its reach beyond the English Department through a strengthening of its connections with the A.R.T., and an expansion of its campus presence. “Theater, Dream, and Shakespeare,” a course co-taught by Marjorie Garber (English, V.E.S.) and Diane Paulus (American Repertory Theater), was offered by the Program in General Education in the fall of 2009. This course explored the plays of William Shakespeare and the A.R.T.’s *Shakespeare Exploded*, as well as dramatic theory and the study of dreams. Students watched performances of the A.R.T. production, wrote reviews, and interacted with actors.

The Harvard Arts Initiative

With the support of President Faust and Dean of the Arts and Humanities, Diana Sorensen, a new initiative to showcase the arts at Harvard was launched in AY2009-10. The initiative includes Freshmen Seminars, as well as General Education and departmental courses either focused solely on art-making or incorporating a significant art-making component into their course of study. This initiative is one of the many activities created in response to the recommendations of the Harvard Task Force on the Arts, which affirmed the importance of art-making in allowing innovation and imagination to thrive on campus, and in educating and empowering creative minds across all disciplines.

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Foreign Languages

In the Faculty of Arts and Sciences, instruction in more than 70 ancient and modern languages is offered, far more than at any other American university. In AY2009-10, new “bridge” courses were launched. These courses integrate language instruction (such as Arabic and Chinese) into literature and other disciplinary instruction. Bridge courses have now been created or are under development in a wide variety of modern languages taught in the FAS. These integrated courses are one element in a strategy to enhance the transcultural training of students, which, in turn, prepares them for global citizenship.

Digital Humanities

The term “digital humanities” refers to the use of information technology in research and teaching about human society and culture. The Digital Humanities Initiative has been established to provide faculty with core technology resources and to convene conversations advancing awareness of innovations in information technology in humanities research and teaching. Under the direction of Alexander Parker, Director of Research Computing in the Humanities, the initiative has created an online guide to core technology resources, standards, and tools. The Digital Humanities Initiative also sponsored a number of campus events, including:

- The 2nd Digital Humanities Fair with 10 Harvard IT groups and over forty faculty attendees;
- The first publication of the Digital Humanities Resource Guide, and distribution to all Harvard humanities faculty;
- Submission of six digital humanities grant requests to Federal entities and foundations;
- The first Harvard Digital Shorts film series;
- The first "By faculty for faculty" tool talk series.

College Fellows at the Humanities Center

In AY2009-10, the Humanities Center became a sponsor of the **College Fellows Program**, a prestigious postdoctoral fellowship with a teaching focus. Fellowships are awarded to support projects that share the Center’s commitment to interdisciplinarity and internationalism. The Center welcomes applications from all fields within the humanities and the allied social sciences. Despite the great diversity among humanities disciplines, they are joined in their commitment to the spirit of informed and independent interpretation, something key to making judgments about the relationship between facts and values.

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Silk Road Project

In April 2010, it was announced that the Silk Road Project would move its headquarters to Harvard University, strengthening the partnership between the University and this world-renowned organization promoting innovation and learning through the arts. The new location at 175 North Harvard Street in Allston will serve as a working laboratory exploring intersections between the arts and academic study. The Silk Road Project is a nonprofit artistic, cultural, and education organization with a vision of connecting the world's neighborhoods by bringing together artists and audiences. The new partnership builds on the success of a relationship between the Silk Road Project and Harvard, begun in 2005, which has already inspired multidisciplinary college courses as well as numerous workshops and performances involving members of the Silk Road Ensemble and Harvard undergraduate musicians. The new Silk Road Project headquarters' location in space shared with the Harvard Allston Educational Portal, provides opportunities for further cultural collaborations that will benefit the Harvard community and its neighbors.

Student Outreach

The Arts & Humanities Division has partnered with the Office of Admissions, House Masters and alumni/ae to host a series of events that explore the benefits of a Humanities concentration, both professionally and personally. In AY2009-2010, alumni came back to their Houses to talk to students about their lives since graduation. Alumni profiles are also now featured on the [Division's website](#).

New Director of the Villa I Tatti

In December 2009, Provost Steve Hyman announced that Lino Pertile would become director of the Harvard University Center for Italian Renaissance Studies at Villa I Tatti in Florence, Italy, beginning in the summer of 2010. Pertile succeeds Joseph Connors, Professor of History of Art and Architecture, who ran the center from 2002 to 2010. After a sabbatical year, Connors will resume teaching Italian art at Harvard College.

Pertile, the Carl A. Pescosolido Professor of Romance Languages and Literatures in the Faculty of Arts and Sciences, is a renowned scholar of Italian literature, with a particular focus on the medieval and Renaissance periods. He has taught numerous courses at Harvard College, including the popular "Dante's Divine Comedy and Its World," which was first taught in 1998. Pertile's commitment to undergraduate teaching and advising earned him the award of Harvard College Professor in 2005. Since 2000, Pertile has served as master of Eliot House along with his wife, Anna Bensted.

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Curricular Planning

In AY2009-10, the Division, with Professor Homi Bhabha, launched the Foundational Course Initiative, which will develop three courses on the topics of visual arts, text, and performance. Professor Bhabha is also spearheading the creation of an interdepartmental theory course for the Division of Arts and Humanities.

The Division has created and implemented a new course template to track course offerings in the Arts & Humanities and to optimize curricular interactions and efficiencies.

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Division of Science

Dean Jeremy Bloxham

Professor of Computational Science, Mallinckrodt Professor of Geophysics
Academic Year 2009-2010

Faculty Retreat on Undergraduate Science and Engineering Education

In the spring of 2010, the Division partnered with the School of Engineering and Applied Sciences to host a faculty retreat to evaluate the undergraduate science and engineering curricula, with a particular focus on introductory life and physical sciences courses and mathematics service courses. The retreat was attended by over 100 faculty, preceptors, and concentration advisers. A number of important recommendations resulted. Recommendations relating to course scheduling will be implemented in the coming academic year. The retreat also helped form priorities for longer-term planning in advising, uses of the course catalog, and in course content.

Inaugural Neekeyfar Lecture

The Neekeyfar Lecture Series on Science and Math was launched, with support from an anonymous gift, to expose undergraduates to recent research. This spring Brian Greene, professor of mathematics and physics at Columbia University, gave the inaugural lecture, entitled, “In Search of the Unified Theory” to a standing-room-only crowd of undergraduates.

Science Libraries

The Division implemented the major recommendations of the Report on the Science Libraries, including consolidation of several departmental libraries into the College Library system. In addition, focus was given to the issue of escalating journal subscription costs in conjunction with the Provost’s Task Force on University Libraries.

Creation of HEB

The Department of Human Evolutionary Biology (HEB), formerly the Biological Anthropology wing of the Department of Anthropology, was launched in the fall of 2009.

High-Performance Computing in Holyoke

The Massachusetts Green High Performance Computing Center (MGHPCC), to be located in Holyoke, MA, is the result of a collaboration between five local

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universities, (Harvard University, Boston University, The University of Massachusetts, Northeastern University, and MIT). Holyoke's proximity to the Connecticut River and the river's associated hydroelectric system provide a sustainable and cost-effective source of power for the facility. The Division of Science has lead Harvard's involvement in the project which, when completed in late 2012, will provide much-needed computational capacity to our researchers. It will also liberate approximately 6500 square feet of space on the Cambridge campus, reduce our campus carbon footprint by 3-4%, and increase our ability to enable complex computational science.

Human Developmental and Regenerative Biology Concentration

In the fall of 2009, the Department of Stem Cell and Regenerative Biology launched the new undergraduate concentration in [Human Developmental and Regenerative Biology](#). Concentrators focus on human biology with significant emphasis on hands-on research during all four undergraduate years. The curriculum provides a range of [courses](#) that benefit students interested in medicine and biomedical research, as well as other fields in which a comprehensive understanding of human biology is needed.

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Division of Social Science

Dean Stephen Kosslyn

John Lindsley Professor of Psychology in Memory of William James
Academic Year 2009-2010

Activities-Based Learning

In AY2009-10, the Division developed a pilot to test a new "Activities-Based Learning" program, ABL-91r, in four departments: Anthropology, Government, History of Science, and Sociology. This two-year experiment will launch in the fall of 2010, to be assessed at the end of AY2010-11.

Anthropology Reorganization

On July 1, 2009, the Department of Anthropology was reorganized with a governance structure that increased the interactions of the Archaeology and Social Anthropology programs and stimulated cross-fertilization, most notably through the creation of a new curriculum committee. The administrative staff of the department was also reconfigured to reflect the new departmental structure.

New Secondary Fields

Two new secondary fields were instituted by the Committee on Degrees in Studies of Women, Gender, and Sexuality (WGS) in Gender and Sexuality Studies and Lesbian, Gay, Bisexual, and Transgendered Studies.

Revised Teaching Loads

Each department filled in a detailed template that indicated how courses are allocated and how much each faculty member teaches. Each department presented this material to the chairs of the other departments at the regular meetings of the Social Science Council (attended by chairs and their Department Administrators), which engendered stimulating discussion. At the end of this exercise, a new set of teaching load guidelines were produced, which have since been widely discussed and implementation is planned for next year.

Administrative Review

An administrative review was conducted in both the Social Sciences and Arts & Humanities divisions with the goal of ensuring sustainable, effective and efficient administrative structures, and of providing more robust career development and mobility for staff. Participants included fifty-three senior administrators from units

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within both divisions (i.e., all department administrators and center executive directors).

Data collection for the review included quantitative data via survey distributed to all administrators, qualitative data gathered through one-on-one interviews with all administrators, and feedback gathered during a large group brainstorming meeting.

Recommendations resulting from the review include, for example, efforts to engage faculty in the evaluation of services, further evaluating the utility of shared resource centers, new tools and processes to support faculty searches, and ways to build community.

Actions in support of these recommendations are planned for the coming academic year. In addition, we will continue our evaluation of the Division's "Administrative Support Group" (ASG), a two-year pilot program initiated by two of the Division's departments that just completed its first full year of operation. The ASG is an administrative service model that offers participating departments high-level support in financial administration, IT/web design, and faculty assistance. The ASG now resides under the administrative umbrella of the Social Science division and recently added a third department to its portfolio of clients. The lessons learned from this pilot program will be analyzed and shared for potential application more broadly.

Divisional Events

- 4 November 2009: Digital Social Science Fair
- 3 December 2009: "Dean's Conversation: Changing Education at Harvard: What 20 Years of Research Tells Us About Effective Teaching and Advising" (moderated by Dean Stephen Kosslyn, with Professors Eric Mazur and Richard Light). As with all Dean's Conversations, the formal event was followed by an informal dinner hosted by Dean Kosslyn for participants and invited colleagues from across Harvard.
- 11 February 2010: "Dean's Conversation: Lessons from the Global Financial Crisis" (moderated by Professor John Campbell with Professors Jeremy Stein, Kenneth Rogoff, and Niall Ferguson)
- 26 - 27 March 2010: Workshop on "Peace in the Middle East" (organized with Sir Ronald Cohen)
- 10 April 2010 – June 2010: "Hard Problems in Social Science" symposium and ongoing "web event" (funded by the Indira Foundation)
- 26 April 2010: A reception and panel discussion on "What Makes a Life Significant?" in memory of the 100th anniversary of the death of William James
- 26 April 2010: A panel discussion (with 7 of the 8 department chairs, moderated by Dean Stephen Kosslyn) for admitted students and their families: "Social Science at Harvard – Best in the World"

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School of Engineering and Applied Sciences (SEAS)

Dean Cherry Murray

John A. and Elizabeth S. Armstrong Professor of Engineering and Applied Sciences,
Professor of Physics
Academic Year 2009-2010

Arrival of Dean Cherry A. Murray

In July 2009, Cherry A. Murray began her tenure as dean of the School of Engineering and Applied Sciences. Before coming to Harvard, Dean Murray served as the principal associate director for science and technology at Lawrence Livermore National Laboratory, which specializes in research and development of national-security science and technology. From 1978 until 2004, she worked at various positions in Bell Laboratories at AT&T and Lucent Technologies, where she was hired originally as a staff scientist and eventually ended her service as senior vice president for physical sciences and wireless research.

Dean Murray's research focuses on experimental soft condensed matter physics. She is also well known for her scientific accomplishments using light scattering, and for management of high technology research and development.

Murray replaced interim dean Frans Spaepen, Franklin professor of applied physics, who led SEAS since Venkatesh Narayanamurti stepped down in September 2009, after 10 years of service that included overseeing its transition from a division to a full-fledged school.

Murray holds a bachelor's degree and a Ph.D. in physics from MIT. She is a member of the National Academy of Sciences, the National Academy of Engineering, and the American Academy of Arts and Sciences. She is also the past president of the American Physical Society.

Strategic Planning

Dean Murray launched a yearlong strategic planning process in AY2009-2010, engaging all SEAS faculty and many outside of SEAS, with a goal of developing a ten-year vision for the school and identifying critical short-term needs. Discipline-specific task forces were asked to focus on the undergraduate curriculum, both to provide analysis of its strengths and weaknesses, and to develop a ten-year hiring plan to attain critical mass for teaching and research. Two faculty retreats were held to read out the results of this planning effort, on Jan 22 and on May 21, 2010. Clear short-term priorities were identified for faculty hiring, the creation of new concentrations, and enhancements to the curriculum. As of July 1, 2010: SEAS is now organized, academically, around key teaching and learning areas: Applied

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Mathematics, Computer Science, Applied Physics, Bioengineering, Electrical Engineering, Environmental Sciences and Engineering, and Materials Science and Mechanical Engineering.

Major Events at SEAS

- [Kit Parker](#) talk, Lessons from Afghanistan (November 2009)
Bioengineering professor Kit Parker shared his “ground-truth” experiences from the front lines with a packed audience of staff, faculty, students, and uniformed ROTC trainees. Parker, a U.S. Army major who served two tours of duty in Afghanistan, said that fostering long-term friendships, not creating novel weapons or unleashing mighty military force, will ultimately stabilize the Middle East.
- [Chef Jose Andres](#)’ visit to SEAS (February 2010)
Famed chef Jose Andres’, who is involved in the new, Fall 2010 General Education science course, “Science and Cooking: From Haute Cuisine to the Science of Soft Matter,” visited labs, gave a guest talk on innovation and cooking to undergraduates, and interacted with students and faculty---all with a crew from *60 Minutes* in tow.
- [The TECH I³ Innovation Challenge](#) (April 2010)
Winners of the Harvard College Innovation Challenge (I3), organized by the [Technology and Entrepreneurship Center at Harvard](#) (TECH), [Harvard Student Agencies](#) and the [Harvard College Entrepreneurship Forum](#), were announced in April. 108 Harvard students, representing 27 different concentrations and all 12 Harvard houses, participated in the annual competition that showcases and rewards innovative student ventures (both commercial and social startups).
- [Industry Partnerships Workshop on Nanophotonics](#) (May 2010)
The annual meeting brought together research leaders with members of industry to collaborate on the rich field of nanophotonics. Possible applications range from next generation chip technology to novel solar panels to enhanced chemical sensing to greener and cleaner forms of energy.
- [NETworks SEAS alumni event](#) (May 2010)
The popular Networks reception series was re-launched at SEAS on May 19th. The original series, which ran from 2000–2004 brought together alumni from different Harvard schools who worked in technology fields. The latest incarnation invites SEAS alumni from all fields and professions to reconnect with their former classmates, friends, and professors. In addition to catching up and networking, attendees were treated to a talk by Stuart Shieber, James O. Welch, Jr. and Virginia B. Welch Professor of Computer Science. Shieber, one of the thought leaders in the open source publishing movement, gave an interactive and engaging overview of the often counterintuitive economics of journal publishing, entitled, “Apples at \$25 a Pound: a Scholarly Enigma.”

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Curriculum

Biomedical Engineering Concentration

At the March 2, 2010 meeting of the Faculty of Arts and Sciences (FAS), the faculty voted unanimously to approve a new, dedicated undergraduate concentration in **Biomedical Engineering**. The new concentration will be offered starting in the fall of 2010. The program will be separate from, yet complement, the subject-specific tracks in the broader, existing Engineering Sciences concentration. Focused on biology, chemistry, and engineering, the Biomedical Engineering concentration will cater in particular to premedical students and will serve as a template for other future interdisciplinary programs.

ABET Review

The Engineering Science S.B. program underwent a general review by the Accreditation Board for Engineering and Technology (ABET) in September 2010.

The review committee affirmed the excellent reputation of the SEAS faculty and applauded the generous financial support the program receives. In response to the committee's recommendations, SEAS is implementing "design-across-the-curriculum," new design experiences in a broad range of engineering courses. This will expand the number of available courses offering substantial design exercises. The enhancements will supplement the current junior-year and senior-year design courses, ES 96 and ES 100. In addition, the program requirements have been modified to ensure coverage of key topics across the full range of engineering and applied sciences.

Also, SEAS Education Advisory Committee will be formed with a formal charge. Beginning in the 2010-2011 academic year, Dean Murray will convene this advisory board of alumni, representatives from higher education, and from industry to provide ongoing feedback and assessments of the program.

New Courses, Enhanced Courses, and Courses in Development

ES 96, Engineering Design

Barry Griffin '72, owner of Griffin Associates, a successful mechanical engineering consulting firm, participated in the course along with faculty members Robert Howe and Woody Yang. The students in ES 96 examined complex issues related to the renovation of the Harvard River Houses, such as the original motivations and objectives for Harvard to establish a residential house system as opposed to simple dormitories; a detailed computer model of the energy consumption of Winthrop house; a comparison and feasibility study of various technologies for providing thermal comfort and good indoor air quality; and an examination of various techniques for enabling and encouraging student residents to reduce their energy

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consumption and resulting greenhouse gas emissions. Griffin's practical insight brought an additional dimension to the classroom experience.

"Science and Cooking" Gen Ed Course

A collaboration with the Foundation Alicia (Alimentació i Ciència), headed by internationally acclaimed chef Ferran Adrià of El Bulli fame, has led to the creation of a new undergraduate course on science and cooking. Debuting in the fall of 2010, "Science and Cooking: From Haute Cuisine to the Science of Soft Matter," will be part of the new program in General Education at Harvard College. The course will bring together eminent Harvard researchers and world-class chefs, including Wylie Dufresne of wd-50 and Dan Barber of Blue Hill, as well as food scholar and writer Harold McGee, one of the leading authorities on kitchen science.

New and Enhanced Programs for Students

Evolution of the Sophomore Forum

The Sophomore Forum, designed to build community among engineering concentrators, featured talks from industry professionals, including three SEAS alumni.

- February 1, Marie Dahleh
- February 4, Special event, Raj Bhattacharyya, Deutsche Bank
- February 8, Frans Spaepen, Professor of Applied Physics
- February 22, Gu-Yeon Wei, Professor of Electrical Engineering
- March 1, Michael Vance, Technical Director, Activision
- March 8, David Black, Senior Project Manager, Vanasse Hangen Brustlin
- March 29, Stephanie Kladakis '96, NMT Medical
- April 5, Sam Yagan '99, OK Cupid
- April 12, Round table with Professors Rob Howe, Greg Morrisett, Scot Martin, Joost Vlassek, David Mooney
- April 19, Kim Smith, VP, Construction and O&M Services, Acciona Energy North America Corporation

Fairs (to highlight student projects and research)

- **CS50 Fair** (December 2009)
More than 300 computer applications and websites that would delight both super-geeks and casual computer users were showcased in the second CS50 Fair. The event attracted over 1,000 members of the Harvard community.
- **AM50 Fair** (May 2010)
The AM 50 Fair highlighted cumulative projects created by members of the class and was open to the entire SEAS community.
- **Bioengineering Fair** (April 2010)
Orchestrated by new faculty member Neel Joshi, the Bioengineering Fair was an

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opportunity for students to present their latest research and win prizes for their efforts.

Undergraduate Teaching Laboratories

Anas Chalah, Director of Institutional Technology, searches out everything from trashcans to cutting-edge laser devices to build creative, hands-on experiments for undergraduates in SEAS.

Located in the ground floor of Pierce Hall, the undergraduate teaching labs at SEAS host a wide range of experiments that give students the chance to work with rapid prototyping and tissue engineering. These tools help students take concept to reality, as in the case of Jason Miller '09, who designed components of a robotic arm and then used a 3D-printer to model them in plastic.

Over the past four years the undergraduate teaching program has grown from basic instructional labs to modern hands-on teaching labs representing the following five disciplines: Mechanical, Electrical, Biological, Environmental engineering and Computer Science. In AY2009-2010, new teaching labs were created in each of these disciplines, covering topics from fluid mechanics to environmental engineering.

Innovation & Translation

- Launched in November of 2009, The Lab at Harvard is a new forum and platform for idea experimentation in the arts and sciences at Harvard University, directed by David A. Edwards, Gordon McKay Professor of the Practice in Biomedical Engineering (SEAS) and a core member of the Wyss Institute for Biologically Inspired Engineering. A three-year experiment, The Lab works to break down boundaries between the arts and sciences to accelerate learning. The Lab catalyzes the development of Harvard student and faculty ideas through work-in-progress exhibits, monthly Idea Nights, and annual experiments between leading international artists and Harvard University scientists.
- Recent student-based innovations include ...
 - The sOcket is a soccer ball that captures the energy during game play to charge LEDs and batteries. After playing with the ball, the child can return home and use the ball to connect a LED lamp to read, study, or illuminate the home. The ball uses an inductive coil mechanism to generate energy. Created by a team of Harvard undergraduate students (all non-engineers). More info: <http://www.socket.com/>
 - VertiGrow aims to improve the health and agency of people in slums and crowded urban areas around the world, while cultivating community empowerment and entrepreneurship. It addresses two global problems: rapid urbanization and malnutrition. The vertical farming device allows families to grow their own nutritious food on the sides of their homes,

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walls, or roofs, and is designed to conserve water, reinforce unstable house structures, and maximize growing space. More

info: <http://www.vertigrow.org/>

- Rover is a platform for connecting students with each other, their school and their community. Rover puts students in touch with what is happening on the campus microenvironment through local deals, events, news and transportation. Rover was the winner in the ATT&T Network challenge and made the cover of the *Wall Street Journal*. For more info: <http://www.hcs.harvard.edu/rover/>

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Division of Continuing Education

Dean Michael Shinagel

Senior Lecturer on English

Academic Year 2009-2010

The Division of Continuing Education (DCE) completed another successful year with increased course enrollment in both Extension and Summer Schools. In 2009-10, the Extension School's 100th year, 13,835 students enrolled, a 2 percent decrease from the previous year. However, these students accounted for 28,488 course enrollments, a 2 percent increase over 2008-09 course enrollments. The higher course enrollment is attributable, in part, to 460 enrollments in new January session courses and an increase in Extension School degree candidates, who typically take more courses per term than non-degree students. In 2009-10, distance course enrollment increased 15 percent over the previous year to 10,628, accounting for 37 percent of total course enrollment.

The Extension School offered more than 650 courses in diverse liberal arts and professional fields ranging from finance and biochemistry to elementary Greek and microfluidics. Demand for courses in sciences and management continued to be very strong. The Extension School offered a record number of online courses (154), including 40 Harvard College and GSE courses and 18 web conference courses that enrolled students from around the world. Eight previously offered distance education courses were offered for noncredit online to the public at no charge through the Open Learning Initiative. Throughout the year, a number of events took place in celebration of the school's centennial year, including a convocation presided over by President Drew Faust and a series of panel discussions on current topics.

The 2009 Harvard Summer School enrolled 6,200 students, a 2 percent decrease from 2008. These students accounted for 8,274 course enrollments, an 8 percent increase over the previous summer. Thirty-three percent of students were international, representing 103 nations. The Summer School Secondary School Program for academically motivated high school students remained strong, enrolling 1,269 students.

In 2009, the Summer School offered nearly 300 on-campus courses and a small selection of distance education courses (12), providing students an opportunity for focused study in unique subjects like Beginning Hindi. Students completed prerequisites and degree requirements in subjects such as chemistry and economics. 554 students attended twenty-five study abroad programs offered in 19 countries. Led by Harvard faculty, these programs offered an intensive educational experience for the 307 Harvard undergraduates and 9 graduate students who studied abroad.

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The Harvard Institute for Learning in Retirement increased its membership modestly to 580 retired and semi-retired academics and professionals participating in peer-led seminars.

The DCE anticipates steady enrollments in Extension School and Summer School programs. Applications to several Extension School degree programs have grown, reflecting a national trend of increased interest in pursuing degrees from the nontraditional, adult learner population. The DCE expects to experience greater demand for distance education and intensive January courses over the next several years. Within the Summer School, study abroad programs and biological science courses continue to receive strong interest. As it enters its 2nd century, the Division remains in position to serve the educational needs of local, national, and international students while making a valuable contribution to the academic and financial well being of the University.

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Faculty Trends

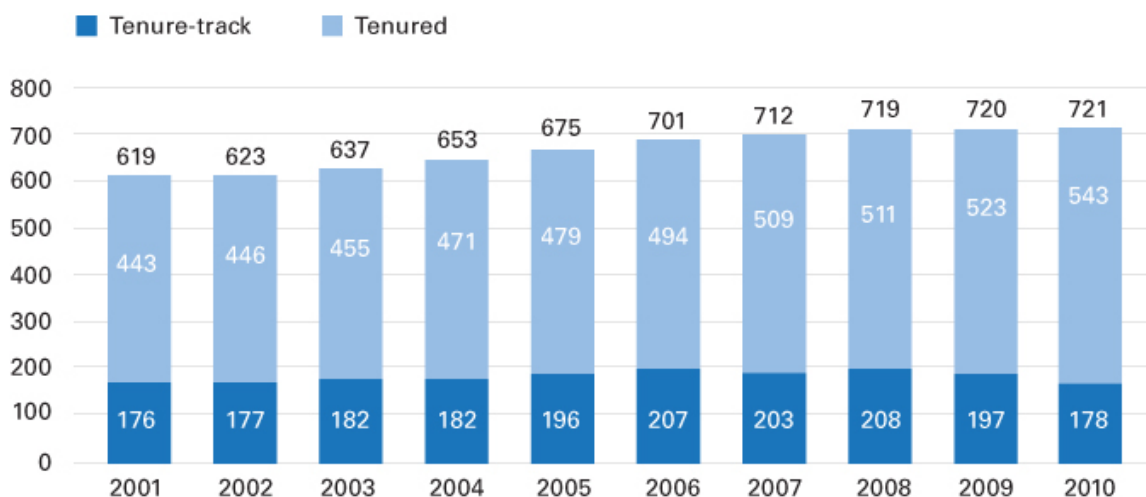
Dean Nina Zipser

Office for Faculty Affairs

Academic Year 2009-2010

Faculty Demographic Trends. After a period of rapid growth, the size of the ladder faculty has remained relatively constant for the last three years. While the overall size of the faculty remained flat, the number of tenure-track faculty has decreased. This trend can be attributed to promotions into the tenured ranks together with tenured-faculty hiring outpacing tenured-faculty retirements. Figure 1 illustrates the number of ladder faculty in the FAS from the fall of 2001 through the fall of 2010, by tenured and tenure-track faculty.

Figure 1: Ladder faculty in the FAS from fall 2001 through fall 2010, by rank



** Note: The fall 2008, fall 2009, and fall 2010 faculty counts represent a September 1st snapshot, whereas the fall 2001 through fall 2007 counts represent a July 1st snapshot as in previous annual reports. This new counting methodology was implemented in order to capture appointments starting on September 1st.*

During the period of rapid growth in the faculty, the number of women on the faculty also grew. From 2001 to 2008 the number of women increased from 134 to 185 and then decreased slightly over the last two years to 181. In 2001 women comprised 22 percent of the faculty and today comprise 25 percent of the faculty. In terms of rank, in 2001, 17 percent of tenured faculty and 33 percent of tenure-track faculty were women. As of September 1, 2010, 22 percent of tenured faculty and 36 percent of tenure-track faculty are women.

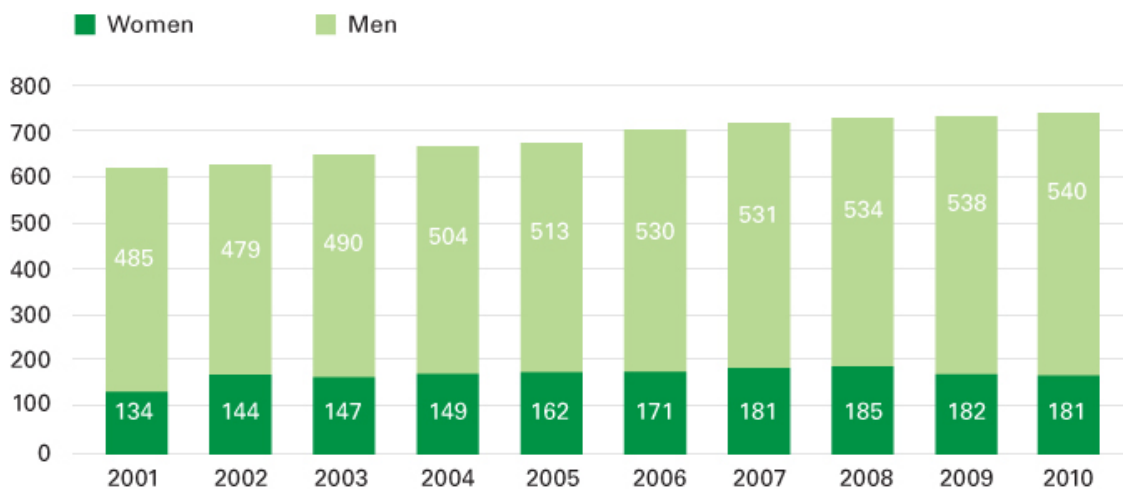
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Figure 2: Ladder faculty in the FAS from fall 2001 through fall 2010, by gender



** Note: The fall 2008, fall 2009, and fall 2010 faculty counts represent a September 1st snapshot, whereas the fall 2001 through fall 2007 counts represent a July 1st snapshot as in previous annual reports. This new counting methodology was implemented in order to capture appointments starting on September 1st.*

The gender distribution in terms of tenured and tenure-track faculty is illustrated in the graphs below.

Figure 3: FAS tenured faculty, from fall 1995 through fall 2010, by gender

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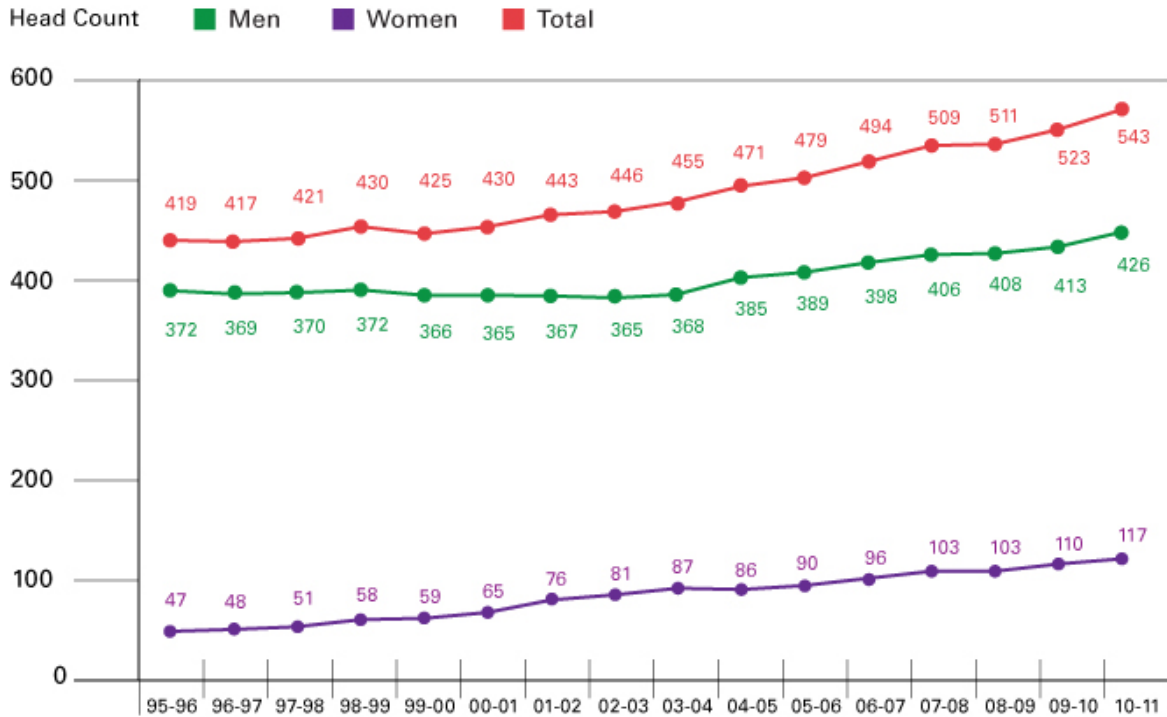
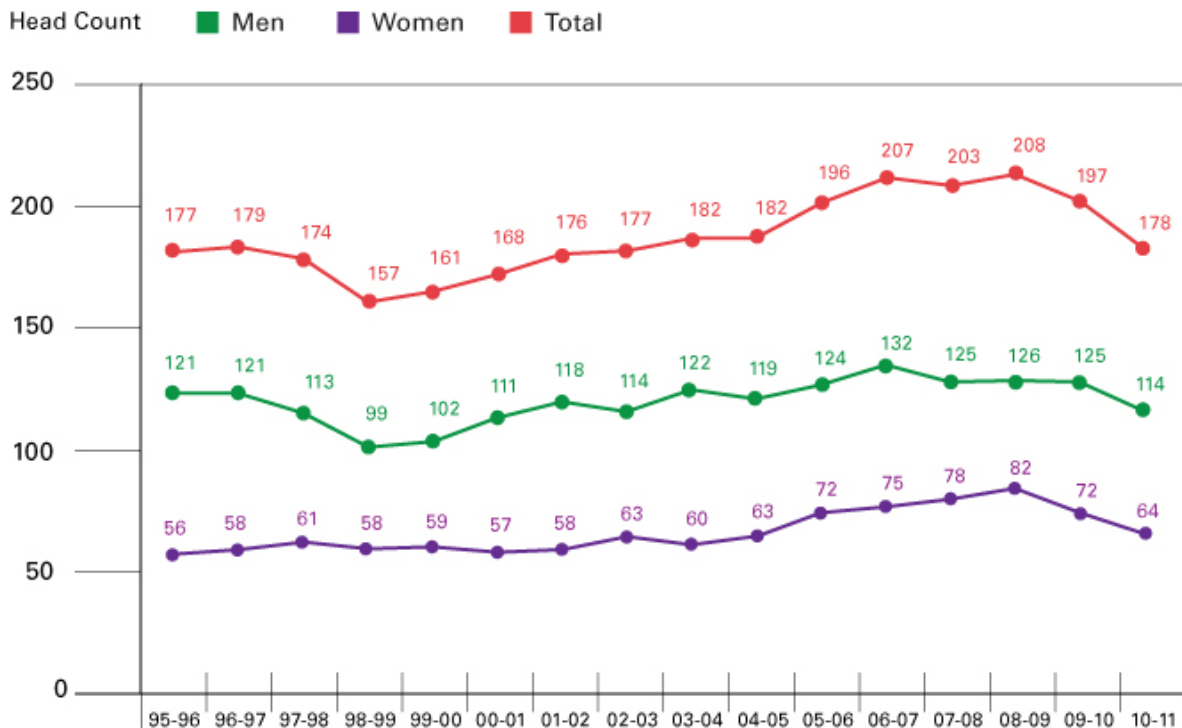


Figure 4: FAS tenure-track faculty, from fall 1995 through fall 2010, by gender



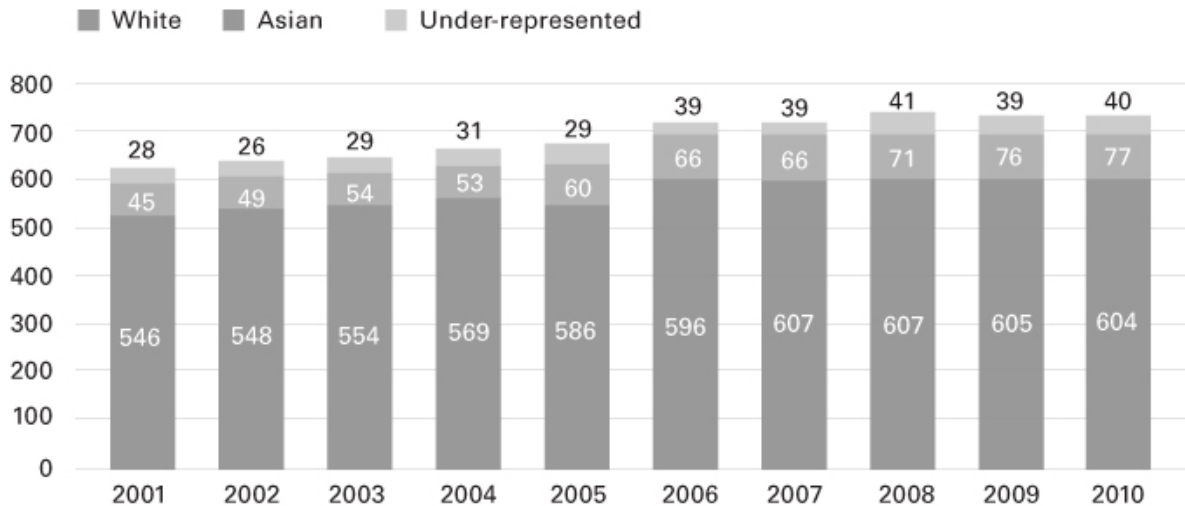
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During the last decade, the number and percentage of minority faculty grew. The percentage of minorities increased from 12 percent to 16 percent. In 2001, 9 percent of tenured faculty and 18 percent of tenure-track faculty were minorities. As of September 1, 2010, 14 percent of tenured faculty and 24 percent of tenure-track faculty are minorities. However, the number of under-represented minorities has remained relatively flat over the last five years, as illustrated in the graph below.



Of the 41 external searches conducted in academic year 2009-10, 20 have culminated in accepted offers to date, of which women represent 20 percent and minorities represent 25 percent (10 percent Asian minorities and 15 percent under-represented minorities).

It is vital that faculty searches are conducted as effectively as possible and that the best candidates are hired. Although progress has been made in enhancing the diversity of the faculty over the last decade, there is still much work to do to recruit and hire from the broadest and most diverse pools. In the coming year, renewed focus will be brought to searching, recruiting, and appointing practices within the FAS. To help with maintaining and enhancing the excellence of the faculty, Professor Mahzarin Banaji, Richard Clarke Cabot Professor of Social Ethics, has been appointed as the Senior Advisor to the FAS Dean on Faculty Development to work with departments to identify and challenge any barriers that stand in the way of achieving our goal of the strongest faculty for the future.

In 2009-2010, tenure promotion rates were very strong. Of the 18 tenure promotion cases that culminated in a decision, 16, or 89 percent were successful. Thirty-one percent of the successfully promoted faculty were women and, likewise, 31 percent were minorities (25 percent Asian minorities and 6 percent under-represented minorities).

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Faculty Awards

Academic Year 2009-2010

(Corrections may be submitted [here](#).)

David Laurence Ager, Lecturer on Sociology

Awarded the Joseph R. Levenson Memorial Teaching Prize (2010) by the Harvard Undergraduate Council.

George Angelo Alvarez, Assistant Professor of Psychology

Received the Young Investigator Award from the Vision Sciences Society, 2010.

David Richard Armitage, Lloyd C. Blankfein Professor of History

Elected Corresponding Fellow, The Royal Society of Edinburgh, 2010.

Carmen Arnold-Biucchi, Damarete Curator of Ancient Coins, Harvard Art Museum Lecturer on the Classics

Elected President of the International Numismatic Council, 2009.

Michael J. Aziz, Gene and Tracy Sykes Professor of Materials and Energy Technologies

Named a 2010 Materials Research Society (MRS) Fellow.

Debra Auguste, Assistant Professor of Bioengineering

Received a Defense Advanced Research Projects Agency (DARPA) Young Faculty Award.

Mahzarin R. Banaji, Richard Clarke Cabot Professor of Social Ethics

Received the Carol and Ed Diener Award for Outstanding Contributions to Social Psychology, 2009.

Named the Herbert A. Simon Fellow, American Academy of Political and Social Science, 2009.

Elected President, Association for Psychological Science, 2009.

Muhammet Ali Bas, Assistant Professor of Government

Received the 2009 Warren Miller Prize for the “Best Article Published in Political Analysis in 2008.”

Efraim Benmelech, Associate Professor of Economics

Received the National Science Foundation Career Award, 2009.

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Robin Bernstein, Assistant Professor of Studies of Women, Gender, and Sexuality and of History and Literature

Received (for her 2009 Social Text article, "Dances with Things: Material Culture and the Performance of Race") the "Outstanding Article in a Journal" Award from the Association for Theatre in Higher Education and the Research, and the Publication Award, given by the American Theatre and Drama Society for the best essay published in English.

Received a Harrington Fellowship at UT Austin, 2010.

Theodore C. Bestor, Professor of Anthropology

Received the Distinguished Alumni Award from Fairhaven College of Western Washington University, 2010.

Homi K. Bhabha, Anne F. Rothenberg Professor of the Humanities (Department of English), Director of the Humanities Center at Harvard

Received an honorary degree from the University of Paris VIII–Vincennes-Saint Denis.

Elected to serve as a juror at the 53rd International Art Exhibition at the Venice Biennale in June.

Ann Blair, Henry Charles Lea Professor of History

Elected to the American Philosophical Society, 2009.

Named a Harvard College Professor, 2009.

Suzanne Blier, Allen Whitehill Clowes Professor of Fine Arts and Professor of African and African American Studies

Became a member of the Scientific Committee of the Musée Barbier-Mueller, in Geneva, 2009.

Named the Paul Mellon Senior Fellow at the National Gallery of Art in Washington, DC, in the Center for the Advanced Study of the Visual Arts, 2009.

Allan Brandt, Amalie Moses Kass Professor of the History of Medicine in the Faculty of Medicine, and Professor of the History of Science in the Faculty of Arts and Sciences; Dean of the Graduate School of Arts and Sciences

Received the Media Award of the National Institute of Drug Abuse/College on Problems on Drug Dependence for *The Cigarette Century*, 2010.

Michael Brenner, Glover Professor of Applied Mathematics and Applied Physics

Named a Harvard College Professor.

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Vincent Brown, Dunwalke Associate Professor of American History

Received the 2009 John E. O'Connor Film Award of the American Historical Association and Best Documentary from the Hollywood Black Film Festival for "Herskovits at the Heart of Blackness"

Walter Channing Cabot Fellowship, Harvard University, 2009.

Received the Organization of American Historians' Merle Curti Award, James A. Rawley Prize, and Louis Gottschalk Prize for *The Reaper's Garden*, 2009.

Janet Browne, Aramont Professor of the History of Science

Named a Harvard College Professor.

Elected to the American Philosophical Society.

Lawrence Buell, Powell M. Cabot Professor of American Literature

Awarded the Phi Beta Kappa teaching prize.

Lucien Castaing-Taylor, Associate Professor of Visual and Environmental Studies and of Anthropology

"Sweetgrass," an unsentimental elegy to the American West following the last sheepherders to trail their flocks up into Montana's Absaroka-Beartooth mountains for summer pasture, was selected as the New York Times 2010 Critics' Pick and Der Tagesspiegel 2009 'Top' Film of Berlinale, among other international awards (<http://sweetgrassthemovie.com>).

David Charbonneau, Professor of Astronomy

Received the National Science Foundation's Alan T. Waterman Award, 2009.

Yiling Chen, Assistant Professor of Computer Science

Awarded a Faculty Early Career Development (CAREER) award from the National Science Foundation.

David Clarke, Gordon McKay Professor of Materials

Named a 2009 Distinguished Life Member of the American Ceramic Society (ACS).

Kathleen Coleman, Professor of Latin

Elected an Honorary Member of the Society for the Promotion of Roman Studies (2010), and President of the American Philological Association for 2011.

Robert Darnton, Carl H. Pforzheimer University Professor

Honorary doctorate from the University of St Andrews in Scotland, 2010.

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Arthur Dempster, Research Professor of Theoretical Statistics

Received an Honorary Doctorate in Economics, University of Economics, Prague, Czech Republic, in 2009.

Emma Dench, Professor of Classics and of History

Appointed a Harvard College Professor, 2010.

Daniel Donoghue, Professor of English

Awarded the 2009 Alpha-Iota Prize for Excellence in Teaching, and the Peter T. Shattuck Excellence in Teaching Award.

Catherine Dulac, Higgins Professor of Molecular and Cellular Biology

Elected as a Fellow of the American Association for the Advancement of Science.

Scott Edwards, Professor of Organismic and Evolutionary Biology; Alexander Agassiz Professor of Zoology in the Museum of Comparative Zoology

Elected as a Fellow of the American Association for the Advancement of Science.

Named President-elect of the American Genetics Association.

Mark Elliott, Mark Schwartz Professor of Chinese and Inner Asian History

Wilt Idema, Professor of Chinese Literature

Received the Walter Channing Cabot Fellow Award.

Caroline Elkins, Professor of History

Received a John Simon Guggenheim Memorial Foundation Fellowship, 2010.

Received the ACLS Burkhardt Fellowship (to be taken at the Radcliffe Institute), 2010.

James Engell, Guerney Professor of English Literature and Professor of Comparative Literature

Awarded a Senior Fellowship, from the National Center for the Humanities, for the 2010-11 academic year.

Niall Ferguson, Laurence A. Tisch Professor of History and Professor of Business Administration

Awarded the International Emmy award for Best Documentary for the PBS series "The Ascent of Money," 2009.

Darcy Frey, Briggs-Copeland Lecturer on English

Awarded a Nieman Fellowship for 2010-11.

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Duana Fullwiley, Assistant Professor of Anthropology and of African and African American Studies

Received a National Science Foundation award for “Mark(er)ing Race: An Ethnographic Study of Human Difference in Contemporary Genetics,” 2009-10.

Henry Louis Gates, Jr., Alphonse Fletcher, Jr. University Professor

Received a Lifetime Achievement Award in Genealogy and Genetics, New England Historical and Genealogical Society, 2010.

Received the 2010 NAACP Image Award: Literary Work, Non-Fiction, for *In Search of Our Roots: How 19 Extraordinary African Americans Reclaimed Their Past*

Received the World’s Best Work Award (New York Festivals International Television & Film Awards) and Best National Outreach Campaign (National Educational Telecommunications Association) for “Looking for Lincoln,” 2010.

Received the Empire State Archives and History Award from the Class of Stewards of the Archives Partnership Trust, 2009.

Received the annual Morry Award from Project Morry, a nonprofit, year-round youth development organization dedicated to giving inner-city children from New York and Connecticut life-enhancing learning opportunities, 2009.

Received the Madison Freedom Award, which is given to someone who is instrumental in educating the public about the history of the rights instituted by the nation’s founding fathers and the importance of preserving them, 2009.

Daniel Todd Gilbert, Professor of Psychology

Elected to Fellowship in the Society of Experimental Psychologists, 2009.

Received the Massachusetts Psychological Association Presidential Citation for co-writing and hosting the PBS television series “This Emotional Life,” 2010.

Gonzalo Giribet, Professor of Organismic and Evolutionary Biology

Named President-elect of the International Society of Invertebrate Morphology, 2008-11.

Alyssa Goodman, Professor of Astronomy

Elected as Fellows of the American Association for the Advancement of Science.

Peter Gordon

Named a Harvard College Professor, 2010

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Peter A. Hall, Krupp Foundation Professor of European Studies

Received the Aaron Wildavsky Award from the Policy Studies Organization and the Public Policy Section of the APSA for a book that continues to influence the study of public policy one to two decades after its publication (for “Governing the Economy”), 2009.

Received the Award from the Section on European Politics and Society of the APSA for best paper on European politics presented at the 2008 Annual Meeting of the APSA (for “The Social Sources of the Gradient”), 2009.

Anne Harrington, Professor of the History of Science

Awarded the Eric Carlson Award, 2010.

David Haig, George Putnam Professor of Organismic and Evolutionary Biology

Elected to the American Academy of Arts and Sciences.

Lene Hau, Mallinckrodt Professor of Physics and of Applied Physics

Elected as a Fellow of the American Association for the Advancement of Science.

Received a 2010 National Security Science and Engineering Faculty Fellowship.

Elhanan Helpman, Galen L. Stone Professor of International Trade

Received the Nemmers Prize, 2010.

Evelyn Brooks Higginbotham, Victor S. Thomas Professor of History and of African and African American Studies

Elected into the American Philosophical Society, 2009.

Jennifer Hochschild, Henry LaBarre Jayne Professor of Government and Professor of African and African American Studies

Awarded the John R. Kluge Chair in American Governance and Law, Library of Congress, 2010.

Awarded the Best Paper Prize for the 2008, Public Policy Section of APSA, for “The Shifting Politics of Multiracialism in the United States,” with Vesla Weaver.

Awarded the Robert Wood Johnson Foundation, Investigator Award in Health Policy Research, 2010-2013 (with Maya Sen).

John P. Holdren, Teresa and John Heinz Professor of Environmental Policy at the John F. Kennedy School of Government; Professor of Environmental Science and Public Policy, Department of Earth and Planetary Sciences

Elected as a Foreign Member of The Royal Society, 2009.

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Jill Miranda Hooley, Professor of Psychology

Elected president of the Society for Research in Psychopathology, 2009.

Michael J. Hopkins, Professor of Mathematics

Elected to the National Academy of Sciences, 2010.

Evelyn L. Hu, Gordon McKay Professor of Applied Physics and Electrical Engineering

Elected to the American Academy of Arts and Sciences.

Peter Huybers, Assistant Professor of Earth and Planetary Sciences

Awarded the David and Lucille Packard Fellowship, 2009.

Received a Macelwane Medal from the American Geophysical Union, 2009.

Donald Ingber, Professor of Bioengineering

Awarded the Biomedical Engineering Society's Pritzker Distinguished Lectureship for 2009.

Miaki Ishii, Assistant Professor of Earth and Planetary Sciences

Received the Charles F. Richter Early Career Award from the Seismological Society of America, 2009.

Received a Macelwane Medal from American Geophysical Union, 2009.

Maya Jasanoff, Associate Professor of History

Received the Faculty of Arts and Sciences' Roslyn Abramson Award for excellence in undergraduate teaching, 2010.

Received the Charles A. Ryskamp Fellowship from the American Council of Learned Societies, and held residencies at the MacDowell Colony, the oldest artists' colony in the United States, and at the International Center for Jefferson Studies, adjoining Monticello, 2009-10.

Farish A. Jenkins, Jr., Professor of Biology, Curator of Vertebrate Paleontology in the Museum of Comparative Zoology, Alexander Agassiz Professor of Zoology in the Museum of Comparative Zoology

Received the Romer-Simpson Medal from The Society of Vertebrate Paleontology, 2009.

Walter Johnson, Winthrop Professor of History and Professor of African and African American Studies

Recipient of the John Simon Guggenheim Memorial Foundation Fellowship, 2010.

Recipient of fellowship from American Philosophical Society, 2010.

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Recipient of a Radcliffe Fellowship, 2010.

Christopher Jones, George Martin Lane Professor of the Classics and of History (Emeritus)

Named an Honorary Member of Phi Beta Kappa, 2010.

Sun Joo Kim, Professor of Korean History

Received an ACLS Collaborative Research Fellowship, 2009-11.

Gary King, Albert J. Weatherhead, III University Professor

Elected Fellow, American Statistical Association, 2009

Named Albert J. Weatherhead University Professor, Harvard University, 2010.

Robert Kirschner, Clowes Professor of Science

Received an Honorary Degree from the University of Chicago, 2010.

Andrew Knoll, Fisher Professor of Natural History and Professor of Earth and Planetary Sciences

Elected a Fellow of the American Academy of Microbiology, 2010.

Janos Kornai, Allie S. Freed Professor of Economics, Emeritus

Received Leontief Medal and Grand Cross Order of Merit of the Republic of Hungary, 2010.

Samuel Kou, Professor of Statistics

Received the American Statistical Association Outstanding Statistical Application Award, 2010.

Served as the Institute of Mathematical Statistics Medallion Lecturer, 2009.

Received the Raymond J. Carroll Young Investigator Award, 2009.

Leonard W.J. van der Kuip, Professor of Tibetan and Himalayan Studies

Began a three-term guest professorship at the Guoxueyuan of Remin University of China, Beijing, in the summer of 2009, and was awarded a one-term guest professorship at the Zangxue Yanjiusuo of Sichuan University, Chengdu, in Winter 2009-10.

Michèle Lamont, Robert I. Goldman Professor of European Studies and Professor of Sociology and of African and African American Studies

Recognized as a "master mentor" by the Office of the Senior Vice-Provost on Faculty Development and Diversity, 2010.

Received the GSAS Everett Mendelsohn Excellence in Mentoring Award, 2010.

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Appointed to President Nicolas Sarkozy's *Haut Conseil de la Science et de la Technologie*, 2010.

Charles Langmuir, Higgins Professor of Geochemistry

Awarded the 2010 Urey Medal from the European Association for Geochemistry (EAG).

Received the Astor Lectureship from Oxford University, 2010.

Jill Lepore, David Woods Kemper '41 Professor of American History

Served as the Hewitt Distinguished Professor of History at the University of Northern Colorado, 2010.

Honored as a “Literary Light” by the Boston Public Library, 2010.

Elected to the Executive Board of the Society of American Historians, 2009.

Robert Levin, Dwight P. Robinson, Jr. Professor of Music

Received an Honorary doctorate from the Curtis Institute of Music where he was commencement speaker.

Received an Honorary doctorate from Klausenburg (Cluj-Napoca) Academy of Musical Arts, Romania, in December 2009.

Matthew Liebmann, Assistant Professor of Anthropology

Awarded the William and Rita Clements Research Fellowship by the Center for Southwest Studies at Southern Methodist University, 2010.

Marko Loncar, Assistant Professor of Electrical Engineering

Named a Alfred P. Sloan Research Fellow, 2010.

Robert J. Madix, Senior Research Fellow in Chemical Engineering and the Charles Lee Powell Professor, Emeritus, at the Stanford School of Engineering

Received the 2010 Garbor A. Somorjai Award for Creative Work in Catalysis by the American Chemical Society (ACS).

Lakshminarayanan Mahadevan, Lola England de Valpine Professor of Applied Mathematics

Named a 2009 MacArthur Fellow.

Received the Distinguished Alumni Award from the Indian Institute of Technology Madras.

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Charles Maier, Leverett Saltonstall Professor of History

Awarded a Fellowship at the Woodrow Wilson International Center for Scholars in Washington, DC, 2010.

Harvey Claflin Mansfield, Jr., William R. Kenan, Jr. Professor of Government

Named a Distinguished Visitor, American Academy in Berlin, 2009.

David McCann, Korea Foundation Professor of Korean Literature and director of the Korea Institute

Honored with a Sijo Festival held at Ewha Woman's University.

James J. McCarthy, Professor of Biological Oceanography

Received an Honorary Doctorate from Bates College, 2010

Richard J. McNally, Professor of Psychology

Received the Outstanding Mentor Award from the Association for Behavioral and Cognitive Therapies, 2010.

Wendy Mendes, John L. Loeb Associate Professor of the Social Sciences

Received an award for best paper of the year from the Society for Personality and Social Psychology.

Received the SAGE Young Scholar Award from the Society for Personality and Social Psychology, 2009.

Xiao-Li Meng, Whipple V.N. Jones Professor of Statistics

Served as the Institute of Mathematical Statistics Medallion Lecturer, 2010.

Ian Miller, Assistant Professor of History

Received a National Endowment for the Humanities Fellowship, 2009.

Jason Paul Mitchell, Associate Professor of Psychology

Received the International Social Cognition Network (ISCON) Early Career Award, 2009.

Named a Fellow of the Society of Experimental Social Psychology, 2009.

Received the Janet T. Spence Award for Transformative Early Career Contributions (American Psychological Society), 2010.

Ingrid Monson, Quincy Jones Professor of African American Music, supported by the Time Warner Endowment

Awarded a Guggenheim Fellowship for 2009-10.

Served as the 2009-10 Marta Sutton Weeks Faculty Fellow at the Stanford Humanities Center.

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David J. Mooney, Robert P. Pinkas Family Professor of Bioengineering

Elected to the National Academy of Engineering (NAE).

James Moran, Donald H. Menzel Professor of Astrophysics

Elected to the American Academy of Arts and Sciences.

John Emery Murdoch, Professor of the History of Science

Received the Sarton Medal for lifetime achievement in the history of science by the History of Science Society.

Ramash Narayan, Thomas Dudley Cabot Professor of the Natural Sciences (Astronomy)

Elected as Fellows of the American Association for the Advancement of Science.

Daniel Needleman, Assistant Professor of Applied Physics (SEAS) and Assistant Professor of Molecular and Cellular Biology

Received a Faculty Early Career Development (CAREER) award from the Division of Physics (Physics of Living Systems) of the National Science Foundation (NSF).

Martin Nowak, Professor of Mathematics and of Biology

Received an Honorary degree from Alexandru Ioan Cuza University of Iasi Romania.

Anthony G. Oettinger, Gordon McKay Research Professor of Applied Mathematics and Research Professor of Information Resources Policy

Received the National Intelligence Medallion "in recognition of outstanding service from August, 1997 to September, 2009 in support of the Director of National Intelligence as Chairman of the Intelligence Science Board."

Carol Oja, William Powell Mason Professor of Music

Named the Newhouse Center for the Humanities Fellow at Wellesley College for 2008-09.

(Edward) Roger (John) Owen, A. J. Meyer Professor of Middle East History

Honored for services to Middle East Studies by the World Congress of Middle Eastern Studies, Barcelona, 2010.

Honored for services to Middle East Studies by the British Society of Middle Eastern Studies, London, 2009.

Kit Parker, Thomas D. Cabot Associate Professor of Applied Science and Associate Professor of Bioengineering

Honored by the American Heart Association for collaborative work on stem cell research. The AHA named a study, "Generation of functional ventricular heart

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muscle from mouse ventricular progenitor cells," published in the October 16 issue of *Science* (*Science* 2009; 326; 426-29) as among the top research in 2009.

Received the New England Achievement Award on February 12, 2010.

Ann Pearson, Professor of Biogeochemistry

Received a Radcliffe Fellowship, 2009-10.

Elizabeth Jean Perry, Henry Rosovsky Professor of Government

Received the Heinz I Eulau Award of the APSA, 2009 for best article in PERSPECTIVE ON POLITICS ("Chinese Conceptions of 'Rights'"), 2009.

Steven Pinker, Johnstone Family Professor of Psychology

Received the George A. Miller Prize, Cognitive Neuroscience Society, 2010.

Awarded the Best American Essays (Christopher Hitchens, Ed.), and Best American Science Writing (Jerome Groopman, Ed.), for "My Genome, Myself," 2010.

Serghi Plokhii, Mykhailo S. Hrushevs'kyi Professor of Ukrainian History

Awarded with the Early Slavic Studies Association Distinguished Scholarship Award.

Michael O. Rabin, Thomas J. Watson, Sr. Professor of Computer Science

Among the 2010 laureates of the Dan David Prize.

Shriram Ramanathan, Assistant Professor of Materials Science, has won a Faculty Early Career

Received the Development (CAREER) Award from the National Science Foundation (NSF).

Alexander Rehdig, Fanny Peabody Professor of Music

Awarded a Guggenheim Foundation Fellowship and an ACLS Fellowship Wellesley Newhouse Center for the Humanities Fellowship, 2009-10.

Sindhumathi Revuluri, Assistant Professor of Music

Awarded a Mellon Postdoctoral Fellowship at the Penn Humanities Forum for academic year 2009-10.

James Robinson, David Florence Professor of Government

Received the Trevor Swan Distinguished Lecture, Australian National University, Canberra, Australia, 2009.

James Robson, Associate Professor of East Asian Languages and Civilizations

His publication, Power of Place: The Religious Landscape of the Southern Sacred Peak/ (Nanyue 南嶽) /in Medieval China, received the Stanislas Julien Prize for

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2010 by the French Academy of Inscriptions and Belles-Lettres [Prix Stanislas Julien by the Académie des Inscriptions et Belles-Lettres (Institut de France).

Peter Rogers, Gordon McKay Professor of Environmental Engineering

Selected by the Environmental Water Resources Institute to receive the 2010 Julian Hinds Award.

Kenneth Rogoff, Thomas D. Cabot Professor of Public Policy

Elected to the National Academy of Sciences, 2010.

Charles Rosenberg, Ernest E. Monrad Professor of the Social Sciences

Awarded a lifetime achievement award by the American Association for the History of Medicine.

Nancy Lipton Rosenblum, Senator Joseph S Clark Professor of Ethics in Politics and Government

Elected President, American Society of Political and Legal Philosophy, 2009.

Donald B. Rubin, John L. Loeb Professor of Statistics

Elected to the National Academy of Sciences (2010)

Elected Corresponding Fellow of the British Academy, London, U.K., 2009.

Awarded the Mitchell Prize, International Society for Bayesian Analysis/Section and Bayesian Statistical Sciences of the American Statistical Association (With H. Jin), 2009.

Received the Humboldt Research Award, Alexander von Humboldt Foundation, Bonn, Germany, 2009.

Judith Ryan, Robert K. and Dale J. Weary Professor of German and Comparative Literature

Received of a Humboldt Foundation research prize, 2009.

Stephanie Sandler, Professor of Slavic Languages and Literatures

Awarded the Barbara Heldt Prize for Best Article in Slavic/Eastern European/Eurasian Women's Studies in Fall, 2009 for "Visual Poetry After Modernism: Elizaveta Mnatsakanova," which appeared in *Slavic Review*.

Awarded the Three Percent Best Translated Book Award for Poetry in 2010 for her translation (with Genya Turovskaya) of Elena Fanailova's book, *The Russian Version*.

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Elaine Scarry, Walter M. Cabot Professor Aesthetics and General Theory of Value

Received an Honorary Degree from Northwestern University, in June 2010

Margo Seltzer, Herchel Smith Professor of Computer Science and a Harvard College Professor

Received the Capers and Marion McDonald Award for Excellence in Mentoring and Advising.

Kay Kaufman Shelemay, G. Gordon Watts Professor of Music

Received the Kenneth H. Peacock Distinguished Visitor Medal, University of Toronto, School of Music.

Steven Shapin, Franklin L. Ford Professor of the History of Science

Elected as a Fellow of the American Academy of Arts and Sciences.

Kay Kaufman Shelemay, G. Gordon Watts Professor of Music and Professor of African and African American Studies

Named the Phi Beta Kappa/Frank M. Updike Memorial Scholar for 2010-11.

James Sidanius, Professor of Psychology and of African and African American Studies

Named a Fellow of the Society of Experimental Social Psychology.

Beth Simmons, Clarence Dillon Professor of International Affairs

President-elect, International Studies Association, 2010-11.

Theda Skocpol, Victor S. Thomas Professor of Government and Sociology

Inducted into the National Academy of Sciences, 2009.

Diana Sorensen, James F. Rothenberg Professor of Romance Languages and Literatures, Professor of Comparative Literature, and Dean for the Humanities

Elected a juror for the Premio Principe de Asturias Award for Letters to be awarded in Oviedo, Spain, on June 7, 8 and 9, 2010.

Awarded a Radcliffe Fellowship, 2010-11.

Elizabeth S. Spelke, Marshall L. Berkman Professor of Psychology

Doctor of Philosophy honoris causa, Utrecht University, 2010.

John Stauffer, Professor of English and of African and African American Studies

Served as the Walter Channing Cabot Fellow, 2009-10.

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His book *GIANTS* was awarded the Iowa Author Award for the best prose book and the Boston Authors Club award for 2009.

Purdue University Distinguished Alumni Award (2009).

Sarah Stewart-Mukhopdhyay, John L. Loeb Associate Professor of the Natural Sciences

Awarded the Harold C. Urey Prize, given by the Division for Planetary Sciences of the American Astronomical Society, 2009.

Zhigang Suo, Allen E. and Marilyn M. Puckett Professor of Mechanics and Materials

Honored with a Humboldt Research Award.

Richard Tarrant, Harvard College Professor, Pope Professor of the Latin Language and Literature

Recipient of the Phi Beta Kappa teaching prize, 2010.

Clifford Taubes, William Petschek Professor of Mathematics

Awarded the Shaw Prize, 2009.

Gordon Teskey, Professor of English

Awarded a Guggenheim Fellowship for 2010-11.

Dennis F. Thompson, Alfred North Whitehead Professor of Political Philosophy in the Faculty of Arts and Sciences and in the John F. Kennedy School of Government

Received a Lifetime Achievement Award, Association of Practical and Professional Ethics

Karen Thornber, Assistant Professor of Comparative Literature

Received a Junior Scholar Award from the Chiang Ching-Kuo Foundation for *Green Paradoxes: East Asian Literatures and Environmental Crises* (2009-10).

Mary C. Waters, M. E. Zukerman Professor of Sociology

Elected to the National Academy of Sciences, 2010.

Received the Distinguished Book Award from the American Sociological Association for *Inheriting the City: The Children of Immigrants Come of Age* with Philip Kasinitz, John Mollenkopf, and Jennifer Holdaway, 2010.

Daniel Wegner, Professor of Psychology

Belle van Zuylen Chair, Utrecht University, The Netherlands, 2009-10.

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David A. Weitz, Mallinckrodt Professor of Physics and Applied Physics

Elected to the American Academy of Arts and Sciences.

Elected to the National Academy of Sciences (NAS), 2010.

William Julius Wilson, Lewis P. and Linda L. Geyser University Professor

Received honorary doctorates from New York University and North Carolina State University.

Michael Witzel, Wales Professor of Sanskrit

Received an Honorary Membership (Ehrenmitglied) in the German Oriental Society, 2009.

Robert Wood, Assistant Professor of Electrical Engineering

Received a President Early Career Award.

**Patrick Wolfe, Associate Professor of Electrical Engineering, SEAS, and
Affiliate, Department of Statistics**

Received the Presidential Early Career Award for Scientists and Engineers, 2009.

**Xiaoliang Sunney Xie, Mallinckrodt Professor of Chemistry and Chemical
Biology**

Received the Ernest Orlando Lawrence Award, 2009.

Shing-Tung Yau, William Casper Graustein Professor of Mathematics

Awarded the Wolf Prize in Mathematics, 2010.

Honorary Degrees from Lehigh University and the National Cheng Kung University of Taiwan, 2009-10.

**Alan Zaslavsky, Professor of Health Care Policy, HMS, and Affiliate,
Department of Statistics**

Received the Long-Term Excellence Award, Section on Health Policy Statistics, American Statistical Association, 2010.

Daniel Ziblatt, Paul Sack Associate Professor of Political Economy

Awarded the 2009 Gregory Luebbert Prize, for Best Paper Published in Comparative Politics, APSA, Comparative Politics Section, for "Does Landholding Inequality Block Democratization?"

Jan Ziolkowski, Arthur Kingsley Porter Professor of Medieval Latin

Elected an international editorial board member for the four-volume publication of the Oxford Dictionary of the Middle Ages.

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Harvard College Library

Nancy Cline

Roy E. Larsen Librarian of Harvard College

Academic Year 2009-2010

Updike Acquisition

Houghton Library acquired the John Updike Archive, an extraordinary collection of manuscripts, correspondence, books, photographs, artwork and other papers. Although portions of the Archive were given to the library during Updike's lifetime, and have been available for research at Houghton since 1970, they represented only a small fraction of the full collection. For decades Updike also deposited papers including manuscripts, correspondence, research files, and even golf score cards in the library, but the material – since it was only on deposit at Houghton – was available only with the author's permission and was not integrated with the material the library owned. Now complete, the Archive forms the definitive collection of Updike material and will make Houghton the center for study on the author's life and work. Cataloging the newly acquired material is one of the library's highest priorities, and the Archive will soon be fully accessible.

Johnson Symposium

A three-day event, "Johnson at 300: A Houghton Library Symposium," held in late August 2009 drew more than a hundred Johnsonians from all over the world and was the largest scholarly celebration of Samuel Johnson in the United States. The event was complemented by an exhibition, "A Monument More Durable than Brass," featuring Johnson's earliest surviving letter, his earliest diaries (kept in Latin), rare manuscript fragments from the original "Dictionary," and even the great man's silver teapot. The items on display were drawn from Houghton's Donald and Mary Hyde Collection of Dr. Samuel Johnson, one of the world's most important collections of 18th century literature, comprised of thousands of letters, manuscripts, first editions, portraits and other items. Following the bequest of the collection, the library was able to fully catalog the entire collection making these amazing resources readily accessible to scholars.

HCL/National Library of China Digitization Project

One of the most extensive collections of rare Chinese books outside of China will be digitized and made freely available to scholars worldwide as part of a six-year cooperative project between Harvard College Library and the National Library of China. Among the largest projects of its kind ever undertaken between China and U.S. libraries, the project will digitize Harvard-Yenching Library's entire 51,500-

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volume Chinese rare book collection. Librarians believe that worldwide access to these materials will have a transformative affect on scholarship involving rare Chinese texts. Work is being done in two three-year phases. The first phase began in January 2010, with the digitization of books from the Song, Yuan and Ming dynasties (approximately 960 AD - 1644). The second phase, beginning in January 2013, will digitize books from the Qing Dynasty (approximately 1644 – 1795). The collection includes materials that cover an extensive range of subjects, including history, philosophy, drama, *belles lettres* and classics.

Collaborative Learning Space

In Fall 2009 the Collaborative Learning Space (CLS) opened in Lamont Library. Located on the lower level in Room B-30, this innovative space was designed as a flexible setting in which librarians can experiment with the use of technology and different teaching methods. The CLS is different from other HCL instructional spaces, as rather than having fixed rows of tables and chairs, its movable furniture allows for endless variations and for fostering collaborative work. The CLS is outfitted with a range of technologies including: two built-in projectors and screens that allow instructors to display two images simultaneously (e.g., a librarian teaching a class on how to create a bibliography could show a course web site on one screen, while simultaneously demonstrating how to access related library materials on the other); ten laptops for classroom use; a DVD player and VCR; a document camera which can be used to project everything from hand-written materials to three-dimensional objects; and a wireless control system that can be used to remotely operate all the various systems. A special feature of the CLS is TeamSpot, a software application that allows users to view, edit and annotate documents, presentations and web pages as a group; the software runs on a computer outfitted with a 46-inch plasma display, eliminating the need for students to huddle around a single laptop. In total, bibliographic and library-related instruction amounted to 88 sessions for 31 courses. Another 20 meeting and events utilized the CLS' equipment and flexibility.

When not being used for library instruction, the CLS may be used as group study space, meeting a need continually expressed by students.

Multimedia Lab

With video and music becoming a larger part of classroom instruction and assignments, and in response to a growing number of requests from students, a Multimedia Lab was established in Lamont Room A-10 in what had formerly been the Lamont Viewing Room. This multi-media authoring facility has Mac and Windows equipment for creating, editing, and publishing a wide variety of multimedia projects; its video authoring software allows for fuller integration of audio, music, image, and video tools. The Lab, which is open 24/5 and offers staff

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assistance, has been filled near to or at capacity every evening during the semester. The majority of students, both undergraduate and graduate, have been utilizing the Lab for course projects, class assignments or academic research. Usage has ranged from individual work, as when an undergraduate student edited a video documentary of her teaching experience at a school in a small village in China (as reporting and documentation for a Harvard grant) to group work, as when students from the Graduate School of Education worked on a special course project. The Lab was also used by several Harvard Shorts Film Fest entrants this year.

Science Libraries

This past year HCL has been engaged in the process launched by Dean of Science Jeremy Bloxham in April 2009 to examine the organizational structure of the science libraries in FAS. The goal of the planning process was to identify a set of principles and priorities for these libraries that will enable to meet the changing teaching and research needs of faculty and students more effectively and efficiently for the years to come. In the past 15 to 20 years, discussions have been ongoing regarding how to increase coordination among the FAS science libraries given the increasingly interdisciplinary nature of scholarship and in order to effect an overall improvement in services to library users now and into the future. A shared administrative framework appeared to be a necessary component of any plans to coordinate these resources. As a first step, for FY10 memoranda of understanding were written to facilitate the transfer of administrative and financial responsibility for Birkhoff Mathematics, Physics Research, and Chemistry & Chemical Biology libraries to HCL. In addition, a letter of understanding was written for the Statistics Library to formalize its relationship with HCL's Cabot Science Library and its participation in collaborative efforts. Given the varying nature of each library's budget, staffing levels and services, HCL worked closely with each library and its respective academic departments to develop a unique approach for the administrative transfer of each. In addition, HCL continues to work with the museum libraries, the Harvard University Herbaria Botany Libraries and the Ernst Mayr Library of the Museum of Comparative Zoology; as well as with Gordon McKay and the Blue Hill libraries in SEAS and Wolbach Library in the Harvard-Smithsonian Center for Astrophysics, to define potential areas of collaboration, which may include: strengthening outreach efforts to students and faculty; coordinating reference services (including virtual reference); and refining collecting and preservation priorities.

HCL/MIT

In April 2010, HCL and MIT Libraries launched a pilot program to extend reciprocal borrowing privileges to undergraduate students. An extension of a 1995 reciprocal borrowing agreement for faculty and graduate students, this program offers students the best of both libraries' collections, with MIT's rich in science and engineering and HCL's in humanities and social sciences. Not only will this pilot provide an

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opportunity for our undergraduates to explore and make use of expanded collections, but it also builds on an existing collaboration with MIT, and may serve as a model for service relationships in the future. Both HCL and MIT libraries are collecting data, and the pilot for undergraduates will be assessed after 14 months.

Collections Development

Over the course of AY2009-10, collection development and research librarians met with the academic departments, centers, committees, and institutes to elicit faculty input on collecting priorities going forward in the context of reduced resources. The goal of the meetings was to discern what the faculty need the Library to be collecting for their research, for their teaching, and in order to support academic disciplines into the future. Discussions with each constituency varied, but topics included the balance between collecting unique materials and mainstream trade books; tradeoffs between collections and services; and the faculty's participation in depositing their articles in DASH, Harvard's open access institutional repository. These conversations have played an important role in informing the Library's directions as it reviews its collections possibilities and delineates priorities.

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Sustainability Report Card

Academic Year 2009-2010

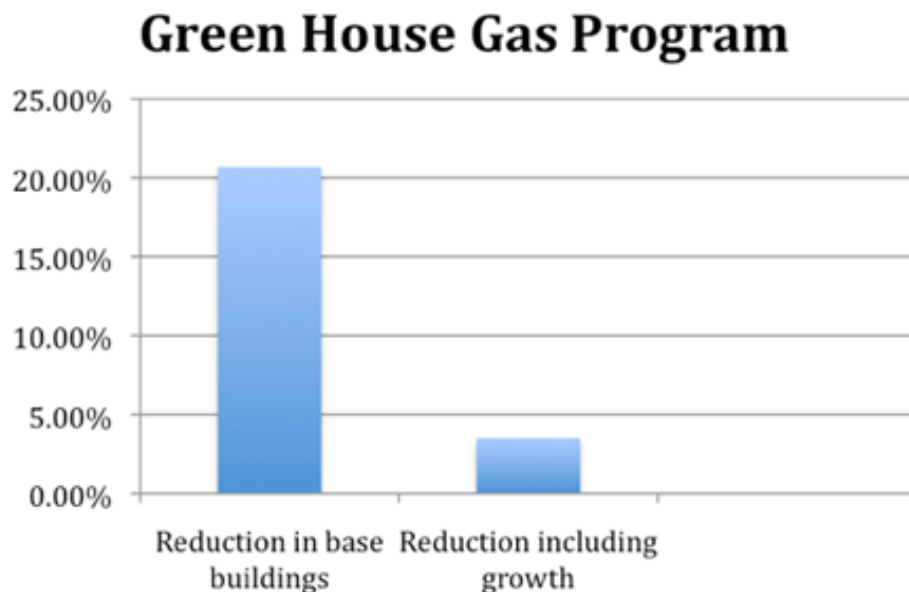
2009 Green Carpet Awards

Harvard University honored and recognized Harvard faculty, students, and staff who have made significant contributions to green house gas reduction and sustainability efforts at Harvard at the first annual Green Carpet Awards on Friday, April 23, 2010, a day after the 40th Anniversary of Earth Day. Members of the FAS were well represented among the winners, both as [individuals](#) and [teams](#).

Sustainability Results for Fiscal Year 2010

Harvard has a goal of reducing Green House Gas (GHG) emissions 30 percent below the University's FY2006 baseline by FY2016, including growth. The GHG Reduction Goal was set based on the recommendations of the Harvard University Task Force on Greenhouse Gas Emissions, a group of faculty, students, and senior administrators convened by President Faust in the spring of 2008 to recommend a GHG reduction goal for the University.

This year, the FAS made impressive reductions in its GHG emissions; 20.7% compared to its FY2006 baseline, and 3.5% including all growth of the physical plant since that time.



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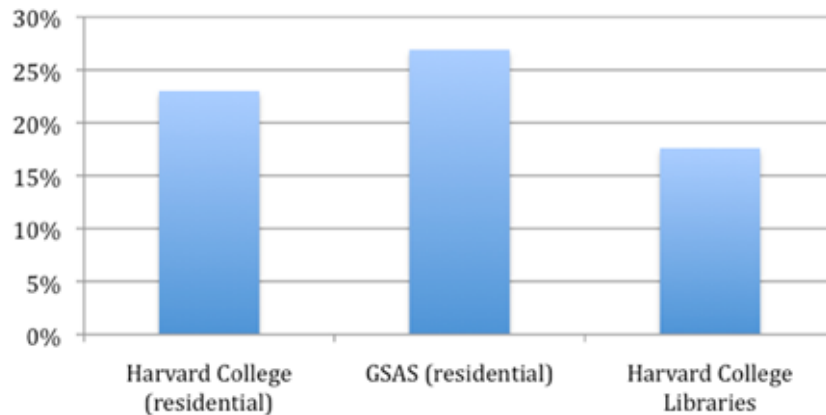
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The largest reductions occurred in residential buildings, with reductions of 23% in Harvard College and 26.9% in the Graduate School of Arts and Sciences. Harvard College Library made reductions of 17.6%. GHG emissions data for the Harvard Forest and data centers will be available in the fall of 2010.

Largest Reductions



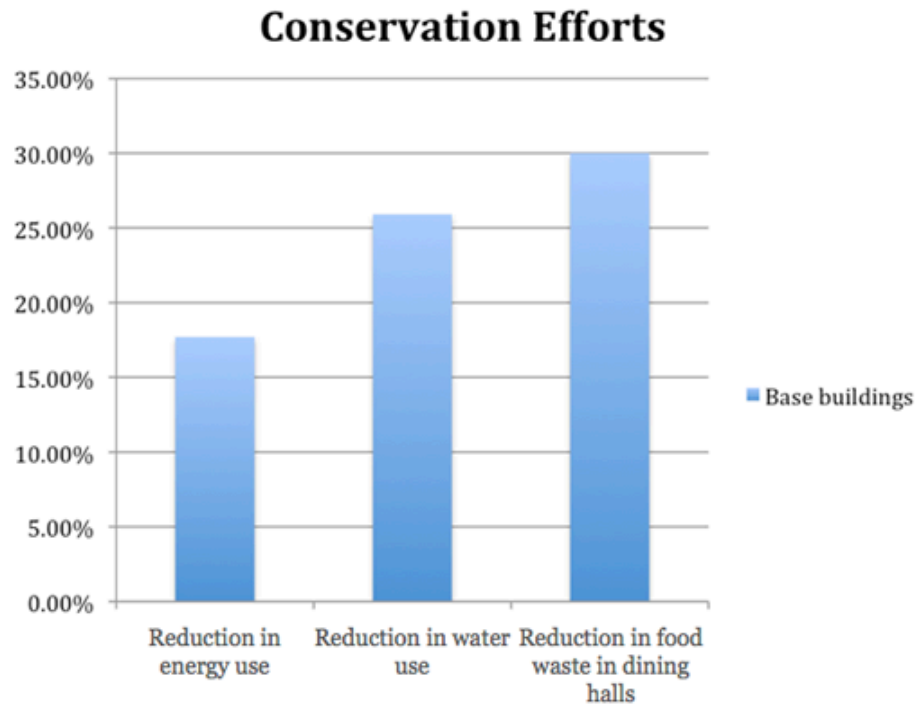
Ongoing conservation efforts resulted in considerable gains this year, and some equally significant financial savings. The 17.7% reduction in energy use translated into a \$3 million savings in energy costs for the FAS in FY2010. Water use was reduced by 25.9%, and food waste in the dining halls was reduced by 30% in average waste per meal per person compared to the FY2006 baseline.

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Other Accomplishments

LEED projects

- 25 registered, including NC, CI and EB
- 7 LEED-CI certified, including: 6 GOLD and 1 SILVER

Renewable energy

Canaday Solar thermal/heat recovery system:

- 166 MTCDE reduction /year
- Meets 60% of hot water needs in the Yard

3 Sacramento solar/thermal systems:

- Provide 20% of hot water needs

Science Center, integrated roof solar system:

- Meets 25% of lighting needs in Cabot

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Community engagement

Laboratories

- 20 sustainability lab brainstorming sessions since FY09
- 4 Green Certified Labs
- “Shut the Sash” campaign launched in 2005. \$230,000 in annual savings
- *Greenerbenches* listserv to share best practices in lab and research operations

Office Space

- 11 Green Certified offices and 4 Green Office workshops
- Green teams & monthly Eco-Citizens meetings
- Bi-annual Freecycle events, zero-waste events, Earth Day green gift bag distribution

Student Activities

- Green’14 program: outreach to Freshmen, food and energy subcommittees, annual Green Fair in Annenberg
- 3600 students participated in the annual Sustainability Pledge campaign in FY10
- Annual environmental art contest since 2002: 40-50 cartoon entries each year; 10-15 displays/year
- 70 student eco-projects per year
- 30% increase in recycling rates at Football games

Environmental initiatives in the Yard:

- 100% dorms have a green cleaning program
- All new furniture is local and FSC (Forest Stewardship Certified)
- All water fixtures have been upgraded with low flow aerators and dual flush systems
- All paints are low or no VOC
- All Yard is fertilized with compost tea instead of chemical fertilizers, reducing irrigation needs by 2 million gallons per year and increasing roots from 3 to 5 inches
- Rain water sensors save 4 million gallons of water per year

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Financial Report

Leslie Kirwan

Dean for Administration and Finance

Fiscal Year 2009 - 2010

In October 2009, Faculty of Arts and Sciences Dean Michael D. Smith presented a financial report to the Faculty to help them and other key audiences gain a deeper understanding of the FAS's financial condition in light of the impacts of the global recession. At that time, the Dean committed that future annual reports would be published each October following this new, more timely and comprehensive standard. Accordingly, we are pleased to present here the financial results for Fiscal Year 2010, the fiscal year ending June 30, 2010. For purposes of comparison, the results for Fiscal Year 2009 are also displayed.

This report is intended solely to present a managerial view of the FAS's finances and operations, and to explain how our financial resources changed and how they were used during the year in support of our academic mission. **It is important to note that these results are not audited in accordance with generally accepted accounting principles (GAAP), nor should they be confused with the audited financial statements of Harvard University as a whole.**

Overview

Fiscal year 2010 represents the mid-point of Dean Smith's multi-year financial recovery plan. It was a challenging year in which the imperative to curtail the growth in spending and implement structural cost saving measures at times seemed to dominate the agenda of the FAS community. Despite these pressures, the Faculty has accomplished an impressive amount of mission critical work. FAS was able to make targeted investments in several critical priority areas, including faculty searches, research administration, undergraduate and graduate financial aid, and core facilities, with an ongoing emphasis on environmental conservation measures and greenhouse gas reduction. These actions ensure that the unsurpassed vibrancy and richness of our educational and research mission continue and thrive, within a new context where reasoned trade-offs, thoughtful planning and new ways of organizing ourselves are the norm. As stated by Dean Smith at the onset of the fiscal crisis, we expect the FAS to become an even stronger, more focused Faculty as a result of the financial recovery plan, and achievements to date demonstrate significant progress toward this goal. The final result of operations was a modest unrestricted surplus of \$3.6M in the FAS Core, and somewhat larger surpluses across all fund types and affiliates. Moreover, the Faculty's success in rapidly implementing structural, or ongoing, budget solutions in FY10 put us in a stronger than anticipated position for confronting the more severe budget shortfalls projected for FY11. As a result the

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anticipated budget gap for FY11, once a crushing figure, has been reduced to a more manageable level.

Guide to the Accompanying Financial Statements

The FAS budget is both large (just over one billion dollars) and highly decentralized, with significant spending under the direct control of over 150 separate departments, centers, libraries and museums. The consolidated Statement of Activity presents important categories of revenues and expenses of the FAS as a whole. This view combines what is typically called the “Core” of the FAS, comprised of the Faculty, the College, and the Graduate School of Arts and Sciences, together with the other major affiliates of the FAS (e.g., Athletics, the Division of Continuing Education, Dumbarton Oaks, the Harvard College Library, the Museums, and the School of Engineering and Applied Sciences). Given that the Core constitutes about 73 percent of the FAS FY10 consolidated revenues and nearly 74 percent of FY10 consolidated expenses, we also present a FY10 Statement of Activity for just the Core. We include this particular view because it highlights an area of FAS finances (the unrestricted budget of the FAS Core) that has been under particular stress for some time, exacerbated by the significant impacts of the current global recession.

Finally, we present a Balance Sheet for the consolidated FAS that displays our major assets and liabilities at the end of FY09 and FY10.

FY10: The Mid-Point of a Multi-Year Fiscal Recovery Plan

When the impending impacts of the global financial crisis on the endowment of Harvard University and the FAS became apparent during Fiscal Year 2009, Dean Smith announced a comprehensive plan of action that spanned several years. **A multi-year approach was both necessary and advisable:** necessary, to allow the response measures time to take hold, and advisable, to avoid needless impacts on the academic mission of the FAS and ensure that core priorities would be preserved even during this challenging period. This phased approach was facilitated by reserve balances within the FAS that are available for restrained and strategic use as a funding bridge while other solutions were developed.

Dean Smith reported in FY09 that the FAS faced an unrestricted deficit of \$130M in FY10 that was projected to grow to \$220M in FY11. These projected deficits were largely attributable to the guidance published by the Corporation that the endowment distribution would decline by eight percent in FY10 and an additional 12 percent in FY11. With FAS’s heavy reliance on endowment income – 54 percent of revenues came from the endowment in FY09 – the decline in distributions was far and away the biggest budget challenge, but it was not the only one. The economy’s impact on family incomes increased the demand by our students for assistance from Harvard’s generous financial aid program, resulting in increased costs. Additionally, the FAS

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had recently constructed over one million square feet of new facilities, substantially increasing expenses for debt service as well as operation and maintenance.

These were among the array of challenges facing the FAS when Dean Smith launched his multi-phase plan during FY09. The first step was to slow the rapid pace of budgetary growth that had been established in prior years. This required instituting immediate actions to reduce controllable expenses across the FAS, buying time for more thoughtful implementation of administrative cost savings and restructuring of certain academic programs aligned with intellectual priorities. Dean Smith charged several Priorities Working Groups of faculty, staff and students to identify solutions, and created a planning website and electronic “idea bank” to engage the FAS community as broadly as possible in responding to our fiscal challenges while advancing excellence in teaching, learning and research.

Through tremendous citizenship, innovation and hard work during the FY10 budgeting cycle, the \$130M FY10 projected deficit was reduced by \$110M, leaving a gap of \$21M to solve. In his Town Hall discussion in September 2009, Dean Smith praised the FAS community for its initial response, and announced his intent that the remaining \$21M gap would be closed by year end.

FY10 Results

Through continued hard work, resourcefulness and thrift over the course of the year, the FAS has completed FY10 with a modest unrestricted surplus of \$3.6M in the Core. On a consolidated basis (that is, including the results in Athletics, the Division of Continuing Education, Dumbarton Oaks, the Harvard College Library, the Museums, and the School of Engineering and Applied Sciences), the unrestricted FAS surplus was larger, \$12.0M, and on an all-funds basis the consolidated bottom-line of the FAS was \$44.5M, bolstered by positive outcomes in many of the FAS affiliates. **In short, the Faculty of Arts and Sciences met head-on the fiscal challenge it faced in FY10 as Dean Smith suggested we would in his Town Hall meeting last year.**

Major contributors to this positive outcome in FY10 include the following:

- The FAS energy conservation and greenhouse gas (GHG) emissions reduction efforts resulted in substantial recurring reductions to energy usage, which in turn resulted in FY10 utility costs savings. These sustainability initiatives were directly aligned with President Faust’s ambitious GHG reduction program, and were also responsive to the themes of many of the “idea bank” submissions by students and faculty.
- Meaningful savings across the Core through reductions to controllable non-compensation expenses such as travel, meals, purchases of goods and services,

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- and other discretionary spending contributed significantly to the progress made during the year.
- Organizational actions including an early retirement program for staff; participating, with the rest of the University, in a reduction in force; restraint in filling vacant staff positions; and a freeze on compensation increases for faculty and staff (except for clerical and technical workers) contributed significant additional savings.
 - The passage of “UPMIFA” (the Universal Prudent Management of Investment Funds Act) allowed Harvard and the FAS to take full distributions on endowment funds that would otherwise have been considered “underwater”^[1] and thus unavailable in the short term.
 - The use of restricted income, consistent with fund terms, to pay for essential current costs was a way in which many departments, centers and other affiliates assisted in the recovery.
 - Actual expenses in the programs under the HUSEC umbrella (primarily SRCB and the Wyss Institute) were substantially lower than planned during its early ramp-up period.
 - In spite of the economic downturn, the generosity and support of Harvard alumni and donors continued, and the FAS was able not only to achieve, but slightly to exceed its annual fund raising target. Equally important, our donors responded to the Dean’s request to shift donations into unrestricted, general use giving, providing much-appreciated flexibility in challenging times.

Making Room for Targeted Investments

The work of the Faculty did not stop as these budgetary actions were underway. Some investments in the academic mission of the FAS were too important to wait for a more favorable economic climate, and Dean Smith’s recovery plan made room for a number of targeted investments.

For instance, during FY10, 41 faculty searches were active, resulting in 20 new successful hires to date. This robust level of faculty search and hiring demonstrates our ongoing commitment to excellence and the attractiveness of the FAS to the world’s finest faculty.

During FY10, 4,015 undergraduate students, or more than 60% of the undergraduate class, received some level of financial aid to attend Harvard. The financial aid budget rose in FY10 to more than \$145M (in comparison, it was less than half this total as recently as FY03), at a time when resources available from the endowment that support the cost of financial aid were also substantially diminished. The strength of our financial aid program, and Harvard College’s attractiveness to a diverse and outstanding student body, is reflected in the record year experienced by the FAS for new applicants, which surpassed 30,000 for the first time. Also, during FY10, stipend levels for graduate students were increased modestly.

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Another strong sign of the FAS's fiscal resilience in challenging economic circumstances was the 11% growth in FY10 of total sponsored research expenditures. While attributable in part to the availability of new federal research grants included in the ARRA, it is clear that research proposals from FAS faculty continue to offer competitive and attractive investment opportunities for external sponsors. To ensure adequate support for the growing research enterprise of the FAS, targeted investments in staff were made during FY10 to facilitate research proposal development as well as post-award management.

As always, we aspire to have the finest physical space for teaching and learning, and while major physical expansion efforts have diminished during the past year, the FAS was able to direct resources in FY10 towards a variety of important projects that are underway and will be completed during FY11. These include various renovation projects to accommodate new and newly-promoted faculty, a helium liquefier that will be of great benefit to many departments in the Sciences, and the program of summer maintenance projects that ensure our facilities are properly stewarded.

Finally, these results were achieved while the FAS prudently paid down internal debt obligations on a variety of retired assets.

Balance Sheet View: A Return to Asset Growth

As set forth in the Consolidated Balance Sheet, total net assets for the FAS grew by \$700M in FY10, from \$13.1B in FY09 to \$13.8B in FY10. The positive results of operations described above contributed modestly to this outcome, but the increase principally reflects growth in long-term investments (primarily endowment), from \$11.6B at the close of FY09 to \$12.2B at the close of FY10. While a return to positive growth in the endowment is welcome, it should be remembered that the FAS's net assets stood at \$18.0B at the close of FY08, of which long-term investments represented \$16.6B.

The Outlook: FY11 and Beyond

Fiscal Year 2011, which began this past July 1, has always been understood to present the most difficult fiscal challenge. The FAS's strong progress toward fiscal recovery in FY10 put us in an improved position to weather FY11. Many of the solutions which closed the FY10 budgetary gap are structural in nature, meaning that if these revenue gains and expense reductions are maintained, they contribute to closing the FY11 gap as well. In fact, in developing the FY11 budget, which was approved by the Corporation this past June, we were able to close all but \$35M of the previously-forecasted unrestricted budget gap of \$220M for the FAS Core.

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As he did last year, Dean Smith has stated his intention to bring the FAS budget fully into balance through continued hard work. However, he has set as the goal to close the remaining gap over two fiscal years, that is, by the end of FY12. In his May 12, 2010 letter to the Faculty, he said,

“The good news is that we do not need a balanced budget in this more difficult year, since we can temporarily use our FAS reserves to preserve our core mission of research and teaching. Overall the approach we have taken to righting our finances is working. We just need time, and our reserves will give us the time we need.”

Although the fiscal gap has been diminished substantially, ongoing upward pressure on some of our expense categories, coupled with, at best, modest increases to our key revenue sources for the foreseeable future, suggest that “structural” fiscal balance and sustainability will nonetheless require our continued focus and innovation in the years to come.

Foremost among the challenges faced by the FAS as we move toward fiscal sustainability is ensuring adequate resources to attract and retain outstanding faculty and graduate students. Operating successfully in the market for the finest scholars requires competitive search budgets and authorizations as well as competitive scholarship and aid programs for graduate students. Faculty and graduate students are the intellectual capital underlying our educational and research mission; thus, maintaining and enhancing our world class academic reputation require sufficient funds in these critical areas.

Similarly, our generous undergraduate financial aid program ensures we continue to have the finest and most diverse undergraduate student body in the world. Our dedication to sustaining Harvard’s “best in class” financial aid program remains steadfast, but doing so will exert pressure on the finances of this faculty for years to come, particularly on the unrestricted budget .

In the years leading up to the financial crisis, the FAS embarked on an unprecedented period of physical expansion that added more than one million new square feet of additional research and teaching space to the campus. These projects, including the BRI, Northwest Labs, LISE and CGIS, have been transformational in their impact on the intellectual reach of the FAS. Although prudent and necessary, these projects substantially increased the amount of long-term debt outstanding for the FAS, resulting in much larger annual payments to service our debt burden. While debt has been and will remain an important tool to enable strategic expansion and necessary growth, Dean Smith is intent on reducing the overall debt burden while ensuring that adequate funds remain available to sustain and steward our physical plant, as well as for important aspirational projects.

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The smart use of technology can enable the academic mission, mitigate business risk and better leverage our resources. Substantial investments have been made and are underway in critical areas such as research computing; however, the FAS continues to sustain a number of administrative systems whose useful life and utility is nearing an end. The hiring of a new Chief Information Officer to serve as technology leader for a new organization combining the IT operations of both the FAS and central administration is a strong step toward making Harvard a leader among universities in deploying technology to support its core mission and operations. Resources will be needed to enable this transformation.

Finally, these challenges to fiscal sustainability are set within a future context where distributions from our largest source of operating revenue, the endowment, will very likely be modest at best. This fact itself presents a major hurdle as a substantial proportion of the FAS's cost structure is relatively fixed, and is expected, in many cases, to inflate at a pace that exceeds anticipated growth in endowment distributions.

Looking ahead, as we strive to eliminate this remaining gap and balance future budgets in the face of these critical challenges, we will need to maintain the gains we have already made while seeking and implementing further operational efficiencies that bolster our core intellectual mission. Many such initiatives are already underway across the FAS, and the positive results of FY10 will allow us more time to work together to make these thoughtful and important changes.

Respectfully submitted,

Leslie A. Kirwan

Dean for Administration and Finance