

Harvard at 400

VISIONS OF THE UNIVERSITY IN 2036

IMAGINING THE FUTURE—however risky it is to make predictions—can be a comforting activity, even a productive one. And although psychologist Daniel Gilbert's 2006 book *Stumbling on Happiness* makes a strong case that humans aren't very good at forecasting what will make them happy even a few days hence (much less in 25 years!), it seems that human nature also compels us to build some castles in the air—and maybe even try to move in.

Building that castle, like all human achievements, starts with an idea. Every creation springs from a vision of something that does not exist, but might. Such first stirrings, neither plans nor blueprints, are closer to desires. And desire, as the prime motive

force, is essential. Holding in mind a detailed image of a wished-for outcome can be a powerful step in creating that very result.

We asked a baker's dozen plus one of diverse Harvardians to share their images of what the University ought to be a mere quarter-century from now. Not to predict what it will become, just to lay out what each contributor would *like* to see in a four-centuries-old academy. Taken together, the varied visions don't so much compete with as complement each other: these small discourses resemble less a chessboard than a bouquet to alma mater. With gratitude to all participants, we invite you to draw near, look, and inhale.

~CRAIG LAMBERT



A Yardstick of Service

by BILL GATES

WHEN I SPOKE at Harvard's commencement a few years back, I admitted to just how limited my worldview was when I studied there, and how little I knew about the terrible problems and inequities facing the world's poor.

At its 375th anniversary, Harvard is a much different place than it was in the early 1970s: more diverse, less isolated, more focused on the wider world beyond the confines of Cambridge. More faculty members are concentrating on research and projects that directly help the poor, and more students are pursuing experiences and careers in community and public service.

For example, Paul Farmer's work in community health and human rights, and the inexpensive "lab-on-a-chip" medical diagnostic devices of George Whitesides, are leading to breakthroughs in healthcare in the developing world. Nearly 20 percent of graduating seniors applied for Teach for America last year, and Harvard applications to that program have increased by more than 50 percent in the past two years.

In her 2010 Commencement address, President Drew Faust articulated two fundamental purposes of higher education: to equip students "with the capacity to lead fulfilled, meaningful, and successful lives," and "the development of talent in service of a better world."

As the University contemplates what kind of institution it wants to be a quarter-century from now, it's my hope that this embrace of a broader worldview grows exponentially, stimulated by strong institutional leadership and exemplary action by students and faculty alike.

I remain, at my core, a technologist and an optimist. I see in my work every day the remarkable impact that innova-

tion can have in education, development, global health, and energy. Those breakthroughs are born of basic science and creative collaboration among the best and brightest.

Harvard is a unique institution whose position and talent represent a tremendous resource for the world. With such immense advantages come real responsibilities.

Harvard started its life dedicated to service, and I can't think of a better way to chart a future course than to clearly articulate a mission for the University that calls on students, faculty, staff, and alumni to dedicate at least part of their lives to helping solve the world's biggest problems in whatever way they can. I would challenge Harvard to judge itself over the next 25 years by the same yardstick I proposed to the class of 2007—namely, that it not only had improved the lives of its students, but the lives of the world. As I said then:

I hope you will reflect on what you've done with your talent and energy. I hope you will judge yourselves not on your professional accomplishments alone, but also on how well you work to address the world's deepest inequities, on how well you treat people a world away who have nothing in common with you but their humanity.

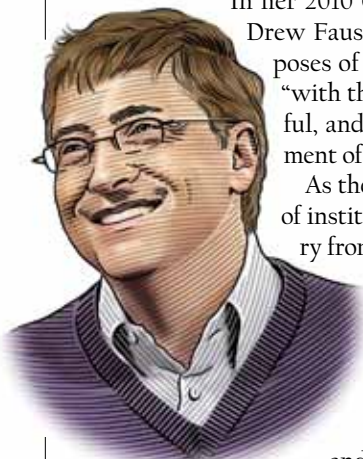
This would be a legacy worth cheering about.

Bill Gates '77, LL.D. '07, is the founder and co-chair of the Bill & Melinda Gates Foundation and chairman of Microsoft.

e-Harvard.400

by ELI M. NOAM and NADINE STROSSEN

HARVARD STARTED as a small local seminary. Students and faculty got there by foot, boat, or horseback. Information arrived the same way. But in the nineteenth century, transportation and communications improved rapidly and Harvard became a university to the nation. With the arrival of the jet plane, it reached the world. How should the new, powerful means of electronic communication shape Harvard's scope?



Bill Gates



Eli M. Noam and Nadine Strossen

They have already enabled new forms of online and distance education. For-profit and public universities and second-tier private universities have used these enthusiastically—though not always successfully—to expand their reach and serve nontraditional student pools. But should an elite university such as Harvard extend exclusive Ivy League education beyond campus?

Inevitably, it will, driven by competition with other institutions and economic pressures to spread high costs across a larger student base. Doing so can also further Harvard's core mission of offering the best education to the best minds around the world. Expanding access to Harvard's courses via communications media would help erode barriers to the free flow of ideas and information, and democratize learning.

But e-Harvard must honor certain principles.

First, the value of a Harvard degree cannot be diluted. Admission standards for e-students must be at least as rigorous as for Cambridge-based students.

Second, any outreach must go both ways. As knowledge grows, it becomes impossible for the University to support specialists in all subjects. A course on, say, medieval Persian poetry might have to be imported online to the handful of interested students, and Harvard would similarly transmit some of its courses to Iran. The University's role becomes one of quality control and the creation of global consortium relationships with other leading educational institutions.

Third, any online education must involve more interaction, not less. Education is more than knowledge transfer. It is also a process of socialization and empowerment through mentoring, "peering," hands-on experience, and freewheeling exchanges that push intellectual boundaries. In this respect, online education now seems a lesser version of the real thing. But in time the tables will be turned; e-Harvard will need to include well-crafted 3-D lectures by star professors, "virtual worlds" and simulations for skills training, interactive Socratic programs for thinking on one's feet, and social networking for peer exchanges.

Fourth, online and campus-based education must be blended in a "click-and-brick" experience. Online students would have to spend time in Cambridge, even as campus-based students spend significant time elsewhere while still taking Harvard courses online.

Fifth, online activity must be justified on educational, not financial, grounds. A quality online curriculum actually costs more than the traditional blackboard-and-chalk method. Furthermore, any expansion to poor countries will have to be affordable there. Together with high selectivity, these factors will check the profitability of most programs.

Sixth, a Harvard education should not end at graduation. E-Harvard should add a "lifetime maintenance and upgrade contract" for knowledge and skills. This will lead to diminished distinctions among students, alumni, and instructors.

In the past, students came to Harvard. In the future, Harvard will come to the students, wherever they are.

Eli M. Noam '70, Ph.D.-J.D. '75, is professor of economics and finance at Columbia's Graduate School of Business and director of the Columbia Institute for Tele-Information. Nadine Strossen '72, J.D. '75, professor of law at New York Law School, served as the national president of the American Civil Liberties Union from 1991 until 2008, and now serves on the ACLU's National Advisory Council.

Farm the Yard

by BILL MCKIBBEN

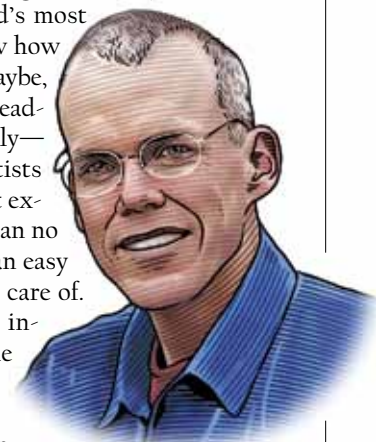
WHEN HARVARD WAS FOUNDED, most of its students arrived rich in practical experience, and in need of some *abstraction*: colonists knew how to plow, how to build, how to work the physical world. Higher education was for adding a layer of mediation: some Latin, some classics, some theology.

Today, 375 years later, students arrive fully mediated: they've spent endless hours in front of a screen and, chances are, very few in contact with the natural world. They can't, most of them, do very much that *isn't* abstract. They've changed, 180 degrees, and so that which higher education provides should change as well. If college is about supplying what's missing, then it's time to dig up a good chunk of the Yard and plant a garden.

Does that seem absurd? Haven't we gone well beyond the moment when graduates of the world's most prestigious university need to know how to do something with their *hands*? Maybe, but maybe not. On a planet that's headed into a very stormy future (literally—thanks to a warmer climate, scientists are now observing some of the most extreme weather ever recorded), we can no longer blithely dismiss farming as an easy task someone else will always take care of. (Calories per capita are no longer increasing on this planet.) The same applies to providing the energy we need, and performing all the other physical tasks that for a couple of centuries have seemed less important to those at the top of the heap. We may need to actually do something *real* again—not just for our security, but for our over-abstracted souls.

Indeed, the U.S. Department of Agriculture reported last year that the number of farms in America is increasing for the first time in 150 years, and increasingly it is well-educated young people who are doing the growing. I know recent Harvard graduates who are running exemplary small farms—and making more high-stakes decisions in a day than their classmates who took the obvious route to Goldman Sachs.

So I hope that by 2036 the College is teaching classes in agri-



Bill McKibben

culture, and helping us to understand that it's a culture as important, and classy, as all the other cultures studied within the gates. Over-mediated young people, even if they're not going to grow their own food, or install their own solar panels, need a field trip away from the abstract. The polish higher education should be adding now looks more like grit.

Bill McKibben '82 is Schumann Distinguished Scholar at Middlebury College and founder this year of the global climate campaign 350.org (<http://350.org>). He was elected to the American Academy of Arts and Sciences in April.

Harvard in a Multipolar World

by MA YING-JEOU

TRY TO IMAGINE what the world might be like 25 years from now. It seems quite likely that mainland China will have already overtaken the United States 10 years hence as the biggest economy in the world, and the galloping pace of economic growth in Asia will have established the region as the world's center of economic gravity. By that time, a multipolar global power structure will have emerged. The United States will continue to be a major power, to be sure, but its unchallenged supremacy over the rest of the world will be a thing of the past.

Even so, the United States has some big advantages, such as its use of English (the international language) and its issuance of the U.S. dollar (the international currency), which will not disappear by 2036. To the contrary, these factors assure the continued strength of the United States, which also enjoys the advantage of being able to attract outstanding talent from all over the globe. The United States has led the world in recent years in the number of universities in the global top 50, and in the number of Nobel Prize winners. Even in the face of mainland China's rapid rise, the United States will retain these advantages for decades to come. It will still be a center for the cultivation and development of the best talent in the world. Harvard University stands at the apex of the U.S. academic world, and it is quite clear that Harvard's influence in the United States and around the world will remain undiminished.

But the University should not stake its reputation on academic clout alone. Harvard needs to go a step further and influence how the human race reflects upon itself, and how it orders its thoughts. Over the past century, capitalism and democracy have expanded rapidly across the globe and become the shared pursuit of all mankind. But human beings today face many challenges, including global warming, population pressures, shortages of energy resources and water, the clash of civilizations, and terrorism. It would seem that the objects of our shared pursuit are no longer a sufficient response to these problems.

As the world seeks to address the many nettlesome issues facing it, we urgently call upon Harvard University to point the way forward during the coming 25 years, both in the world of thought

and in the realm of concrete action. We would hope that the Harvard of 25 years from now, beyond being the leader of the academic world, is nothing less than the hope of mankind.

Ma Ying-jeou, S.J.D. '81, is president of the Republic of China.

Beyond "Highbrow Amateurism"

by JOHN ADAMS

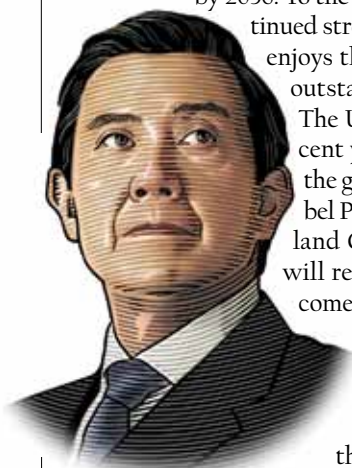
WHEN I'M ASKED as a composer to make a prediction of what music will be like in 50 or a hundred years, I respond by saying I can no more imagine what that music will sound like than Brahms could have predicted the electric guitar. But the allure of peering into the future is always hard to resist.

I have two images of what Harvard might be like in 2036, one utopian and the other dystopian. My dystopian anxiety is simply that Harvard, despite its best efforts, will be forced to mirror our current national slouching toward total plutocracy, toward a new Gilded Age of unimaginable disparities between a small privileged power elite and an unhappy majority—the poorly educated, the underpaid, and the easily manipulated—people whose lives will grow increasingly colorless and drab, designed and dictated as they are by inviolable corporate interests.

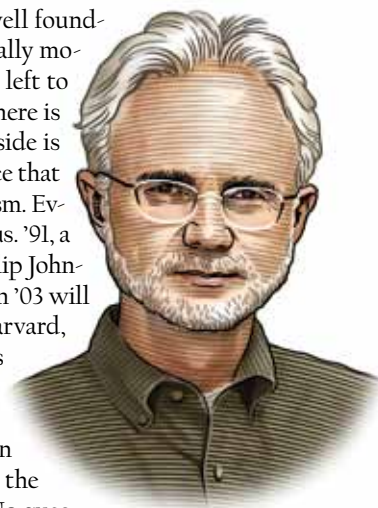
What 18-year-old student in the year 2036 will be able to graduate from a public high school (if such an institution even exists) with enough preparation to survive the competition of classmates whose wealth, upbringing, educational privilege, and social self-esteem would positively crush him or her? Will Harvard, simply to survive, join in this hectic embrace of social Darwinism that the country seems locked into?

In my utopian version I see a university whose demographics reflect the rich variety of American society, one that would never make financial circumstances an issue in choosing its students—in other words, one that could identify a teenage Barack Obama and make it possible for him to attend and flourish. I also imagine a Harvard that treats the arts with the same sense of importance that it accords its schools of law, medicine, science, and business.

For too long Harvard has viewed the arts as an ancillary activity, as extracurricular, something its students do on the side. It is a time-honored attitude and in part well founded: Harvard students, being exceptionally motivated and endlessly creative, are best left to initiate their own artistic endeavors. There is value to this philosophy, but its downside is that Harvard remains, artistically, a place that celebrates a kind of highbrow amateurism. Every once in a while a Yo-Yo Ma '76, D.Mus. '91, a Leonard Bernstein '39, D.Mus. '67, a Philip Johnson '27, B.Arch. '43, or a Natalie Portman '03 will emerge to prove that you can go to Harvard, be brainy, and still emerge with serious professional chops. And having a future Fortune 500 executive acting in an Adams House *Oedipus* or playing oboe in the Bach Society Orchestra is good for the future of charitable giving to the arts. No question about it.



Ma Ying-jeou



John Adams

But the arts at Harvard ought to be world-class, a place where great art is not merely studied and analyzed while students are left to their own devices when it comes to making it. So on my good days I imagine the Harvard of 2036 a beehive of creative activity, a place where painters and dancers and cellists and poets and filmmakers learn their craft from the great masters in their fields and where stimulation and invention (and, well, yes, odd behavior) are the norm. Is there any reason not to think Harvard capable of that?

*Composer, conductor, and author John Adams '69, A.M.'72, won the 2003 Pulitzer Prize in Music for his *On the Transmigration of Souls*, commissioned by the New York Philharmonic, and earlier this year conducted his opera *Nixon in China* at the Metropolitan Opera.*

Tutors: Good, and Cheap

by JOHN NEWMAYER

PLEASE, Harvard, no more billion-dollar buildings in Allston! Instead, in our sixteenth quarter-century, let's spend a small fraction of that amount improving the places where so much *real* learning happens: the 12 undergraduate Houses.

By far the finest and most memorable part of my academic life at Harvard was my three years as a resident tutor. There were a couple dozen of us and if the pay for our work was *cheap*—room and board and a little cash—for the most part the work itself was *good*, from such as Barney Frank '61, J.D. '77, no less brilliant holding court at a Winthrop House dining table than he was to become in the greater House. We tutors taught as if in seminar: perhaps eight sophomores at a time, a focused reading list, weekly short essays but no exams, ample back-and-forth discussion as we eased the youngsters into their chosen concentration. This back-and-forth continued in the dining hall, in animated conversations both within and outside of our chosen fields of study. These intimate connections created a far better learning environment than did huge lecture halls (to say nothing of “online courses”). Best of all, we encountered, among undergraduates and each other, and absorbed a *love of learning for its own sake*.

We enabled Harvard to benefit from the “junior-faculty bargain”—our work was far cheaper than that of tenured faculty. My hope is that Harvard will find ways to enhance House culture both to reward this good work and to insure that it, indeed, remains good. So here's my prescription for the next 25 years:

To begin, each House master should recruit and interview carefully—seeking those few who can explain material clearly and concisely, who can impart an enthusiasm for learning, who can be patient guides to the growth of younger minds, and who have ample energy to devote to all that—then offer chosen candidates a probation year as a nonresident tutor. After that, let the *tutees* decide!—by secret ballot, at the end of each academic year. Tutors whose work is acclaimed would benefit by promotion from nonresident to resident, by the renewal

of their residencies, or by transfer to choicer quarters.

Bright undergraduates and inspiring tutors: that's plenty of fuel for intellectual ferment. Harvard, let's invest in *more commodious common spaces* to encourage these residents to spend more time engaging with one another, in lively talk and long postprandial lingering in dining halls and common rooms. The larger Harvard community can help make these improvements toward tasty and healthful cuisine (thanks a bunch, organic-farming alumni), excellent wine cellars (*merci beaucoup*, alumni vintners), much improved lighting and furnishings (*Danke sehr*, School of Design), and better art on the walls (*mille grazie*, Fogg Museum).

An attractive House environment would compensate tutors for their junior-grade pay. They might also savor spending their Cambridge years in a fine House suite in the Center of Things rather than in some faraway apartment.

I hope to hear something of this sort at Commencement 2036 from graduating seniors: “My House was a true academic community, not a mere dormitory. Half of what I learned at Harvard, I learned there!”

After a long career as an epidemiologist, John Newmeyer, Ph.D. '70, now practices the art of the dinner party at his Victorian in San Francisco and at Heron Lake Winery in the hills of Napa.

Nontraditional Students Surge

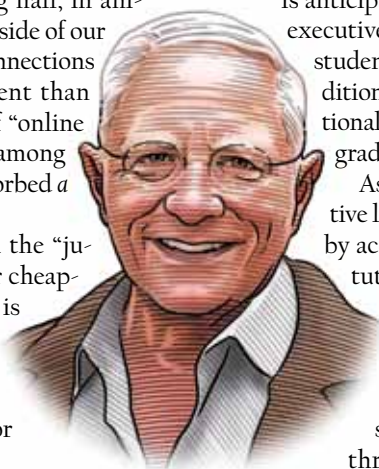
by MICHAEL SHINAGEL

AS TIMES CHANGE, so does traditional Harvard: the small, parochial school for ministers transformed over time into an international university. According to the Center for Education Statistics, more than two-fifths of students in higher education today are nontraditional, part-time adult students. Great growth is anticipated by all the Harvard schools among continuing and executive nontraditional students, and in 2036, the majority of students enrolled at the University will most likely be nontraditional, constituting five or more times the number of traditional residential students in the College and the professional graduate schools.

As our society ages and people live longer and more active lives in retirement, Harvard will respond to these trends by accommodating its graduates in programs like the Institute for Learning in Retirement, whereby seniors return to the academy after pursuing their careers to engage in peer teaching and learning.

Faculty members over time will erode the artificial boundaries of departments and divisions and schools in evidence today and create greater synergies through interdepartmental and interfaculty collaboration in research and teaching, at both the undergraduate and graduate levels. For example, since the spring of 2008, professor of the practice of molecular and cellular biology Robert Lue and professor of medicine Thomas Michel have co-taught simultaneously, from their respective classrooms in Cambridge and Boston, the first cross-faculty course offered both in class and online, “Cellular Metabolism and Human Disease,” a precedent that will engender many more such collaborations.

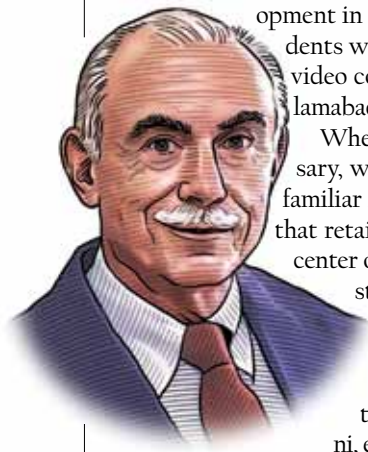
There will be a major shift in instruction from the classic large-



John Newmeyer

lecture format to an asynchronous electronic format that can be accessed by students on their computers on campus and globally through online distance education. The shift will be to more electronic and modular instruction in many fields, as faculty members exploit new education technologies. Harvard Summer School, for example, just went global with a distance course, "Social Development in Pakistan," that linked local summer students with Pakistani students through real-time video conferencing between Cambridge and Islamabad.

When we view Harvard at its 400th anniversary, we will witness a vastly changed but still familiar institution, an international multiversity that retains its reputation as the world's premier center of teaching and learning for its many constituents. Hundreds of thousands of students from around the world who attend Harvard, both on campus and online, will regard themselves as part of the University's extended family of alumni, enhancing Harvard's global leadership role significantly.



Michael Shinagel

Michael Shinagel, Ph.D. '64, is dean of Continuing Education and University Extension and a senior lecturer on English.

“Wonder in the Bewilderness”

by AMORY B. LOVINS

THE WORLD'S BIG PROBLEMS are often caused by narrow, reductionist solutions. Yet the whole, said Aristotle, is different from the sum of its parts. We need people with vision that crosses boundaries, harnessing hidden connections to solve or avoid not just one problem but many, without making more. Problems created by blinders require “un-disciplined” people educated in the disciplined practice of linking supposedly disparate learnings. Yet holism is scarce. Universities discourage it due to academic tribalism, a fear that a broad education can't be deep, and a solicitous urge to shield students from exuberantly trans-disciplinary impulses.

My two years at Harvard included taking a freshman seminar with Edward Purcell open to all freshmen named Lovins, hanging out with great mentors like John Finley and Leonard Nash and William Lipscomb and Willard van Orman Quine (and, off-campus, Edwin Land), taking the senior physical-science research courses in year one and the graduate research courses in year two, and exploring geology and law, linguistics and Social Relations. (In high school I'd dived in music, classics, and college math.)

Yet this wonderful intellectual playground had ogres. The College's administration plugged loopholes not just behind but ahead of me, blocking access to the education I sought. Continuing to study widely without a specific concentration, they warned, was too risky. I asked, Isn't this a great university? Yes, they said, but for your own good we require focus. Can't I choose how to spend my own time and money? No.

They weren't customer-friendly, so halfway through, I migrated

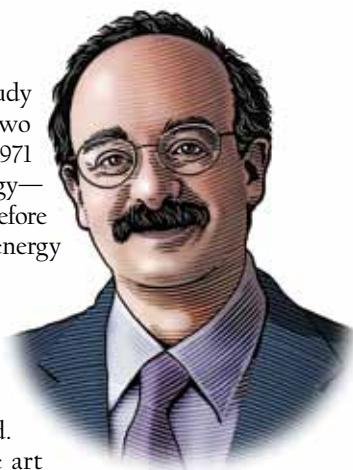
to Oxford as a graduate student to study whatever I wanted, becoming a don two years later. (That worked well until 1971 when I wanted to do a doctorate in energy—not yet an academic subject two years before the oil embargo—so I resigned to do energy anyway. Now energy has professors.)

I subversively advise students that if their studies are so disparate their advisers can't discern a pattern, they're probably on the right track. Wonder in the bewilderment. Go wild. Mix thermodynamics with Chinese art history with cultural anthropology with naval architecture and you'll learn how to learn.

I tell students a smart, motivated person can learn as much about almost any discipline in six months as most (not all!) practitioners know. I encourage them to roam uninhibited across the entire range of learning, leaping the fences and walking on the grass. I mention that at nine universities, I've taught only subjects I've never formally studied, and that my line of work requires picking up a couple of new disciplines a year, so that after several decades, everything reminds you of something.

I therefore hope for a Harvard that reunites dis-integrated learning and takes E.O. Wilson's *Consilience* seriously; where the fences fall into disrepair; where a rich mycelium organizes around grand challenges (as current White House science adviser and Heinz professor of environmental policy John Holdren's still-unique Energy and Resources Group so splendidly did at Berkeley); where dropouts, if any, are asked why they left; where responsible students in any year, anywhere in the University, can freely choose all their studies; and where integration is prized above reductionism. That is what the world needs.

Recovering physicist Amory B. Lovins '68, the co-founder, chairman, and chief scientist of Rocky Mountain Institute (www.rmi.org), advises business and government leaders on energy efficiency and strategy and their links to security, economy, the environment, and development.



Amory B. Lovins

Tackle the Big Issues

by FRANKLIN W. HOBBS

SINCE IT APPEARS we are in a period of seismic change, Harvard should take a hard look at its mission, its structure, and its financial underpinnings. Harvard's greatest opportunity over the next quarter-century will be to bring together its separate areas of expertise to focus on a select group of “big” issues. It has an opportunity to use its resources and intellectual capital to analyze global issues broadly, across the whole University—and I believe it will need to do so, in order to maintain its leading position.

Harvard needs a new mission statement. It is one of the few educational institutions with the breadth of learning and inquiry and the financial resources needed to help solve the complex issues the world faces. The University should set for itself even higher aspirations. It has the resources to analyze, process, and recommend solutions to the increasingly multilateral, multicul-

tural world of the twenty-first century. For instance, shouldn't we be setting an agenda to be the leading center of knowledge about and scholarship on global health, food and nutrition, K-12 education in the United States, the biological and technological revolutions, and the global economic and political order?

To tackle such issues, Harvard will need to wrestle with its structure. The University is singularly blessed with broad excellence across many disciplines, but its 10 faculties have operated primarily as separate entities—each focused on its own agenda. There are many examples of cross-fertilization in the system because of personal relationships, intellectual curiosity, or competitive necessity, but nowhere near the extent necessary for new initiatives such as those cited. It will require a far more interactive, cross-functional mandate to integrate the competencies of the whole and bring the relevant expertise to bear.

This will probably require the allocation of more financial resources to the University's center to ensure proper support for the broader mission. An expanded program of joint appointments and student cross-registration will also be essential.

Finally, the events of the past several years have shown that the financial model Harvard has been built on might not be reliable in the future. The assumption that alumni and alumnae support will continue at a level sufficient to permit fulfillment of Harvard's mission, or that the government will continue to support its scientific efforts as in the past, is no longer secure. The new world will require both new funding sources and a fundamental review of University operations.

Global initiatives will open many new possibilities for funding. Harvard will also need to challenge and experiment with some time-honored postulates of higher education.

To begin, we need to do a better job with fewer resources. We need to review the problem of educational productivity and the opportunities for technology to fundamentally change how we teach and learn. We need to consider how to better utilize our facilities year-round and, by doing so, how to handle more students effectively. We need to have a candid review of tenure and what the requirements of tenure need to be for Harvard to remain competitive.

The agenda is daunting, but Harvard should not be afraid to take advantage of its special place in the world, and its "brand name," to embark on fundamentally new missions while making its structure flexible enough to deliver the best the University has to offer. Sounds like a good 25-year assignment.

Franklin W. (Fritz) Hobbs '69, M.B.A. '72, a member of the Board of Overseers from 2000 to 2006, is currently chairman of Ally Financial Inc.

The Venture-Capital University

by CAROLINE HOXBY

RESEARCH UNIVERSITIES are the world's great venture capitalists for investments in human capital—that is, knowledge.

Harvard enrolls thousands of students, each of whom is a "project." Students acquire human capital, an asset that they turn to account as scientists, composers, financiers, politicians. Harvard also supports thousands of studies, each of which is also a "project"—an analysis of Bach's compositions, an investigation of poor families' expenditures, the mapping of the human genome. Like venture capitalists, research universities have the expertise to recognize projects with huge potential—the ablest students, the best experiments. Like venture capitalists, they not only fund projects but guide them and match them with specialized resources. Like venture capitalists, they retain an "equity share" in their projects—though they do this in a special way.

My analogy may sound crass, but Harvard is invaluable in its venture-capitalist role. Governments will never be as farsighted or enterprising when funding research or education. Banks lack the expertise to select great students and researchers and won't invest in knowledge that benefits the world at large.

Moreover, since universities do not actually retain equity shares in their alumni or most fruits of their research, they must raise students and develop friends who *want* to give back. Universities can do this only by inspiring a deep sense of common purpose, working for the public good, and committing themselves to a selfless quest for truth for its own sake.

What does this tell us about Harvard in 2036?

Harvard must husband the key source of its advantage—the expertise within its community. So that its great minds can devote their scarce time to solving problems, exchanging ideas, and interacting deeply with students, the University must—by 2036—become an efficient manager that streamlines all except these crucial tasks. It should harness technology to eliminate the grunt work in scholarship.

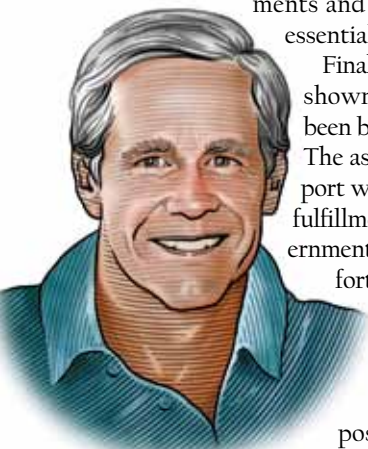
Harvard's expertise and resources will be useless without great students and researchers in whom to invest. To recruit the world's best, it must offer a superb curriculum and environment for scholarly interaction—these must remain the core function of the University. The quest for the best projects will take the Harvard of 2036 across international and disciplinary boundaries—no longer as a conscious gesture of openness but simply because it will be most productive.

Harvard's investment strategy should align with its special role. Its risk-taking should consider that the University could lose expertise in a downturn and never get it back. Yet Harvard must also make the most audacious human-capital investments, those that require its distinctive expertise and long horizon. It should partner with the private sector and government but focus its role on crucial elements—for instance, basic science—that others won't support.

Finally, Harvard must remember that it pulls off the marvelous feat of persuading donors to support investments from which they gain no direct benefit because it is *truly* devoted to knowledge, the nurturing of reflective human beings and public leaders (not just future donors), and solving society's problems. Because



Caroline Hoxby



Franklin W. Hobbs

this feat depends on community and shared values, the University should be, above all, a locus of meaningful interactions. A visitor in 2036 should still find students meeting with professors, debating ideas in seminars, huddling with great texts, and planning the future of the world over dinner.

Caroline Hoxby '88, RI '97, is the Bommer professor in economics at Stanford. Formerly Freed professor of economics at Harvard, she studies the economics and history of higher education; her forthcoming Clarendon Lectures in Economics lay out a model of research universities' role in the world.

The Arts: More Than Diversion

by MIA RIVERTON

A FORMER HARVARD PRESIDENT once told me, “The arts may be a nice diversion, but they’re just not that important at Harvard.” Despite this anecdotal opinion, with which I naturally take issue, numerous alumni have risen to prominence in the arts, media, and in entertainment. It is axiomatic that many Harvard graduates are destined for greatness in their chosen paths, whether because of, or in spite of, what the University offers them as students; those of us who believe in the transformative potential of the Harvard experience certainly hope for the former.

Graduating students are often blessed with an abundance of career opportunities in their respective fields, thanks partly to University resources dedicated to helping them move from academic study to professional endeavors. But it is widely acknowledged within the alumni community that students seeking to realize their arts-related ambitions receive less attention and fewer resources than those in more traditional areas such as law, medicine, or—my personal *bête noire*—investment banking.

When President Drew Faust commissioned a special task force to explore the role of the arts at Harvard, my fellow graduates in creative fields responded with enthusiasm. Perhaps this signaled a sea change, a shakeup in the status quo—maybe Harvard finally cared! Though the recommendations of the task force were comprehensive and commendable, the timing of its report, released in late 2008, could not have been worse. As the world economy crumbled, it became apparent that many of the hoped-for changes would be long delayed at best, or—more likely—ignored or forgotten amid the financial turmoil.

But I remain hopeful. I believe that Harvard will continue to expand curricular programs in the arts and media, and that it will ultimately rise to the challenge of elevating and integrating this important domain with other academic priorities. In doing so, Harvard should not lose sight of the infrastructure that already exists to foster the development of gifted student artists (as well as future arts patrons).

The freedom and richness of student art-making, powered by the Office for the Arts, allow for the kind of exploration and risk-taking that beget meaningful work and enable personal growth.

Art is not a diversion, but rather an essential expression of the human condi-

tion, and its significance will only grow as our world becomes increasingly interconnected and rich in media. To remain part of the global conversation, Harvard needs to ensure that its facilities, curriculum, extracurricular activities, and career services in the arts meet the high standards set by 375 years of excellence. My hope for the next 25 years is that Harvard will find a way to commit the necessary energy, effort, and resources to support this core part of the University experience.

Mia Riverton '99 is an actor, writer, producer, and musician based in Los Angeles. She is a founder and president of the University-recognized Shared Interest Group Harvardwood, a nonprofit organization for Harvardians in the arts, media, and entertainment, as well as a founding member of the Harvard Arts Resource Council.

“Even Higher” Education

by ROSABETH MOSS KANTER

BETWEEN 2011 AND 2036, Harvard’s river-spanning campus in Cambridge and Allston became a magnet for mature professionals. It offered a unique advantage not available online: access to idea exchange and connections across the whole University, including multigenerational dialogue and interdisciplinary, problem-solving education. Harvard was known as a pioneer in later-stage education.

On a typical day in 2036, undergraduates mingled with former CEOs, financiers, military generals, attorneys general, medical leaders, and all the others enrolled as fellows in the Advanced Leadership Institute. Prior to this innovation, lifelong learning had been much discussed but rarely implemented at Harvard. There were mid-career programs; short executive-education programs at many schools; and ad hoc opportunities for a few late-learners to enroll in degree programs. Most of these efforts were extensions of professional education. For people finishing their careers, Harvard offered some informal peer-learning activities with no particular focus. But no program offered access to the entire Harvard course catalog, or prepared those later in life to take their experience to a new realm and tackle the problems of society. The Advanced Leadership Initiative, which had started with its first cohort in 2009, was an effort to fill the void by drawing on collaborations among faculty from all of Harvard’s schools.

The fellows came to campus to create projects to ensure public goods such as sufficient global supplies of high-quality education, healthcare access, and economic opportunity. The undergraduates brought fresh ideas that combined with their elders’ wisdom-from-experience, with help from faculty experts.

Gaining credentials in advanced leadership had become an increasing obligation for those who reached the pinnacle of their professions. Starting in 2005, Harvard faculty across the professional schools had promoted the idea that accomplished leaders would define their legacies by the difference they made in the world *after completing* their main careers, through a bold project, in collaboration with faculty and students (some of whom might be their own grandchildren)—making the transition from good leader to advanced leader through one or two years of study. The fellows would come to Harvard as learners and mentors, ready to absorb and use the latest knowledge, sometimes returning



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