Old Summer Palace), in northwestern Beijing, until the complex was destroyed in 1860, during the Second Opium War. It came to Harvard in 1936, a Tercentenary gift from Chinese alumni, who had a new inscription carved, expressing their admiration for the University and appreciation for their education. By then, there were nearly 1,000 Chinese alumni, the text notes; according to a contemporary translation, its donors expressed the "fervent hope" that "in the coming centuries the sons of Harvard will continue to lead their communities and that through the merging of the civilization[s] of our countries, intellectual progress and attainments may be further enhanced." But there were interruptions: China was about to suffer a catastropic invasion by Japan, internal collapse, and the endgame of the brutal civil war that resulted in the victory of the Communist Party. (Times continue to change; today, China sends more international students to the University than any other country.)

In past decades, a Straus Center conservator, faculty members, and even a graduate student have sought a better fate for the monument. In their wake, Jeffrey R. Williams '78, M.B.A. '82, the executive director of the Harvard Center Shanghai, began championing the cause some years ago, when he was president of the Harvard Club of the Republic of China. As a first step, this September, the center and the Harvard China Fund—in concert with the Peabody Museum of Archaeology and Ethnology—arranged for the stele to be documented in virtual form via high-definition, three-dimensional scanning—the project shown under way here.

HM

Visit harvardmag.com/extras to view scans and additional images of the stele.

Investigating Academic Misconduct

On August 30—just before fall classes began on September 4—Harvard College announced that it was investigating allegations that "nearly half the students" in a spring 2012 course "may have inappropriately collaborated on answers, or plagiarized their classmates' responses, on the final exam...." Given the potentially serious violation of academic norms on an unprecedented scale, the statement was accompanied by e-mailed messages from Faculty of Arts and Sciences (FAS) dean Michael D. Smith to the faculty, and from dean of undergraduate education Jay M. Harris to the student body. (Read their letters at **http://harvardmag.com/misconduct-12**.)

According to the announcement, an initial investigation by the College's Administrative Board (the committee that interprets and applies FAS rules to undergraduates, and so serves as FAS's chief disciplinary organization) "touched off a comprehensive review" of the more than 250 take-home final exams submitted. That review resulted in cases before the Ad Board "involving nearly half the students in the class." (Dean Smith and President Drew Faust are ex officio members.) In a briefing, Harris explained that a teaching fellow observed problematic material while grading exams and raised the issue with the course professor; the professor then reviewed the exams and brought the issue to the attention of the board in May, prompting a comprehensive investigation. According to the section on "academic dishonesty" in the *Harvard College Handbook for Students*, "Students must...comply with the policy on collaboration established for each course, as set forth in the course syllabus or on the course website....Collaboration in the completion of examinations is always prohibited." Punishment for violations, if any are determined by the board, may be as severe as the requirement that a student withdraw from the College for up to a year.

Harris noted that the examination explicitly prohibited collaboration among students. Many College classes encourage students to work together on assignments and problem sets (the Office of Undergraduate Education sets out how faculty members may specify that sort of collaboration in a course syllabus), but Harris said this course did "not to my knowledge" permit such efforts on earlier student work.

He observed that board investigations proceed individually, student by student, and that none had been adjudicated as of the announcement. The evidence, he said, includes "answers that look quite alike to answers that appear to have been lifted in their entirety"; the pattern appears to show "clusters of students who seem to have collaborated," not any single, unified effort. Given the seriousness and scope of the issue, he said, the College would, at the end of the board's proceedings (which he characterized as "tak[ing] the time it takes" to investigate, given the numbers), disclose their outcome in the aggregate.

Jay Harris

ROSE LINCOLN/HARVARD NEWS OFFICE

The College declined to identify the course or professor. Student identities are protected legally, but Harris said undergraduates from all four class years were involved, —meaning some had graduated.

The timing of the disclosure appeared to reflect several factors. First, Harris said, a "critical value" was at stake. In the

IN THIS ISSUE

41 Harvard Portrait
43 The Corporation, Complete
44 The Endowment Eases
44 Classroom in the Cloud
46 Revitalizing Tozzer
46 A Victory—and a Campaign
47 Yesterday's News
48 The Undergraduate
49 Brevia
52 Sports
55 Alumni
59 The View from Mass Hall
60 The College Pump

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College statement, Dean Smith said academic integrity "goes to the heart of our educational mission. Academic dishonesty cannot and will not be tolerated at Harvard." President Faust stated, "These allegations, if proven, represent totally unacceptable behavior that betrays the trust upon which intellectual inquiry at Harvard depends....[T]he scope of the allegations suggests that there is work to be done to ensure that every student at Harvard understands and embraces the values that are fundamental to its community of scholars."

Second, it came at the beginning of the academic year, when standards and expectations were being communicated, and practical steps could be taken. In his e-mail, Smith asked faculty members to review each syllabus "right now" to ensure that the policy on student collaboration was clearly stated; to discuss it with each class; and to convene with peers and departmental directors of undergraduate studies on measures to "foster a culture of honesty and integrity in our classes and learning assessments." Harris said he was at pains to "start a conversation on this" within the community at large, building on work concerning academic integrity begun by his office two years ago (see below).

Finally, with so many students facing investigation, the news would have spread anyway.

The disclosure sparked news coverage worldwide—much of it informed by the *Crimson*'s thorough, enterprising legwork. Later that day, the paper reported that the course was Government 1310, "Introduction to Congress," taught by assistant professor of government Matthew B. Platt. Its article was accompanied by a reproduction of the April 26, 2012, instructions for the take-home final examination, with a highlighted passage explicitly stating that "students may not discuss the exam with others."

As the confidential Ad Board reviews proceeded, several strands of discussion emerged.

- Some students said they were not surprised by the allegations, and rumors circulated that the undergraduates involved included members of varsity athletic teams, or various social organizations, allegedly attracted by the course's undemanding reputation, structure (four take-

HARVARD PORTRAIT

Meg Rithmire

Assistant professor of business administration Meg Rithmire, Ph.D. '11, spent the morning of October 5 shepherding Chinese scholars around campus. That afternoon, she got married. "I've never envisioned having a wedding," she says of her civil ceremony. "I can't imagine caring about wearing a white dress." Dinner at a Chinese restaurant with her new husband, John David Hampton '00, and their families, followed. "My life is about research and teaching that encourages people here to think about China in a dynamic way," she says. "It's still a foreign place. I don't want people to be afraid of China." In high school, she read Ha Jin's *Waiting,* a bleak book about a man seeking a divorce amid the Cultural Revolution. The Atlanta teenager was captured by "the couple's inefficacy and the impact a culture has on individuals." She went on to earn dual degrees in Chinese and international studies at Emory University, along with a master's and a doctorate in political science. Now at the Business School, she is writing a book on the commodification of land in China and helps teach a spring favorite: "Business, Government, and the International Economy," crafting the section on the "success" of the planned city of Chongquin. "Is it real growth? Debt-financed? Or a propaganda bid on behalf of political leaders?" she asks. The school wants more intrepid thinkers—*and* Asian experts. "You can't be a wallflower here," she says. "I have M.B.A.s who are basically my age [30]. They think I'm a big China nerd." Happily, she says, the HBS culture "is not as stodgy as people think." Professors must teach in full suits. But on a Friday, Rithmire sports grasshopper-green silk pants and an Egyptian-style gold necklace. "I do own pearls," she admits. "But it's just not me."

Photograph by Jim Harrison

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home exams), and relatively easy grading. The *Crimson* reported that athletes who were subject to investigation might voluntarily withdraw from the College before their sports began, to preserve a year of eligibility. Several reports identified at least three varsity athletes who may have done so. Head football coach Tim Murphy spent part of his first postgame news conference of the season addressing the issue (see "Powering Through," page 52).

• Another theme was the nature of collaboration and student understanding of the rules of academic conduct. The Gov 1310 exam, while prohibiting discussion with others, also explicitly said it was "open book, open note, open Internet, etc." Students regularly form study groups and, as the handbook language suggests, are often *encouraged* to collaborate in various ways (excluding examinations). Teaching fellows hold common question-and-answer sessions. Meanwhile, professors circulate and post more lecture notes and videos online, giving students identical sources on which to draw. More generally, the rise of Internet-assisted research has made it easier to make honest mistakes of attribution—or plagiarize. The Ad Board thus faces the exacting task of sorting out cases of outright copying or plagiarism and *impermissible* collaboration (if any are proven) from *permissible* joint work, casual conversations, or reliance on common sources (complicated by the timing issues—before versus during the eight-day period for the take-home exam—and likely less than definitive evidence).

When he announced the investigation, Harris said that about two years before, given "a feeling that the landscape had shifted," especially as technological tools had altered "how people think of intellectual property," he had begun studying attitudes and behaviors on campus. The College Committee on Academic Integrity, which he chairs—including faculty members, undergraduates, resident deans, and administrators—engaged the International Center for Academic Integrity to create an assessment of academic integrity like those it has conducted elsewhere. Student, teaching-fellow, and faculty surveys were disseminated in February 2011. But that October, the *Crimson* reported that Harris disclosed that the response rate was too low to yield meaningful responses: 27 percent among students, and heavily weighted toward freshmen, who had spent only one semester in the College at the time.

• Most broadly, the investigation prompted questions about undergraduate teaching. What expectations about their courses do professor signal? How was it even possible for *half* the students in a large class to come under suspicion? For scheduling reasons, the FAS in 2010 instituted a procedure reversing the historic default that courses conclude with sit-down, in-class final exams—was that educationally warranted, and are the terms and conditions of take-home finals regulated clearly and applied consistently?

Fundamental questions like these—about the educational value of collaborative learning, proper pedagogy, and the nature of academic assessment—lie far outside the Administrative Board proceedings.

In his August 30 briefing, before these broader speculations unspooled, Dean Harris said of the formal misconduct investigation, "It's a teaching opportunity. One we'd rather not have."

Near term, that teaching opportunity has seemingly been circumscribed by the Administrative Board process: the requirement that more than 100 time-consuming, individual cases be handled confidentially.

Harvard College dean Evelynn Hammonds, who chairs the board, decided against teaching a planned course this semester, in part because of the investigation. President Faust omitted any mention of the issue in two of her formal beginning-of-term communications: the first Morning Prayers in Memorial Church, on September 4 (she focused on the newly appointed Pusey Minister, Jonathan L. Walton); and her customary annual message to the community at the outset of a new academic year (see **http://harvardmag.com/message-12**). On the afternoon of September 4, at the celebratory Freshman Convocation—before an audience obviously not involved in whatever may have gone awry last spring—she touched on the stakes, quoting a sentence from Dean Harris's e-mail ("Without integrity, there can be no genuine achievement") and adding her own gloss ("That is what each of us owes to Harvard, but, far more importantly, it is what each of us owes to ourselves").

The *Crimson* apart, formal community conversation was strikingly absent. Neither administrators nor faculty members convened public discussions of academic integrity with students—and students don't appear to have organized such sessions, either. The latter point matters, because last academic year the academic-

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The Harvard economist and neurosurgeon are among 23 new fellows. *harvardmag.com/macarthur-12*

The Gospel of Jesus's Wife
A papyrus fragment interpreted by Hollis professor of divinity Karen L. King quotes Jesus speaking of "my wife."
harvardmag.com/gospel-12

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integrity committee focused on "studying honor codes and other mechanisms" to "reinforce the culture of academic integrity," Harris said. Effective honor codes have historically emanated from students themselves—and must, if they are to succeed.

Now, his committee's work will obviously proceed in a heightened context, as it aims to make concrete recommendations for FAS deliberation and action this year. According to the College announcement, the committee has been "assessing the practices of peer institutions on a range of actions, from the adoption of new ethics policies to the introduction of an honor code." Princeton and Stanford have student-focused and -administered honor codes and enforcement mechanisms. The Stanford Honor Code, for example, "is an undertaking of the students, individually and collectively: that they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading; that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code."

Harris noted that honor codes work by "suffusing the culture of the place," and that educational and other efforts might ensure academic integrity even absent a formal code and process for administering it. (A *Crimson* editorial endorsed an examination honor code in February 2011, during the academic-integrity survey.) To that end, he said, his committee was examining what more might be done to emphasize academic integrity during freshman orientation, in teaching students about proper citations, and so on. "Integrity training has been lacking," he said.

Formal steps toward making academic integrity an overriding priority have now begun with the College announcement, Smith's letter to faculty members, and Harris's own letter to students. Among other actions taken:

- An Ad Board staff member has been "tasked with building awareness among faculty and students about Harvard's academic-integrity policies."
- Harvard will engage the International Center for Academic Integrity and other outside experts as the College initiates a

The Corporation, Complete

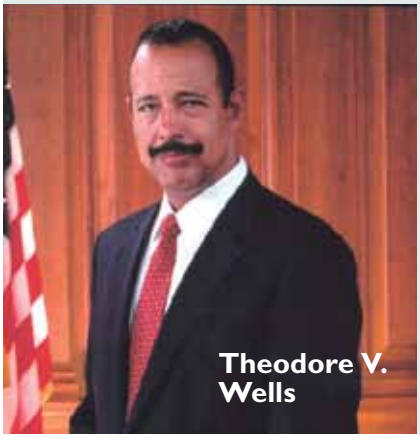
Jessica Tuchman Mathews

The announcement on September 23 that Jessica Tuchman Mathews '67 and Theodore V. Wells Jr., J.D.-M.B.A. '76, have been elected members of the University's senior governing board, effective January 1, is an important milestone in effecting the changes in Harvard governance unveiled in late 2010 (see "The Corporation's 360-Year Tune-Up," January-February 2011, page 43). Their election completes the Corporation's planned expansion from seven fellows to 13—intended to broaden the senior board's expertise; enable it to establish permanent committees focused on its most important fiduciary duties (including governance, finances, capital planning and budgeting, and alumni affairs and development); and make it possible for the fellows to focus on matters of greatest strategic importance to Harvard.

Tuchman, who earned a Ph.D. in molecular biology at California Institute of Technology, was a Radcliffe College trustee from 1992 to 1996. Since 1997, she has served as president of the Carnegie Endowment for International Peace; earlier, she worked at the National Security Council, the U.S. Department of State, and the Council on Foreign Relations. She said, "I'm thrilled to be coming home to Harvard. The world of education is globalizing, with consequences as profound as those for government and business. Having spent more than a decade building a global think tank, I look forward to helping think through this great University's international role and contributing all I can to the full range of the Corporation's work."

Wells, a graduate and former trustee of the College of the Holy Cross, is partner and co-chair of the litigation department at Paul, Weiss, Rifkind, Wharton & Garrison LLP. He is widely known for high-stakes white-collar criminal-defense cases and corporate practice. He served as national treasurer for Senator Bill Bradley's 2000 presidential campaign and is co-chairman emeritus of the board of the NAACP Legal Defense Fund. Wells said, "Education opens minds and expands opportunities, and nothing matters more to me. I greatly look forward to serving a university that has helped shape my own outlook and aspiration s, and to supporting the work of people across Harvard whose ideas and efforts do so much to better the world."

Welcoming these new colleagues, Senior Fellow Robert D. Reischauer '63 and President Drew Faust said in a statement: "Jessica Mathews is a widely admired figure in the international-affairs domain, with a career that has combined excellence in nonprofit leadership with experience in government, policy, science, environmental affairs, and journalism. Ted Wells is an extraordinarily accomplished lawyer renowned for his wise counsel, his powers of analysis and persuasion, and his devotion to education and the public interest. Harvard will be fortunate to have the benefit of their service."


Theodore V. Wells

For a full report, see **http://harvardmag.com/board-12**.

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"campuswide discussion about this issue."

• College officials will engage House masters and resident deans to convene conversations on academic integrity—apparently after the Ad Board acts.

• Harris met with directors of undergraduate studies to promote clear language in each course syllabus and in course assignments regarding collaboration and other issues of academic integrity. University-wide responses remain unspecified at press time.

Faust, Smith, and Harris put these steps in context at the first FAS meeting of the year, on October 2. Faust outlined general principles of academic conduct, and urged caution in commenting while the Ad Board deliberates. Smith reviewed the board's pedagogical role, and outlined a broader agenda for FAS to consider teaching practices and communications about expectations and academic values; he then turned the floor over to Harris, who is the point person on the whole cluster of issues, for a more detailed outline of research and potential FAS actions during the year. For a full report on their remarks, see **http://harvardmag.com/cheating-12**.

In his August letter to students, Harris said that, beyond familiarizing themselves with Harvard's pertinent rules (and the respective measures Smith has asked faculty members to take in clarifying their own course practices), "More is necessary....We must all work together to build a community that fully embraces the ethos of integrity that is the foundation of all learning and discovery."

The Endowment Eases

Harvard's endowment was valued at $30.7 billion last June 30, the end of fiscal year 2012—a decline of $1.3 billion (4.1 percent) from the prior year. That result, released September 26 in Harvard Management Company's (HMC) annual report, reflects an investment return of -0.05 percent on endowment and related assets, following the robust return of 21.4 percent in fiscal 2011. The decline in the endowment's value reflects the investment return (essentially nil); *minus* distribution of endowment funds to support University operations and for other purposes (perhaps $1.5 billion; the exact sum will be reported in late October); *plus* gifts received. Endowment distributions account for about one-third of Harvard's annual revenues.

Domestic equities yielded a return of 9.65 percent, but international stocks declined sharply, producing an overall return of -6.66 percent for public equities—about one-third of the invested assets. Private equities and absolute-return assets (principally hedge funds)—together, about 30 percent of assets—yielded slightly positive returns. Fixed-income holdings (about 10 percent of the total) yielded 7.95 percent. Real assets were mixed, with strong gains in real estate, positive returns in natural resources (timber- and farmland), and significant losses in the commodities portfolio.

Peer institutions' results demonstrated the important interplay of endowment investment returns, spending, and gifts from capital campaigns. At Yale, a 4.7 percent investment return for fiscal 2012 nearly offset distributions of about $1 billion, so the endowment declined only marginally during the year, from $19.4 billion to $19.3 billion. Stanford's investments earned only 1 percent, but the endowment rose 3.2 percent in value, to $17 billion, as a surge of campaign gifts apparently more than offset nearly $900 million in spending.

HMC president and CEO Jane L. Mendillo cautioned that "at a time of unusual turbulence with significant macroeconomic issues facings regions around the world… future returns may be uncertain," but expressed confidence in a strategy of focusing on highly diversified investments and "long-term value creation."

For a detailed report on Harvard's endowment performance, see **http://harvardmag.com/endowment-12**.

Harvard Management Company 2012 Investment Performance

Asset Class	HMC Return	Benchmark Return	Difference
Public equities	(6.66)%	(9.05)%	2.39%
Private equity	1.99	4.04	(2.05)
Absolute return*	0.81	(1.15)	1.96
Real assets**	3.23	1.55	1.68
Fixed income	7.95	7.85	0.10
Total endowment	(0.05)	(1.03)	0.98

*Includes high-yield bonds

**Includes real estate, commodities, and natural resources

Classroom in the Cloud

Even as David J. Malan enjoyed the news that Computer Science 50, "Introduction to Computer Science," was the second-largest College course this fall, with 691 undergraduates, he was contemplating a "classroom" much vaster than Sanders Theatre. By mid September, well before the October 15 launch of CS50x, the all-online version (cs50.net/x), some 53,000 students had enrolled worldwide. The nonprofit Harvard-MIT learning venture edX, created last May (see "Harvard, Extended," July-August, page 46), has begun by offering seven free, open-access, noncredit "massive open online courses"—MOOCs as they are known—in its first fall.

It is not a traditional semester. Much as edX courses relocate the learning location to wherever student and computer may be, set class hours dissolve as well. Two advanced computer courses offered by Berkeley (a third edX partner, announced in late July) run from late September to late October and mid November, respectively. And those tens of thousands of students learning with senior lecturer on computer science Malan have until next April 15 to complete their work.

More than most of his peers, Malan is already skilled in extending his teaching virtually—with online lecture videos, sections, PDFs of handouts, discussion sets and quizzes, and a Google discussion group. Comp Sci 50 existed in an online version before edX, for whoever wished to follow along (see cs50.tv) and for far-flung Extension School audiences, so the transition to the edX platform did not require a wholly new approach to pedagogy. That

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