

New Faculty Institute 2016

Introduction

JUDITH D. SINGER: Welcome everyone. I'm Judy Singer. I'm the Senior Vice Provost for Faculty Development and Diversity. And I want to welcome you all to this year's New Faculty Institute. We have faculty from all across Harvard represented here.

And one of the great missions of the President and Provost's Office is to make this one Harvard, to make this one university, where people feel not only part of their local neighborhood-- that's one of the great things about Harvard, is your local schools are your immediate neighborhood-- but you also should feel part of this larger community. And we host events throughout the academic year to bring together people so you get a chance to talk to people you might not run into, learn more about the university, and get a sense of how you can be part of Harvard.

We're very privileged this afternoon to have President Drew Faust with us, who is going to make a few opening remarks. I think it's safe to say Drew doesn't need a long introduction. So I will yield the floor over to her. But she's very interested in answering questions that you may have.

So I encourage you, as she's talking, to think about questions you might actually like to ask your new president. She's not so new, but you are. So with that, I will turn it over to Drew. Thank you very much.

AUDIENCE: [APPLAUDING]

DREW GILPIN FAUST: If I speak from here, can you hear me?

AUDIENCE: Yes.

DREW GILPIN FAUST: Good. So on with that. I want to begin by welcoming you and saying how thrilled we are that you're here. You represent a lot of deliberation and assessment and conversation and evaluation. And so we're always so please when searches yield actual humans who-- that's it, good-- actual humans who then are our colleagues and our associates and our inspiration for the years ahead.

I want to build on what Judy said a bit at the outset, which is one of the aspects of Harvard that I hope you won't ignore or not have time to take advantage of is the distributed excellence and scale across the university. You are in neighborhoods, you're in departments, you're in programs, you're in schools. And they will ask a lot of you. And those will be your most immediate colleagues.

But one of the aspects of Harvard that I think is very special, and that I hope you will find enriching of your own intellectual and social lives, is the wide range of fields represented, of excellences represented, of points of view, of resources, the different kinds of libraries, collections, across the whole campus, and of course the richness of the resource of colleagues in so many different fields.

I was just having a conversation this morning with one of my colleagues in Mass Hall about all the work that's going on in inequality.

SPEAKER 1: Explain what Mass Hall is?

DREW GILPIN FAUST: Mass Hall is actually the oldest building on the Harvard campus. It was built in the early 18th century. John Adams lived there as an undergraduate. It was a hospital during the Revolutionary War. It's now where I and the provost and our staffs, or at least some of my staffs, hang out. And so I hope one day you will have a chance to come and introduce yourself so that I will get to know many of you better.

But as I was talking to a colleague in Mass Hall this morning about the work on inequality that's going on across the University. Every school has extraordinary people exploring different dimensions of this question.

So if you are interested in that, or really almost anything else, think about colleagues elsewhere and programs and seminars and activities elsewhere across the University that can help you stretch, look at your work in new ways, as well as continuing to do the excellent work that has brought you here in the first place.

Judy talked about One Harvard. This is something that has been a big commitment of mine, because I realized soon after I arrived here in 2001, that there were so many people across the University who didn't even know about one another, much less have the opportunity to take advantage of the insights and work and collegueship of one another across the University.

So I hope you will take the opportunity to go to a seminar or travel to a colloquium or reach out to a potential colleague who is not in your immediate neighborhood because I think you will find that it will enrich both your work and your life here at Harvard. So that's the first message that I'd like to send.

The second is one that often surprises people about Harvard, which is we care a lot about teaching and we talk a lot about teaching and we do a lot about teaching. Some of this happens through a University-wide organization. An acronym for it is HILT, Harvard Initiative and Learning and Teaching, which funds innovative ideas about teaching, experiments, it has conferences.

And people have founded a venue, an environment, in which they can explore, take new approaches to ideas that they have had about how to teach. And I think that has been very generative and supportive of new approaches to teaching that are made possible and enabled in part by the new digital tools available for teaching, in part by the new understanding of the operations of the brain that have expanded through our growing understanding of neural science, but also just ways in which colleagues working together can share their findings, share their insights, and make the experience of teaching more exciting for all of us.

So I hope that you will look at-- there will be a conference that HILT is having quite soon.

SPEAKER 2: Yes, it's on Friday, next Friday.

DREW GILPIN FAUST: So you'll probably get an email telling you about that. Just read it and see if maybe it interests you. You're probably very busy right now, But at some point you may find that this is something that will be attractive to you, and something that can enable you to move forward a approach to your teaching that you would like to advance.

We also, as you may know, have been involved in something called edX, which is a partnership with MIT to undertake online learning. And we have produced a variety of courses through our own element of that, which is HarvardX-- that's what produces the content here-- and with Harvard faculty and Harvard intellectual endeavor.

And we have been involved with that from the start with three goals. One is to make the learning that Harvard shares on its campus widely available around the world. And a lot of faculty have been so excited to share their teaching, not simply with a group of students who come to campus, but with people in the most remote corners of the world, who otherwise wouldn't have access to it.

I was delighted early on in the HarvardX endeavor to interact with two faculty members of the School of Public Health, who were teaching a basic public health tool of epidemiology as an online course. And they in one year taught more students than they taught in their career, and made available to 9,000 students in India, to thousands of students in other parts of the world desperate for more knowledge about public health, the kind of intellectual resources that previously we'd only been able to share in the School of Public Health and here on site.

Another interesting aspect about HarvardX that may intrigue some of you is, as we did an analysis after three years of the program, we found that a large portion of those taking these courses are teachers. So it's a kind of pass it along each one teach one. The teachers were using these courses as a way to enhance their own practice around the globe. And that seemed a very noble undertaking for people to commit themselves to.

So the first goal was to share more widely. The second goal was to improve our own teaching on our campus. So a lot of the experiments that we've done with HarvardX have had implications that people have adopted in their own courses here-- how to use digital modules, perhaps, to explain a difficult concept that needs to be understood in a variety of fields.

If you've got somebody who just can teach probability really, really well, or some dimension of probability really, really well, why not just use that module, if you're in a field that's going to use probability but that's not your basic thing? So how do we think about the advantages in teaching that can be gained from our experiments in HarvardX?

And then the third element is one that we're seeing increasing payoff from, which is, when you teach these courses, you collect enormous amounts of data. And how can we make this data available to researchers who can learn about teaching from analyzing the data that we accumulate?

So have an eye out for emails that no doubt will come your way and other kinds of messaging about HarvardX. Even if you don't think this is something you at some point would want to do, you might be interested in keying into some of the courses or looking at what's available. But it is another manifestation of the fact that I think you're going to encounter a lot of conversation on campus about teaching, and a lot of efforts to support your commitment to your teaching, and to enable you to accomplish what you hope to in a classroom setting with the knowledge and support and tools that are available here.

So those are just two aspects of advice that I would like to offer and commitments that I think are essential to Harvard-- the commitment of sharing across the campus itself, and then the commitment to thinking about or teaching in ways that are innovative and exciting, not just for the students, but I think also for the faculty itself.

JUDITH D. SINGER: As you can see, she is well versed on issues all across the campus and frankly all across the globe. And in fact, increasingly, our faculty do want to get out of the local zip code and into the world. The Vice Provost for International Affairs, Mark Elliott, has an annual conference in the spring time, to which you will all be invited. It's a good way to learn about what kinds of international activities are taking place.

I just want to make a few remarks that set the context for today's panels, and then also to sort of speed date one minute-- not even one minute, one nanosecond introduction around the room so you least have some sense of who else is in the room. So that on the breaks, if there are people who are doing work that dovetails with your own work, you should make a point of going up to that individual and similarly at the reception afterwards.

We started doing these events when, frankly, I started as senior vice provost. I started as an assistant professor at Harvard in 1984, which is actually before some of you were born. And

when I started, there was nothing at the University level that brought people together. There was a session on health benefits, and then you would just go out on your own.

And when Drew asked me to serve as senior vice provost, one of the things that I was deeply committed to was having the experience of new faculty, tenure track faculty, and tenured faculty, really be part of the University and come together in the spirit of today's panel. And, in fact, many of the questions that you're asking are about, how do you make your way around Harvard.

It's a pretty big place and, as Drew said, it's not just the buses, although transportation is obviously an issue. How do you make your intellectual way around Harvard? How do you establish yourself as a Harvard faculty member and a member of this community?

So we're going to have two panels this afternoon, one is composed of some associate professors, each of whom actually attended this a few years ago. So I'm very pleased to now see the continuity of people being on your side and then people being up here in the front.

And they're going to talk about their journey as new faculty into now their associate professors here. They're not quite long in the tooth, but they do have some experiences to share. And plus they've been in your shoes, they've all been in the shoes of being new here and trying to figure out how to navigate their way.

And the second panel is going to be some recently tenured faculty, who I think now are taking on the stewardship responsibility that Khalil talked about because, once you're a tenured faculty member, we hope you'll stay here for the rest of your life. That's why we tenure you.

And hopefully, they'll be able to talk about factors that were critical to their success-- what resources across the university made a difference, the kind of questions you were asking, and how to develop new collaborations.

Tenure-Track Panelists:

Matthew Desmond, Karine A. Gibbs, Anupam Bapu Jena

ELIZABETH ANCARANA: Hi. I'm Elizabeth Ancarana, assistant provost for faculty development and diversity. And I echo Drew and Judy's comments in welcoming you here today. It's so wonderful to see you all. And we're looking forward to hearing what your colleagues have to say in terms of advice on navigating your scholarly life and other parts of your life while you're here at Harvard.

So let's turn to our panelists, associate professors at Harvard. And so we have Anupam Bapu Jena from the medical school. We have Karine Gibbs from the faculty of Arts and Sciences. And we have Matthew Desmond, also from the faculty of Arts and Sciences.

I'm going to give just a very brief introduction. More detailed biographies are also in your packets. I'll start with Bapu.

Bapu Jena is the Ruth L. Newhouse associate professor of health care policy at the Harvard Medical School, and also a physician in the Department of Medicine at Massachusetts General Hospital. He's also a faculty research fellow at the National Bureau of Economic Research. As an economist and a physician, Bapu's research involves several areas of health economics and policy, including the economics of physician behavior and the physician workforce, health care productivity, medical malpractice, and the economics of medical innovation.

Bapu is going to focus his remarks on helpful hints for setting priorities, pleasures of your faculty position at Harvard, and disseminating research findings publicly. But before his remarks, I'll just introduce each of you. And then we'll get started.

Karine Gibbs is an associate professor in the Department of Molecular and Cellular Biology in the Faculty of Arts and Sciences. Her research examines the interface of two emerging fields--sociomicrobiology and bacterial cell biology. Karine's group is uncovering how the molecular mechanisms that underlie the ability of cells to discriminate self from non-self lead to emergent group behaviors such as social motility.

Karine is going to talk about getting settled at Harvard and getting settled in the Cambridge area and navigating one's department, as well as Harvard as a larger university.

Matthew Desmond, also in the FAS, is the John L. Loeb associate professor of the social sciences and co-founder of the Justice and Poverty Project. Matt has written extensively on race and severe deprivation in America. His latest work draws on years of embedded field work to document the depth and ramification of the affordable housing crisis.

Matt will talk about finding and obtaining research funding, advice on publishing your work, and navigating dual career and work life matters.

So each of our panelists will talk for about 10 minutes. And then we'll have time for questions at the end. Bapu.

ANUPAM BAPU JENA: OK. Thank you for having me. I appreciate it. I'll start by saying that I was here not that long ago. I joined the faculty in 2009. So it's little bit awkward for me to be sharing advice. But that's never stopped me before.

So you know, I think what I do is pretty interesting. But when I'm listening with everybody else, it's like, man. Why didn't I study economics and biology? This is the wrong way.

So I made a note actually that the coolest occupation or area of interest was earthquakes and ground motion. I mean, ground motion. That sounds very different than health care policy.

So just to give you a quick bio of myself. I grew up in Richmond, Virginia. I went to MIT for college. It's only because I didn't get into Harvard.

I studied economics and biology. And I knew I wanted to go to medical school. And at that time, I thought, well, anybody who wants to go to medical school can't just study biology. You must study humanities. So there's a humanities that people call economics. It's not really humanities. But it was at MIT.

And so I studied it. And I was always planning to do a Ph.D. in basic science and go to medical school. And when I went to University of Chicago to interview for their MD Ph.D. program, the

person who I met with said, well, I saw you studied economics. Maybe you'd be interested in doing a Ph.D. in economics instead.

And that was a decision I made basically in the winter of 2000 almost, and started my training there. And I finished up in 2009. So I took a year off to work at the Rand Corporation between, and then came to Mass General Hospital where I did a residency in internal medicine.

And that was three years. And I joined the faculty in health care policy in 2012. I spent most of my time doing health economics research. And I'll give you a flavor of what I do just to inform my comments, I think.

And I teach in Harvard College a class on health care quality in America and the global health and health policy track. And I also work about six to eight weeks at Mass General Hospital as an internist. I used to work on Thursday nights. And so I would have told you if you have any problems on Thursday nights, don't come to the hospital, because you'll have a guy like me who doesn't work that much in the hospital taking care of you.

But I'm better now. No. So I was asked to talk to you about priority-setting, public dissemination of research, and the pleasures of being on the faculty here. Let me just start with the pleasures of being on the faculty here.

This is an amazing place to be. I mean, I literally have no complaints. And if you were to ask me in a non-public setting, I would tell you the exact same thing.

It's probably very institution-dependent, very department-dependent, very chair-dependent, very cofaculty-dependent. But I sit in a department where we have economists, physician researchers, sociologists, biostatisticians. And I look forward to going to work every day.

And we have a two-year-old daughter. And that's not why I look forward to going to work every day, because you know, about 7:00, 7:30 diaper has to get changed. So normally I try to leave around 7:00.

And it's because in our department we have lunch almost three or four times a week. So there's a few familiar faces, like Mark Sheppard, who's joined us for lunch in our department. And I think

that sense of community within the department, at least in health care policy where I sit, is really something else, because we all love going to work. We like working on lab benches, writing papers, giving talks, all that stuff. That's kind of standard across all the disciplines.

But what isn't standard is the community that you're able to develop in your own department. And so I would say as young faculty or junior faculty, most of you are, starting in your department, sometimes that sense of community isn't always there, because people are doing their own thing and living their own lives. And it takes a fresh face to come in there and bring people together to do what they normally would like to do, which is hang out and have lunch together. But they don't do it because there's no one there to kind of be that glue.

So for some of you, that will be a natural role. And I would encourage it. For me, that was my role. And I relish it, because it's the thing that I look forward to most every day.

And by the way, I'm happy to talk to you offline about any of these things as well, and any questions you might have in particular. My wife works at Brigham and Women's Hospital. So she's also on the faculty. But she's a non-quad based faculty.

We live in Brookline. So I can talk to you about any of those related issues.

And in terms of priority setting, that's a difficult question to answer. And I think it's going to differ, obviously, across the broad disciplines that you're working in. So my comments won't really be basic science-focused. Though I would say I'm basically a scientist. But they won't be lab science-focused.

But to give you a flavor of the kind of work I do, so I'm an economist and a physician. I study health economics. Most of the questions that I study are related to things that I see in clinical practice, but not all.

So we had a paper about a year and a half ago that looked at what happens to patients who are hospitalized when cardiologists are attending major cardiology conferences, like the American Heart Association or American College of Cardiology meetings. It turns out these patients actually get better care. Or better outcomes.

They get different care. But they have better outcomes. Which is kind of paradoxical, but was in a sense based on some of the things that I had seen when I was a resident and MGH is seeing how the care patterns change when some of the more senior cardiologists were out of town.

Now I bring up that example because it highlights what's important to me when it comes to priority-setting for ideas and papers. So I kind of have a few criteria.

So one is it has to be as general interest as possible. And I know that's very difficult to do, depending on what discipline you're in, because what is general interest may not be general interest to the lay public. But would be general interest, obviously, to the scholars that you're trying to target. But no matter what, that should always be on your mind. It certainly is always on my mind.

And it's the question of if I talk to someone on the street, are they going to understand what I'm saying? Are they going to be interested in what I'm saying? Are they going to care about it?

So for example, I heard something about bacteria living on the body and microbiomes. That's something that everybody would understand. Now I'm sure that what you do is more detail than that. But it's something that someone can grab onto.

And so when you're thinking about priority-setting and disseminating your research, I think it's always important to keep in mind what will be of most interest. The second thing is-- and these are all things that you would have learned in your training-- is pick things that are aspirational, but also doable. And know when to quit.

For me in my discipline-- and those of you who are economists or social scientists-- you know that you can often figure out pretty quickly whether something's going to work or not. And when it's not working, it might be a terrific idea. Just quit. So that's important, I think, for priority-setting.

And the other thing, and the last thing is it goes along the lines of picking things that are general interest. I think it's important to pick things that are creative and innovative. So I don't want to comment too much on my own field. But I sit in a field where a lot of the analyses are basically--

or a lot of the papers and studies are designed to try to understand what is the impact of policy x on outcome y .

So what is the effect of an accountable care organization, which is a certain way that hospitals are now structured in the US. What's the effect of a certain type of hospital structure on patient outcomes. That's interesting. That's clearly relevant for policy.

But it's not science in the same way that most of you are doing science, which is kind of coming up with ideas that are creative and pushing the envelope. And so I would say for all of you, when you're thinking about your priorities, make that a priority. Make what you do not only be of interest to others-- that's a key thing. But also as much as possible, make it be creative. So that people look at you, say, wow. I wish that I had that idea.

So for example, when Mark gave his job market paper a few years ago, I thought to myself, wow. First I wish I understood what he was doing. But I wish I had that idea. So that's my comments about priority-setting.

And the last thing I want to talk about is how to disseminate your work. I think this is really difficult. But a lot of you are going to do work that the public will be interested in. it'll be in the New York Times and things like that.

But the question is, how do you get to the point where you're writing a paper and publishing it in, let's say if you're lucky, PNAS or something like that, and then getting someone to cover it. What I have found useful is developing a network of journalist contacts. I think that's for me, at least, the way that I've operated.

There's things like Twitter, which a lot of junior faculty and senior faculty are on. And I think that can be a terrific way to kind of broaden your reach and broaden your appeal. But there are some obviously things you have to be careful about when doing that.

But when it comes to doing research and trying to disseminate in a public way, the typical things I think we would all understand-- going and giving talks. But the nonstandard things, the things

that kind of elevate people to a different level is, is their work appearing in major news outlets and things like that.

And so what I would say is the first time something that you write gets picked up, keep the name of that reporter, that journalist. And keep a list. And continue to e-mail those people any time you think that you have something that's of relevance. That's the first thing.

Second thing is, if you ever see this journalist writing on something that relates to something that you have some content expertise in, shoot them an email and say, hi. This is a terrific article. If you have any other further questions on this issue and need clarification, please shoot me an email, because I know x, y, and z. And what you'll find is that they will increasingly reach out to you, because these reporters generally have a set of contacts that they like to rely on for kind of broad questions to get a handle on what's going on in the particular space that they're writing about.

Third is, it's not a bad idea for you to reach out to people who you've never had any interaction with. So for example, suppose someone writes an article in the New York Times that has some direct relevance to your work. It wouldn't be unreasonable to send that journalist an email and say, look. I'm working in similar areas. This is a really interesting article. Happy to chat further, if you like.

And what you will find is that like where I sit, I used to think-- and I still do think-- that journalists are this prized possession. That they're not interested in talking to me. They're not interested in talking to you.

Turns out it's the complete opposite. They are highly interested in talking to you. And in fact, when they email you, it's almost like they're trying to get an appointment with the President of the United States. They're like, oh, are you available at any time? What they don't realize is that I would stop changing the diaper right there and pick up the phone to make--

So you know, there's a lot of deference that you have being in your position. So take advantage of it. So I'll stop there. But happy to answer any questions related to that.

KARINE GIBBS: Hi. I'm Karine Gibbs. As Elizabeth said, I'm an associate professor in the Department of Molecular and Cellular Biology. And I'm a microbiologist. And so specifically I'm interested in bacteria, how do bacteria populations grow, how do they interact with each other.

So today I said I'd talk about navigating Harvard and Boston and Cambridge after living on the West Coast for 10 years, which is a bit of a change. And then I can also tell you a bit about navigating your department. And I can answer any questions afterwards.

So the easy one is navigating Boston. Judy's office is wonderful. I think that was probably the best thing I ever did was getting to know people in the office of development and faculty development and diversity. They were very helpful for both child care issues, as well as just general getting to know university. And the handbook is actually really, really helpful, which came out when I was a junior faculty just starting.

The other thing that really helpful is I learned to bike. And I didn't learn to bike as a seven-year-old. I learned to bike as a 20-year-old. And now I bike a lot.

I live over in Brookline. And it is a great way that if you work in Cambridge and live elsewhere, or you have to go to medical school, I have a lot of appointments over there. The M2 is going to make you mad. The bus is going to make you mad. The T's gonna drive you crazy.

Take out a bicycle. Get a helmet. It's worth it. It's really worth getting a nice bicycle. Let me put it that way.

Things I wish I had done when I first came to Harvard is that I wish I'd paid more attention to what the opportunities are for faculty in terms of housing. Cause I think that can make a huge difference in your quality of life. We are very happy with our apartment, our condo, in Brookline.

But I do know I have colleagues who had a harder time settling into their place. So that's worth taking some time and thinking about your living situation. Because more than likely, you'll be in there for the entire junior faculty position. And your home is really your escape from lab.

I run the lab. So I have 6 people who work with me full-time. So when I come to the office, it's like having 6 children who are constantly talking to you. And then you go home. And I have two kids. And they constantly talk to you. So there is no quiet.

The other thing I wish I'd done with navigating to Boston is that I'd been here as an undergrad. And then I was on the West Coast for 10 years. And actually it's taken me about six years to get used to all of the cultural differences between the West Coast and the East Coast.

And there are subtle things. For example, sometimes people don't smile to you on the street. While on the West Coast, they constantly smile at you. It's OK to smile back. And it's OK to be the one to first smile and say hello.

And I've actually-- by doing that-- I've actually gotten to know a lot of people both in my local community in Brookline, but also just here around Harvard. And it's amazing how the support staff at Harvard-- so not just the administrators in your department-- but I'm also talking about the custodians and the security guards and all of those other people who are part of the support. They can be very, very helpful.

For example, when a pipe breaks in your lab, you have to call someone. They usually come up more quickly if they know who you are. And so those kind of relationships do matter. And I think it's really worth putting time and effort into that.

In terms of navigating your department. The number one thing I could say is get to know the senior faculty better. And more importantly, make sure that there are one or two senior faculty who really know your research and who can talk to you about your group.

And so they can talk to you about group dynamics. They can talk to you about your research. You can go to them for questions about talking to journalists or other things. They can be basically new mentors.

I found that to be very useful and helpful. And especially when I myself have a hard time advocating for things that I need or that I have questions about, they will often advocate on my behalf. And that's really important as a junior person.

I don't really have any other prepared comments. But I'm happy taking questions at the end.

MATTHEW DESMOND: I can't believe you're smiling at people. That's mind-blowing. My name's Matt Desmond. I teach in sociology and social studies here.

It's wonderful to see my colleagues [INAUDIBLE] and [INAUDIBLE]. And I'm so excited to meet many of you as the years go forward. I study poverty in America. I use statistics to study that. I use ethnography to study that. And I just published a book this year called "Evicted," which is about the affordable housing crisis and families getting thrown from their homes.

I've been asked to talk about funding and publication. And then, I got the work-life balance question. I don't know how I got this one. But I got the work-life balance question.

All right. So funding. A few things. One is when you're looking for funding, look here too. I don't know if you heard, but like Harvard has some resources.

And a lot of times there's wonderful ways to kick start a research project that's here. Apply for the Milton grant now. And then as you're thinking about ideas, start having conversations. And sometimes those conversations lead to resources that you can acquire in-house. And so just kind of keep your eye out for that.

ELIZABETH ANCARANA: [INAUDIBLE]

MATTHEW DESMOND: Oh, the Milton grant-- at least when I was a young assistant professor-- was a grant for about \$40,000. And you apply based on a two-page application. So it's a very little sunk costs. And most folks that I know applied get it. And it's there to really help jump-start your research platform here.

So I think that the advice about cultivating relationships with journalists, also apply at the foundations, in my experience. And I think that starting to think about the foundation world and who's in it that you'd really like to talk to is something that I have learned a lot from. Not only because foundations can be inspired and support your research, but also because there are some truly brilliant and amazing people working in foundations today.

And so reaching out to people in NSF or NIH or the Ford Foundation or MacArthur has been something that I have learned a lot from. And sometimes just small conversations have led to fairly significant research grants based on those relationships. So I think the cultivating relationships his interesting and important.

And also asking them questions, not just like pitching to them. Like, what do you guys think we need to learn about microbiology in the next 15 years? What do you think are the most pressing policy questions facing the nation? And I would encourage you to go in like that as well.

Don't under ask. I got a grant last year, a million bucks from NSF. And I thought that was enough. And it's not. It wasn't.

And I think I under asked. And for me, moving from a grad student to a faculty member meant asking for a lot bigger things than I was used to. And I think that just be very clear about what you need to do the work, and ask for that. And don't negotiate with yourself, I guess.

And I think ask for big things and innovative things. I think that's great advice. And I think in the foundation world, anyways, there's a lot of resources out there looking for great ideas. And I think going in and pitching a bold vision is something that a lot of foundations are keen on right now. And that goes from the Ford Foundation's big push on narrative change to MacArthur's Million Dollar Grant competition right now.

I also think that this sounds really weird. I don't know if you guys agree with this. But money's not as hard as time. Time's hard.

And so I think that sometimes we can get a lot of resources. But the thing we really need is time. And I think that kind of leads into the second thing, which is about publishing your work or advance on working.

And many of you are established scholars. And I feel that we should be switching seats here on this one. But just a few reflections for me, the first one is just do the work, which sounds really trite and easy. But it's not sometimes. It's not.

And there's a lot of noise, especially when you're in a place like this, when you do have journalists calling often, and you have invitations coming often. And you have opportunities that many of our colleagues in other places would love to have, you will have in abundance.

And I think that that's exciting. But it also encroaches on time to just put on the pith helmet and go down into the trench and do the work. And I think that so doing the work means saying no to really cool opportunities sometimes. And doing the work means when, for me anyways, when other schools have come asking questions, I've said no, because I think that's taking me away from the work.

And so I think that you're the only one that cares about your time in a way. You know. And so I think finding ways to protect that time and focus is really important.

The students here are really awesome and amazing. And so I think working with students has been a joy and a pleasure for me. When I came here as an assistant professor, I wondered, would any students work with me? Why would they work with me? There's all these famous people here.

But they did. They did. And I started here with a lab of six graduate students. And we got some stuff done. And in my experience, incorporating students into the broader vision of your academic work matters more than paying them a certain way or in hours or publications.

I think they want to work on work that matters and work that's meaningful. And I think that we're here because we burn for a certain question. And I think that the more that we can bring our students into those passions, we can see a payoff in coin for pushing research agendas forward.

I published a book earlier this year that's gotten some public attention. And I've been fielding some questions about writing for the public. And I think that I cringe a little bit about the distinction between public works and academic works.

I think a lot of us here write really rigorous things that also reach broad audiences. But I also think that for those of us just starting off, it might be advantageous to take care of home first, to

dig deep down into your research, both for professional reasons, and because when you engage in that public conversation, it's kind of like another job.

And so I think that taking care of home first, establishing a deep-rooted research agenda, and then thinking about ways to reach out and engage in the public conversation is the track that I've followed.

OK. Work-life balance. Anyone want to cover this? Anyone?

So I've been married for 12 years. My wife also works at Harvard. We have two young kids-- 6 and 2. Both of my kids have gone to the Harvard child care daycare centers, which are wonderful resources here.

And so if any of you have been thinking about that, or if any of you are family planning, maybe don't hesitate to bring that up early. Like, I might want have a kid in five years. Like, you should talk to someone about the childcare centers, because they're in demand. They're in high demand.

But they're wonderful. And I think that that's just one resource that Harvard has for those of us that have families. So Harvard will pay for your kids to go to conferences with you sometimes.

I had to do research projects in London and in Nigeria and in Brazil this summer. And I took my family to London with me. And Harvard helped with that a little bit.

And so if you have this kind of thought-- and I think this goes for work-life balance-- but it also is like a general point. Where it's like, I really have this problem, or I have this thing I'd like to solve.

A lot of resources here that have-- like, we've probably already thought of that. Like someone at Harvard's thought of that already. And sometimes there's resources for that. So I think incorporating partners and kids into the work-- not only what we do, but actually going places with us-- is something that this university and I'm really grateful for has made a priority.

I also think that when we talk about work-life balance, we often focus on the family side of things. But there's also work balance things that I think are also important. And those are like

cultivate relationships with people outside of your department. So a lot of my closest friends here are folks that I met at this very orientation. And we still hang out and have drinks and have each other over for dinner.

I have wonderful friends in archeology and English and other places all over the university. And I think that's really important, because cultivating relationships with folks in your department is obviously important. You see those folks a lot.

And I think that cultivating relationships with friends outside the department is really healthy. I also think that I've benefited from folks that have been around here for a long time. And there's these amazing minds that are around Harvard, around Cambridge.

So one of my favorite people at Harvard was a man named Dan Aaron, who just passed away this summer. And I think Dan lived to be 104. And he studied American civilization, American literature. And he had these amazing stories about meeting Rob Ellison and all these incredible people, and had this amazing perspective on changes at this university in American life.

So sometimes I would just pop by Dan's office and sit down and like walk out two hours later. And I think that cultivating those just purely intellectual relationships are equally as important than cultivating relationships with senior colleagues or other folks in your field.

I also ask senior colleagues about how they do it, how they balance work-family life. I just had a conversation about this the other day.

So this is the thing I kind of fell into. This is my last point. Which is like, when I started here, it was kind of like work, kids, work, kids.

And like the kids-- I think I fell into a habit of prioritizing kids and work. And I wasn't there at all. Right. Like I had no self-care really.

So I would exercise and stuff. But that was just kind of like another thing to tick off the list. And some senior colleague-- [INAUDIBLE] actually-- pulled me aside and was like, I did that too. And this is what it cost me.

And I really listened to that advice. And so now I'm trying to do things like run more, or carve out time that's not just work and kids, but also for me. And I think that having young kids and having a demanding career, that's kind of hard to do sometimes. But I'm giving it a go. I'm giving it a go, anyways.

All right. Is that OK? OK. Thanks for listening.

Tenured Faculty Panelists:

Rema Hanna, Andrew Ho, Rebecca Lemov

ELIZABETH ANCARANA: Welcome back, everybody. The second part of our program is going to be focusing on navigating your professional path as a scholar. And we have three faculty members here to talk about some specific topics within that overall theme.

Rebecca Lemov is a professor of the history of science in the faculty of Arts and Sciences. Looking at the history of behavioral experimentation and innovations in data gathering methods, Rebecca's research investigates the ongoing transformation of knowledge, technology, and subjectivity in the 20th and 21st centuries.

Her most recent book addresses the prehistory of big data via an ambitious 1950s era project to capture the subjective life of mankind.

Rebecca's going to talk about managing workload and work in life, setting priorities, and some pleasures and restorative aspects of being a faculty member at Harvard.

Andrew Ho is a professor of education at the Harvard Graduate School of Education. He also chairs the research committee for Harvard's Vice Provost for Advances in Learning. Andrew is a psychometrician interested in the properties and consequences of test-based educational accountability metrics.

His research improves measures of proficiency, growth, value added achievement gains, achievement gap closure, college readiness, and course completion. Andrew's going to talk about

navigating Harvard, teaching, and some restorative experiences of being a faculty member as well.

Rema Hanna is the Jeffrey Cheah Professor of Southeast Asia studies at the Harvard Kennedy School and a co-director of the Evidence for Policy Design research program at the Center for International Development.

Rema's particularly interested in understanding how to make government services work for the poor in developing countries. She has worked on large-scale field projects with governments and nonprofits to understand how to improve safety net systems, reduce bureaucratic absenteeism, and reduce corruption.

And again, more detailed biographies are in your packets about our panelists.

Rema's going to talk about resources for scholarship, mentoring that has been helpful, and setting priorities.

So we'll start with Rebecca.

REBECCA LEMOV: Thanks for the introduction. So I'm going to talk about my first two topics, managing workload and priority setting. And then I'll kind of add the information about restorative aspects of the job along the way.

I also wanted to mention that I'm very, very-- in the case of being tenured, I'm very, very new. I mean, it's only like a couple weeks old, just minutes ago. So forgive me if I use the freshness of the experience to kind of give a personal cast to what I talk about and my perspective on this experience of walking down the long tenure road.

So managing work in life-- I love the fact that in recent years, probably the last decade, this has become actually a term or a concept, work/life balance, even if the Harvard Business Review declared in 2014 that it is, at best, an elusive ideal. At least there is a word for it, work/life balance or managing work in life.

And so I thought I could begin by just telling you about the fact that about eight years ago I was in this very same room for this very same panel and we had associate professors and then tenured professors tell us about their experiences.

And one thing sticks in my mind the most was one panelist who described how she had spent the last eight years feeling too busy to take her daughter to the doctor or dentist and that her, I guess, partner had done that and now that her daughter was 14 and she had just gotten tenured, she was going to be able to do it, which was kind of a celebration, but also sort of a bittersweet, I think, feeling.

And she didn't really elaborate on it but she did say take care of yourself. And I took those-- I mean, yeah, I actually took those words with me along the way.

And I think that there is a feeling constant-- she said she had always felt that there was something else she should be doing. There was some deadline or task or unnamed or named thing but in the end, I think that part of that is an inner conviction rather than necessarily dictated by the external circumstances.

So in my own case, I boldly carved out time to hang out with my daughter a couple afternoons a week and I've taken her to the doctor and dentist and things like that. But as I-- last summer, after this wonderful-- after the tenure decision was positive, my husband suddenly suggested that we take a spontaneous road trip across the country in a very small car with our dog and the whole family.

It sounded like a ridiculous enterprise. He wanted to drag behind us a gypsy caravan and I realized I had never felt able to do something so ridiculous without a point. I mean, because you could fly.

And that I'd spent the last eight years going around the world sometimes but sometimes not leaving my hotel. And living two years in Berlin but one of those years I hardly left my neighborhood because I was writing my book, and that I did make sacrifices too.

And even as I tried to take that to heart, it's also a bittersweet thing. So I feel that what my perspective is and what I would offer is just that you inevitably will make some sacrifices that hopefully, they'll be for things that you love or for love rather than duty, I think, is the lesson I took home from it. And I feel like I'm still trying to understand that lesson.

So a related topic to this is priority setting. And this is, I mean, everyone will have different situations. You're all in different departments, schools and you have different demands.

But a story on this that I thought was kind of illuminating is the other day I was talking to one of my graduate students, who was telling me that he'd had a year where he had a fellowship and he had just spent it in Montreal. But he didn't feel that-- he had a lot of personal crises, he didn't feel that he'd made the most of his opportunity, and he felt sort of ashamed.

I mean, he didn't really say that exactly but I was trying to set him at ease and I said, oh, I wasted quite a bit of time in graduate school. And he said, no, impossible. This can't be true. You just got tenure. It's impossible that you ever would have wasted time.

But he literally would not listen, not hear otherwise and not be reassured. But this seemed like a dramatic example of a more general phenomenon is that you look around you and you think everyone is moving gracefully, without mistakes, without wasting time and kind of sailing from success to success or excellence and creating or cultivating respectability, but in fact, it inevitably is true that it will be hard at some point and maybe already is.

And no one size fits all. It's sort of a constant navigation and negotiation. So these are simple points and even cliches but I still like to emphasize them. That your priorities are your own and you kind of have to create your own way through it or journey.

So I would end with the words of the panelists eight years ago, which is just to also take care of yourself. Thanks.

ANDREW HO: So my area of research is measurement and statistics and you'll get a lot of, I think, different perspectives. So I encourage you to take the weighted average of all of them,

weighted by the reliability of the panelists. But that said, I think you'll find a lot of consistency between, at least, what my remarks are going to be and Rebecca's.

So I'll start by just, I guess, the piece of advice would be like permit yourself one major academic dalliance, maybe that's like an oxymoron.

But I came here in 2010 and a couple years later, I was asked by Alan Garber, the Provost, to come to a meeting about this nascent online education initiative and he was searching for people who had good research ideas. And I left the meeting, I found the meeting very unproductive and left it very frustrated and wrote him a long email explaining how I would organize future meetings.

And never do this, right? Because the next thing I knew I was Chair of the HarvardX Research Committee. HarvardX, as some of you know, is our four-year-old now maybe four-and-a-half-year-old initiative in open online education and I have, for some time now, overseen initiatives to facilitate research in that area.

It's not my area as an academic dalliance but I do work in assessment and assessment matters in online education. And it had the effect of, I'm sure, of broadening my both exposure and pushing the frameworks that I had developed initially in, I think, pretty productive ways.

Psychometrics, which is hard to pronounce and hard to find in the journals, has a pretty small kind of audience and MOOCs, as you probably know, have a very large audience. Some of my most cited papers are these MOOC papers, which surprises me to this day.

So not all dalliances are as productive, perhaps, but I found it useful. And I found it useful for another reason too and that's that it exposed me to the entire university, right?

We all have these different schools, we come from these different areas. I think the assistant professor period is a time where you get to know your particular department or school and I feel like the associate professor period is a time where you can really reach out strategically, maybe in a dalliance kind of way, to get a sense of the university as a whole.

You learn a lot through contrasting cases and Judy was just, during the break, describing how the Kennedy School has areas but the Ed School does not have departments and how all of these little areas of local control work can teach you a lot about just the breadth of this university. And I learned a ton through that process. So permit yourself an academic dalliance that maybe pushes you beyond the boundaries of your particular school and department.

So I'm from the School of Education. So my second topic has to be about teaching. And my advice here is that it matters now, I think, in new ways. First, you'll hear, and I think it's true, that it matters more in promotion and tenure. And I think that's just a little bit of lip service and a little bit of truth, but it also matters in another way and that's that I really do feel that there's an ongoing and increasingly vibrant and interesting conversation about teaching going on throughout this university.

It is still sort of happening in the top sort of third of people who are interested in teaching and the middle third is maybe still static but moving a little bit, and the bottom third is hard to move. But that said, it's been dynamic and interesting and growing over the time I've been here.

I'll tell you about a little project that I've got. I'm trying to identify everybody's nearest neighbor. So using enrollment data throughout the University, I can answer the question, who is the professor who teaches the most students in your current class, right? And who was the professor last semester who taught the most students in your current class that's sent to you, right? And then who will most of your students go to in the next class?

And what's neat is that some of this is not so surprising. Some of it is really surprising. Like, all my students are going to that class? And what that's doing is revealing these latent pathways and latent connections between us around pedagogy and teaching and learning that I think are really exciting.

And people are talking about it in new ways and people talking about it matters. So I encourage you to sort of to have those conversations about teaching. I was just talking with a colleague about Google Docs and how much I love Google Docs, and I'm happy to talk about teaching tips around Google Docs surely.

But there there is an excitement that I think a lot of us get when we talk about teaching. It's what makes this job different from me going to work for a testing company, say. And I think we should take advantage of those conversations because they're fun.

And then, I guess, third again, reflecting on the work/life balance topic. I loved Drew Faust's recent interview in the Gazette. She sort of closed it by answering the question what do you do to unwind? And I love that that was a question and that she answered it. It was still a little scholarly. She's like, I read books. I'm like, oh.

But I actually happen to know, from sitting with Drew Faust in a panel much like this, that she has a couple favorite television shows too, and I encourage you to ask her what those are.

Alan Garber, our Provost, he has had experience at Harvard and Stanford, where I went to graduate school. And he likes to say that at Stanford everyone talks about what they do for fun but really they're working really hard. And here everyone talks about working really hard but really we're kind of having fun sometimes, sometimes.

And I'd like to just like talk about that a little bit more and so just to give you an example. First, in a serious way, akin to a Rebecca was saying, when I had my second child, I took paternity leave, which we have these days. That we did not always have, Judy can talk about the history of that if she hasn't already. So thank you, Judy.

But the paternity leave was interesting, perhaps obvious to some of you in that I had to take that time off during work hours, which is to say I couldn't use that time to write a book or publish three other articles. I had to take that time to be a dad. And if I didn't do that, I couldn't take that leave, right?

And so it's hard to enforce, of course, but you understand the reason behind it is because of the gender differential when you give these kinds of leaves. I threw myself into that and I took time during work hours to be with my daughters and it was incredibly refreshing and I'll never forget that time. We'd go to the library every day after school and I'd take them out early and that was just a ton of fun.

My other dalliance, a different kind of dalliance, they like to play Pokemon Go. So I don't know if any of you play Pokemon Go, but if you want to go take down a Pokemon gym after this session, I'd be happy to roll with you.

So those are my tips and tricks and feel free to downweight my advice due to my unreliability, but I look forward to the coming questions.

REMA HANNA: Well, thank you for having me here today. I also have three topics that I'm supposed to talk about it. So the first is about resources on campus and that's where I'd really like to note that it's actually bad and good at all places, but one place that Harvard is extremely, extremely good at is small grants, particularly targeted to junior faculty around campus.

The main issue is that they're sometimes hard to find. There are so many centers and there are so many things that are going on. You might not necessarily be on the right list for the right center at that particular time.

And so one thing that I found very useful as a junior is talking to senior colleagues and asking them to forward along small grants to me when they got the calls for proposals. Then I would ask to be put on the list and now I do the same, where I pass it forward.

And I do think that sort of leads into my next topic that I'm supposed to talk about, which is mentoring. So for me, when I first came-- when I first became a junior faculty member, first at NYU and then here at Harvard, it's my tendency to not want to bother people. And so I wouldn't ask for advice. And then I actually found out that people in my department were sad because I never came and asked them for advice.

And I think a lot of us here, we're very independent. We're very involved in our own work and we forget that people are actually very-- not only can they be very helpful and they want to be. And so it's up to us to, as a junior faculty, that when you have a question, when in doubt, to actually seek out senior faculty. Because they might not know whether or not you just don't want to socialize them or you're just afraid of bothering them.

Along those lines, I do want to say, one other issue that has been very useful for me being here at Harvard was having a female faculty member. As a woman, particularly I'm in the economics profession, which is very male dominated and there is a lot of issues surrounding gender, the way people see you, and so forth.

And I do think it is important to find somebody that you can talk to about those issues. Even if you can't find a female faculty member, it's often worth seeking out another faculty member that you can talk to. Especially because when I first got here, there was one of the male professors in my department, he had this great thing, where every semester, he would invite all of the different junior faculty out for lunch.

And the reason why he would systematically do it is, he said he realized over the years that no one would ever invite out the female faculty members for lunch because they would feel like there's impropriety, if you're an older man and you invite out a female to lunch.

And so he made an effort of trying to invite everybody out to lunch so it never looked like impropriety but he made sure that everybody was included. And so I was very grateful also, in addition to having a strong female mentor in my department, also grateful for him that he thought about these issues and took the effort.

Some departments will do that. Other people in other departments won't and I think as a woman, you need to be particularly proactive and really making sure that there is someone you can talk to and get the help you need because there is a lot of complications to being a new junior faculty member.

And then my third one is on priority setting. And again, I feel like we all have such different advice because we all have different experience.

For me, I guess, the advice I would give is-- I've seen junior faculty fall into two categories. On one hand, just burying themselves in their work and sitting in their office and just really only working on their work.

On the other hand, once you're here at Harvard, you suddenly get invited to all of these conferences and seminars. There's various things to do and people to meet. And it gets very tempting. You travel around the world. And so you can get caught up in these activities and not get the publishing done.

But I think you need a balance between the two, because you do need to publish and get the work done but you can't just hide in your office because in the end, there is going to be letter writers evaluating you, people coming in for the ad hoc meetings and so forth.

And so you want to make sure that people also read your work, cite your work, know who you are, and that you're really integrated in the field. You want to think about the balance between getting your work done but also making sure that you're doing a few more visible events in your field and meeting people and creating those networks.

And again, this goes back to mentoring. If you're in doubt about whether or not this is an event worth attending, those are the kind of things that, I think, it's really good to run by senior colleagues and think about strategies in terms of making sure that you're getting your work done, but also creating that visibility.

JUDITH SINGER: Thanks to the three of you. It's really terrific to see people who once were on that side sitting up here. And in terms of closing remarks, I just want to welcome you all again. I mean, this is really a chance to feel like you're part of Harvard.

We, in the Office of Faculty Development and Diversity and the Provost's office are here to help you. So if you have questions, if you don't know where to go, obviously, within your department, talk to your department Chair, if you have a department Chair, or your Academic Dean or your Dean for Faculty Affairs but you can also ask Elizabeth and I. And collectively, we've been at this university a pretty long time and know where to direct you.

The questions can be about child care, Matt made reference to the Dependent Care Fund that our office sponsors that will allow you to take a child or a caregiver along on a conference and we'll subsidize the airfare.

We want this to be a place that has our faculty succeed. That was part of the move to a tenure track that only happened 10 years ago. The university is really changing in its shape. One of the reasons that almost everybody here is an assistant or an associate professor is that most of our hiring now is at the entry level.

We still do senior level recruitment but it's much, much less common and this is part of a shift at Harvard to be a better university, a more successful university but also just a better place to be as a person.