

New Faculty Institute 2013

Introduction

JUDITH D. SINGER: It is my pleasure to welcome you to this year's New Faculty Institute. This is actually the sixth year that we have been bringing together new faculty from across Harvard University for a chance to both meet each other and to hear from colleagues from across the university about what it's like to be a faculty member at Harvard, some thoughts about how to spend your first year here and your future years here, and also just the sense of building community. This year for the first time we're doing this at the second part of the day and decided to invite your colleagues from across the university to a reception afterwards in Boylston Hall. So we'll have a party afterwards. We thought that was better than providing you with breakfast.

And I will say a few words, and I'm going to introduce Alan Garber, our provost. The few words I want to say is, I remember being a new faculty member at Harvard. I actually had finished my PhD in the statistics department here, and started in 1984 as an assistant professor at the Graduate School of Education. There was no orientation. You were sent to the HR office to sign your health insurance forms, and that was it. And the next day you started teaching and had no sense of what it is that you have gotten yourself into.

Over the years the university has really tried to make an effort to change the experience of new faculty, and in particular for many of you, new ladder faculty, so that we are welcoming you to this community and providing you with the supports that can succeed. I will say when I started, I was an assistant professor and told, assume you won't get tenure. There was no tenure track at the university. The university has really changed now and we want to provide a supportive environment for you as individuals, as teachers, and as scholars, and help you balance those kinds of commitments in a way that fulfills you and helps you get a reputation here at Harvard and a reputation in the wider world for having an impact in the world.

And all of us want to have an impact. We do it in different ways if we're in different professional schools. We do it in different ways if we're in Faculty of Arts and Sciences. But we are all committed to having that kind of impact in our fields. And we want to make that possible.

I just want to say one or two words about Harvard to give you some context, and then introduce Alan. Harvard is huge. In fact, it's so large that basically if you took the whole Harvard community, they'd exceed the size of Fenway Park, so just to give you a sense of that. There are actually 10,000 faculty at Harvard. A large number of them at Harvard Medical School. Those are the docs you want to see if you're sick. There are also about 1,500 ladder faculty, assistant, associate, and full professors in the rest of the university. About 2/3 of them are tenured. About 1/3 are in the assistant and associate professor ranks.

I'm pleased to say we, every year, get a little bit more diverse than we were the year before. We're up to just over a quarter women at the assistant and associate professor level. It's just about a third women. And just under 20% are members of a minority group. So it's a different Harvard from the Harvard of years past.

But one of the things about Harvard that makes this kind of event so important is it's famous tub system, so every tub on its own bottom. Each school at Harvard pretty much operates within its own universe. And many of you have gotten orientations within your schools to get a sense of what it's like at the School of Public Health, in the Faculty of Arts and Sciences, in the Graduate School of Design, et cetera. But without these kinds of events that the provost's office is committed to doing, you could go years here without meeting somebody from another part of the university. And we think that it's particularly important to build those kinds of interfaculty collaboration and connections, both for purely social purposes-- that's why we're throwing a party at the end of the day-- but also as importantly for the kinds of rich intellectual contributions and connections that you can make.

And so what I hope you'll hear today from our panelists is a sense of both how to negotiate your new roles at Harvard within your individual schools, but how to also think of yourselves as citizens of the university. We want very much in the provost's office to encourage each and every one of you to feel that you're not just a faculty member at Harvard Business School or Harvard

Medical School, you are a faculty member at Harvard University. And the opportunities that makes available to you are things that we really want to facilitate. And we'll be making additional comments about those kinds of themes during the day. But I just want to sort of set that as a theme for why we're gathered today to have this pan university event.

With that, I'm going to introduce our provost, Alan Garber, sitting over here. Wave. Alan is the Provost of Harvard University. He is now in his third year. So I think he's in his junior year of being provost is the way of thinking about it. He is a product of Harvard University in terms of having been an undergraduate here and getting a graduate degree. He is an MD-PhD whose work focuses on health care policy. These days he spends most of his time, as do I, in meetings. So I think for Alan, this is a pleasure to meet the new faculty of Harvard University. And please join me in welcoming Alan. And after Alan speaks, we'll have a chance to go around the room and introduce ourselves. His schedule is incredibly tight. So thank you Alan.

[APPLAUSE]

ALAN GARBER: Thank you Judy. After Judy's welcome to you, I don't have a whole lot to add, because I think the most important message is what she said about what we routinely call One Harvard. Every one of you, whether you came here-- whether you're here now as an assistant professor, an associate professor, or a full professor, is someone very, very special, and someone who is here because of great promise and great accomplishment that you've already demonstrated. And the saddest thing from my perspective that could occur in your time here is if you don't take advantage of the many kinds of resources that the university has to offer outside your own immediate environment.

And particularly for those of you who are junior, there will be a lot of pressure for you to publish in your field, to teach in your field, and to focus, focus, focus. Now in terms of navigating scholarship, scholarly life at Harvard, I'm not an expert because I spent my entire career as a faculty member at Stanford, not here. And I'm going to give you my perspective, which I hope you will not write down and keep confidential, because most of your mentors would say this is the wrong advice.

JUDITH D. SINGER: You're being videoed and on the web later.

ALAN GARBER: OK, moving on. I think what you should focus on is the long term and what your long term goals are, and don't constantly think of just the next paper, the next milestone you need to reach. And the greatest mistake that I have seen junior faculty make is to try to more or less optimize chances for tenure. Now, there's nothing wrong with optimizing your chances for tenure. But many people when they're thinking about optimizing their chance for tenure are thinking in terms of very short term kinds of things. And that can push them to choose projects that are not sufficiently ambitious, to publications that are easy rather than ones that will be long shots.

Now clearly you don't want to engage in research that will have its first results in 10 years as your sole approach as a junior faculty member. But many more junior faculty that I have seen make the error of looking at trying to optimize very short term goals rather than long term goals. So I just want to urge you not to feel boxed in into dealing with these very short term goals. Don't ignore the reasons why you went into academia in the first place.

Now as part of the long term goals, you are in an environment that is unbelievably rich in not only the talent of its faculty in each area, but also the breadth of those talents. And we are bigger than our peer institutions. And that's even if you don't count the medical school, by the way. We have very large professional schools where very serious research goes on all the time, in addition to the Faculty of Arts and Sciences. And there are just huge opportunities for collaboration, but it takes a little bit of extra effort to get to know the people with whom you might work.

And as Judy was saying, the events that she and her office put on, like this one, are extremely important as a way for you to get to know people in the rest of the university. Because if it weren't for events like these, it would be very difficult for you to meet people. You can meet them at some big events but not carry on sustained conversations usually. So our goal actually is to make sure that you get to know people from around the university and maybe form something of a support group, because especially for the junior faculty, many of you will be going through parallel experiences. And it's great to have other people to speak to about that.

But the strength of this university is really in the diversity of its intellectual interests as well as the excellence in each area. And Judy, by the way, said that there are 10,000 medical faculty. And she's referring to the full time faculty. If you count all the medical school faculty, there are 12,000.

And we have such an abundance of riches here. We don't always come up with a consistent count of the number of libraries. So the official number is 73. And you're in one of the more prominent of them, and you're next to the largest of them in Widener. But in fact, if you count some of the libraries like some of the departmental libraries, it's actually more than 73. There is no shortage of resources of almost any kind here. And a big part of your experience as a new faculty member at Harvard is to learn exactly what those resources are and how to find them. And Judy's office is there to help with some parts of this, but a lot of this will come from conversations with your colleagues.

So let me just say that I'm very delighted that you chose to come to Harvard. You have a very bright future here. There is a tenure track, for those of you who are junior faculty, which was not true in the past. But it's very much the case today. And I think that at whatever level you come, you will find that you have an enormous set of resources in your colleagues.

And I, by the way, didn't even mention the students, but students here in every area are utterly spectacular. And if you feel comfortable in your mastery of your subject, you are about to be challenged in a way that doesn't happen quite the same way elsewhere. So they are stimulating, invigorating, challenging, and they will be a huge part of what gives you satisfaction about being at this institution.

So thank you. Do we have time for a few questions?

[Panelists: Amy Cuddy]

AMY CUDDY: When I was invited to do this, I wasn't sure if I was a success case or a failure case. So I'm not quite sure. But I should say I'm still figuring it out, so I don't have any absolute sort of definitive advice that's going to work for everyone. I can share some of my experiences in

different domains that are going to be relevant, that will come up. And it's more the tensions and the questions that have come up for me and how I've dealt with them.

So the first is this issue of intrinsic versus extrinsic motivation. And John Beshears is here, so I won't-- he knows a lot more about this than I do in his research. But we are motivated either by intrinsic or extrinsic factors or some combination of them, and most people are here because they're pretty intrinsically motivated. I mean, you have to love what you do to get here, I think. And of course, we're also motivated by wanting to achieve and have measurable successes.

That said, I think you really have to hold on to that intrinsic piece. One of my favorite psych studies is one showing that when you take kids who are good readers and who love to read, and you suddenly replace that intrinsic motivation with something extrinsic, like a pizza party, and suddenly they don't like to read as much as they did before. So they read a lot before that pizza party, and then after that they're like, yeah, I don't really love it anymore. I just want more pizza parties.

So don't go for the pizza party. I mean, if you already love what you do and hold on to that, it's a sort of gift that you have. And I know that partly because I'm watching my son, who just started middle school, kind of struggle with this. There's a lot of extrinsic forces that are trying to pull him forward, and he's trying to hold on to these things that he loves. And it really is a gift to have those intrinsic motivators and to all possess that.

So to the extent that you can, you have to hold on to that. It's not just because it keeps you going, but I actually believe that it does make you produce better work. I think that when I'm following-- and I'm sorry to sound so sort of soft and hokey-- but when I am following my bliss, when I'm following the things that I love to do, I am doing better work and I'm reaching more people. I'm communicating more effectively with multiple audiences. And I really believe in that.

So what happens, though, is that I get derailed sometimes by situational things that happen. So every year, people are being promoted or not promoted. So one of those decision processes, like just watching it, might derail me because I go, I don't know why that happened. And all of a sudden, the process doesn't seem that transparent, or it doesn't make sense to me. And you can kind of get derailed by that and start socially comparing.

And so I want to move on to that, to my next point, which is social comparison, and we all do it. I mean, if you're human and you're operating in society functionally, you are socially comparing. It's how we figure out what we should and shouldn't do and how we kind of measure up. It's totally normal and natural to do that.

But you can take it to an extreme. And you especially can take it to an extreme-- I mean, when you think about it, it makes sense to socially compare across a lot of people, but not to one person or to two people. And what happens is that you start seeing somebody in your school or department who's a super-producer, and you're like, why can't I be like that person? What's different about me? I mean, you're just different.

And I think that senior people here and administrators would agree. There definitely is not a formula for getting tenure here. There just isn't. Within a department even, there's not a formula. And people contribute in different ways. They make an impact in different ways. Some people might be prolific and publish 20 articles a year, and some people publish two. And in the end somehow, it balances out.

So don't get trapped in social comparison. It's another kind of extrinsic motivator, but it also turns you inward in a way that I think is self-destructive. So really be careful to not do that with specific other people. You look at trends, but not one other person it doesn't help you.

The next is this issue of relationships. And there's so many relationships that you have. If you're looking at it from a hierarchical perspective, you have these upward relationships, these parallel relationships, and these downward relationships. I'm oversimplifying. But you've got senior colleagues and administrators. You have peers, and you have students. And they're all different.

And all of a sudden, you're in this new environment and having to manage all of these things. And you might think that the student ones would be the simpler ones, but sometimes they're not. First of all, some schools and departments here have formal programs where you have a senior mentor, some don't. Have a couple. Check in with people.

Like if people say, I'm willing to read your papers, before you send them out, have them read your papers before you send them out. Not just one person, but a few people. I think that it's

important, and it's important to have multiple people. Again, you're going to hear three different perspectives from three different people, and that's helpful because it reminds you that there isn't just one way. It's reassuring. And when you're in a relationship with those people, they're more committed to you, which is a natural psychological process as well. So that's a good thing.

And sorry if this is a little bit of a sensitive issue, but I think that managing relationships with doctoral students is far, far, far more complicated than I thought it would be. I had an amazing advisor. She was available to me all the time. She turned around papers overnight always, and it was a dream situation in many ways. And I didn't take students for a while because I thought there's no way I'll ever be that advisor, and I won't be. But now that I have taken students, I find it more challenging than I expected.

I think I was very compliant and well-behaved as a student. Like I actually think I was a pretty easy-- like I didn't bring in drama to my advisor ever. I really did my work and kind of kept my head down. And she's my friend now, but I didn't really want her to be my friend then. I wanted her to be my advisor.

And she had a very clear apprenticeship model of advising, and she made that clear up front. And I'm so thankful for that because that made sense to me. I mean, basically, in the beginning she said, look, you probably have a lot of ideas. Some of them are terrible. Some of them might be good. Keep a folder, keep a list of ideas. Keep checking back to them.

But for now, you're going to do projects that we're already doing. That's because you are learning the practice. You're learning the craft, and that's how it has to be. And you chose to work with me because you're interested in what I do. So it might not be exactly the question you want to ask, but that's OK. And I think that-- look, you've got your entire career to ask your own questions. I'm not saying you don't have good ideas, but right now is the time to learn how to approach research or whatever it is you're doing in your field. So I find that model worked really well for me as a student, and I need to learn how to do that with my students as they come in.

I think one of the issues for young faculty members is that-- and I've talked now to my advisor about this. I said, did you ever deal with this? She said, of course I did in the beginning-- is that students want to relate to you. They want to have a relationship with you that's weird and

nebulous, and they want kind of out of your buddy and hang out with you and have your approval. And sometimes they self-disclose.

It's complicated. I think it varies across people, across students. And I don't have experimental data on this, but I think there might be a little bit of a difference from male and female advisors-- especially young women. I do think there's an expectation that you can self-disclose more to them and have these serious talks and cry more often, and I haven't figured out how to manage that-- the balancing, being approachable, and nice, and also saying, I need you to set that aside. I need to talk to your friends about that instead of me.

But you do have a pretty close relationship with your advisees. These people are in your life forever. They're important, and there is a family tree. There are these parallels to family, but I have not figured out exactly how to deal with that. I just want to, I guess, flag it that if you feel like there's too much of that drama and intensity and expectation that you're going to help with those issues, ask a senior person how to deal with it before it gets out of control, before they're really disappointed that you haven't helped.

I've seen a lot of people struggle with this. So this is not just based on my experiences. So I think that's something that requires more effort and time than you may think it will. I have no idea how to manage time. I really don't. I do several all nighters a year. I don't sleep a lot. I am a single mom, I'm trying to figure out how to balance all those things.

I love what I do, but I put my son to bed and I write after I go to bed-- I mean, after he goes to bed. I'm half asleep. I haven't figured out. Some people are excellent at it, and I'm not one of those people who's naturally great at time management. If you have someone to go to for advice about that, do it.

Two other things that I want to touch on briefly are, one, having a life outside school. And I did not do this as a grad student. I did have my son in my second year of grad school, so that obviously was a life outside of school. But that was it. I didn't have friends outside of school, really. I had no hobbies at all. I remember interviewing for a job and they said at dinner, what are your hobbies? And I was like, what are you talking about? They're like, really? And they actually thought that was very strange.

But I have hobbies now. It's kind of amazing. And I go see live music a lot. That's a big thing for me. I used to be a professional ballet dancer. Now I take ballet class, and I actually work with Boston Ballet as a consultant pro bono. So that brings together my work life and my outside interests. And my son is in a rock band now, so I go see his shows.

And I also have friends outside of the university, and I think you have to do that. It keeps you grounded. It reminds you that there are other ways to live. Because you can't count on this working out exactly-- if you have a future-oriented narrative about where life's going to go and it's pretty rigid, you should probably loosen up because it's unlikely to go exactly in that direction.

And having other friends just reminds you that you can be happy in lots of different ways, and that actually allows you to be more productive at work. That's the funny thing. It takes your focus-- your intense narrow focus off of getting tenure-- and it allows you to do work the way you want to do it and be happy doing it.

The last one-- and I think this will come up more for some people than others. And it has really come up for me is dealing with the media. And all of you will deal with the media to some extent, I'm sure. Because people like interviewing young experts at Harvard. It is inevitable. But I do feel like that's-- I said yes to every interview request at first. And I don't-- you don't have to do that. There's no obligation to do that.

Ask for questions in advance. I mean, demand questions in advance. If you can write out your answers instead of telling the reporter on the phone, I think that's much better. Ask to check quotes. Manage that.

Because at first, you're like, this is so exciting. And then you realize that they can totally misrepresent what you do. And if you have a media office in your department or school or program, use it. Because they know how to manage this. In fact, I now send requests to my media office and have them advise me like good one, bad one. Or they will just go back to the journalist and say, she can do this. So having help with that is good.

Also, in that vein, do not ever read comments under article-- don't read YouTube comments. It's just nonsense. Somebody looked at the how many people were contributing to comments on the Boston Globe site and it was like 300 people were contributing 90% of the comments. I'm probably exaggerating, but it was a very small number of people writing most of the comments.

It's not representative, and it's very hard even if you're a scientist to look at that and remember that it's not representative. There are nasty people who get power from trolling around and writing mean things about you. And you just have to shut it off and not look at it. YouTube is dead to me now and my son. He's not allowed to go on YouTube.

So the Media thing is like exciting and you can get caught up in it, and just remember to manage it and use the resources that you have to help you manage that. And I think I'll stop there, and then you can ask questions at the end if you'd like to and move onto Tanya. Thanks.

[Panelists: Tanya Smith]

TANYA SMITH: Well, thanks everyone. Welcome. I'm really honored to be with Amy and Felix. I have to disclose I'm not a behavioral scientist. So take everything else I say with a grain of salt. This is my sixth year here, and I was reflecting on what has been effective for me as I've established my reputation as a scholar. And I thought maybe three themes would be most appropriate to talk about. So I'll give you those themes and then I'll give you some examples.

I think the first theme for me has been embracing the culture of promotion, which has been a little bit antithetical to my personality. I'm an introvert, and the idea of being in a climate of promotion has been a real challenge. I think a second theme is really creating opportunities. Again, a bit of a challenge for an introvert, but something that's been really important. And a final theme is really holding on to my values-- defining them and then holding on to them as I establish my reputation.

And there's been some real challenges in the last six years to do that. So what I mean, I think, by embracing promotion, is that first of all we have to accept the fact that we can't trust that our scholarship is simply going to stand on its own. We actually have to educate people about what

we do. And again, that has been a bit of a frustration for me because I had a naive idea that science would just be intrinsically obviously important and that people should just get it.

And unfortunately, just like in teaching, it takes a lot of time and effort to really manage the messaging around what we do. So I've had to accept that it's been necessary-- a necessary evil-- to have things like an online profile and Google Scholar and ResearchGate and academia.edu, and I've had to manage my website and make sure that when I'm publishing things that I think are appropriate that I work on crafting press releases with the web manager here and the communications office.

And unfortunately, it wasn't part of the list of to-do's that I thought would be important when I started, but they're actually really important aspects of our job to consider educating. And I don't mean promotion in the sense of arrogance, I mean promotion in the sense of really educating-- explaining to people. And I thought a lot about how to communicate my scholarship to the public.

I've had a lot of opportunities to give lectures at places like the Natural History Museum here or science museums in general. And it's really fascinating to me to see what people take out of that, and it's helped me inform how do I message?

So in terms of creating opportunities, I think Harvard actually gives us a lot of great opportunities to showcase our work. One thing in particular I did last year that was a wonderful opportunity for me was to organize an exploratory symposium or workshop at the Radcliffe Institute, and that was an opportunity to bring in approximately a dozen scholars in my field to have a three-day program of workshopping around a subject.

And that was a great way to network with really senior people who I might have been otherwise a little bit intimidated to invite. But the Radcliffe managed everything, and so it was a chance to take three days and let some of the senior people in your field know what you're doing and use it to envision the future of your discipline or build collaborations. So that was a great opportunity for me, and it actually has since led to invitations to speak at other people's workshops and seminars.

Similarly, I ran a symposium in honor of my mentor at my professional conference two years back and invited, again, many of the senior students and people in my field. And that was a celebration of his work, but it was also an opportunity for me to network and create opportunities within my field.

So when I say create opportunities, I don't necessarily just mean let's talk about my work, I mean let's build community, let's celebrate one another's work, let's brainstorm together. I've also created a women's mentoring network in my professional organization. It's over 200 women right now, and a number of the most senior women in my field have been involved. And that's led to funding opportunities, co-publication opportunities.

Again, this wasn't intentionally targeted at bringing attention to me per se, but it's helped me to become more connected. And obviously, when you're invited to a symposium or workshop, you pay attention to who's organizing it. Maybe you look at their website, try to figure out who they are. So those are oblique ways of managing your reputation that people appreciate because they have an opportunity then to come and present their work or let you get to know them.

And also, another opportunity that's been great at Harvard, we have a speaker series in our department. I was the co-organizer for five years for that speaker series, and that was a great opportunity because we were actively contacting folks to come to Harvard, and then you often get the quid pro quo that you get the invite back to speak at whichever university. So I've been lecturing variably because of the fact that I've been inviting people here.

And again, it's a great opportunity. When you're hosting that visiting colleague here, you take them out to dinner. They come visit your lab, they meet your students. So these are all ways, again, of establishing your reputation that aren't just simply sending PDFs of your best papers around to people but just simply networking and building relationships. And I think this is another part of our job that isn't necessarily in the job description per se but it's really important for us.

And I guess the final thing I would say is that it's really important as we're building our reputations to really hold on to our values. And by that, I mean being really clear on what are the most important aspects of our scholarship to us. I've turned down opportunities to be part of

papers and projects that I felt uncomfortable about, even when they've been senior people in my field or opportunities to perhaps get attention for the project. Because I've just had a sense of discomfort with the project.

And that's been a bit of a challenge for me because I'm very sensitive to having impact and how there's critical points in our trajectory. But I think the benefit of that has been that people now regard me as a very careful, maybe even somewhat conservative, scholar. But I would far rather be regarded in that way than as somebody that's risky and just simply seeking attention and impact.

And so I think it's really important to use your belly barometer as making choices about your projects and sometimes walking away when you have a sense that this just might not be the right decision point in terms of progressing with a project. And it's really hard when you have the opportunity to publish in a high impact journal to say, I'm sorry, I'm not comfortable with this project. But I certainly sleep better that way.

So I suspect that for many of you, these opportunities will come up. And it will be a really interesting opportunity to decide what do you really hold as your values? So I think it's worth keeping that in mind now that you'll have these times to really define your reputation, not just in terms of the quality of your scholarship but the ethics of your decisions.

So I will stop there, and I hope that we can have some questions. I'm also going to come to the reception, so I'll be happy to talk to folks. And welcome again.

[Panelists: Felix Warneken]

FELIX WARNEKEN: Yeah, welcome. So in preparation for this, I was thinking about what was the major challenge for me starting here as a new faculty member. And I realized only after about one or two years, and you will realize this now if you trust me, that it's actually having so many different roles to fulfill at the same time. And all of this comes so sudden.

And so being a former semi-professional basketball player, my analogy is being in a basketball team. So what I realized as a graduate student, post-doc, what you are mainly is a player. So you

hone your skills, you work on your weaknesses, and you have to perform at the highest level every week. And you still have to do that.

But now, in addition, you are also a coach. You are a team manager. And surprisingly, you end up being a water boy or water girl as well. So what I want to do is I want to go through these different roles and throw some ideas at you of how to deal with these challenges and also point out how Harvard truly wants you to succeed at all of them.

So Harvard wants you to be the best at all of these, but also provides infrastructure to help you with it. So what about the water boy? The point is that as a graduate student and post-doc, you are part of a successful infrastructure I would assume of your advisor or your institution and so forth. And you don't have to take care of certain things that suddenly you have to take care of yourself.

Because the infrastructure is one that you have to build up yourself. I mean, this applies maybe more to people like us in empirical science who have labs and need people to collect data and so forth. But I think some of these things are more general.

So the problem is that you have to build your infrastructure yourself. And I think that the thing you should do is not be a water boy or water girl. So this means you should get a lab manager. If you do science, it's the best investment you can have because you get an immediate return benefit. You don't get that from a grad student because that takes a long time to have to-- they have their own agenda, they have to learn, have to attend classes. They will have to teach and all these kinds of things.

And so this will certainly take a long time. And you're never sure that you get the return benefit at all. But with a lab manager, you get a return benefit immediately for certain things that you really don't want to do. And so this is setting up a website, figuring out when the IT people can come to fix the computer that you had to buy because you did not yet have a lab manager. Submitting reimbursement forms and all this stuff.

It was so life changing after three months when I finally had a lab manager because that person could take over all these kinds of things. But generally speaking, I think you should outsource as

much as possible. So you can hire work study students. They make money. You pay \$3, they get \$10. So this is stuff for archival work for websites, whatever.

And there's a lot of support. So there's now website support. So that's a new thing at Harvard. So I would really take advantage of that. But all kinds of things you can think of you don't want to do. You should hire someone to do that for you because you really don't have time to deal with that.

A team manager, that's something that you really have to do and maybe for the very first time. And that's, therefore, the most novel aspect. So this means securing grants and making decisions about long-term goals and also building up the organizational structure of your lab or however you work. So the important thing, and this is what was said previously, is that you really should have a long-term plan.

And people at Harvard are not hired because they think they will do a little bit of a contribution here and a little bit of a contribution over there, it's that they have a vision and they will be known in the field for one major thing. That might be an approach or some major discovery or something like that.

So it's really the long-term goal, and as you heard before, maybe it's a long-term goal that should reach beyond the tenure decision. But people should be able to see that you have this perspective. And so who helps you with that? There is the mentoring program, as you probably have heard about, with two senior faculty members meeting with you on a regular basis. So I would really take advantage of that because they will help you with these aspects a lot. So I think that's very important.

Then read manuscripts. You can always ask people in your department to read manuscripts, but then they feel a bit more obligated, perhaps, to do that. It includes, also, grant proposals.

The second important source are junior faculty members. The senior faculty members often don't remember what it was like to have the baby steps toward a bigger project. But the junior faculty members, they have just gone through that. And they remember the deadlines, and they

remember what you actually have to put in these portfolios and how to best advertise your work and so forth. So really talk to other faculty members that are maybe a year or two ahead of you.

And then Harvard provides a lot of help with these kinds of things, especially with grants. So for example, I wrote grant proposals before, and then I realized that research and administration services-- so the person I worked with was Susan Goems. She helps you with this stuff and she just knows things that you would never think about. Because you think about your research, but what does it actually mean to have outreach? What does it actually mean to have a teaching and education plan which is important for NSF proposals and stuff like that? And so she really is great.

So when you think about submitting something, call her up first. Don't write the grant proposal and then have her look at it two weeks before you have to submit it. It should be the very first step.

OK, player. You still have to be a player. So unfortunately, you will still have to do a lot of the legwork, especially as a junior faculty member. And that might be different from senior faculty members who have half a dozen postdocs and graded students who have developed their own project and know how to write and all these things.

So my piece of advice here-- and I've heard from many people and from junior people and senior people-- is really to secure your quality time. So this is really important to protect that. And you have to identify when is the time that you perform best, and then secure that time for, say, writing or thinking or creating or solving your math problems or whatever.

And so this might depend on how you work, and I've heard people say, I never schedule meetings Fridays and Mondays so that I have four days in a row where I can really get into it. Where they have certain writing days where they just disappear and think and write.

I personally schedule nothing in the mornings because that's when I do my writing. And I really protect that, and that's a great thing because nobody can tell you no, no, no, we're going to meet in the morning. This is up to you. And in the certain things where this is not possible, but you can really control your schedule quite well.

So that's my advice. And then concerning being a coach, we heard from Amy that this can be quite challenging. I wanted to add something beyond graduate students. In your department, you should also really consider graduate students in other departments. I have had the most productive collaborations with people who are not in my department, maybe not even my school. This is what Harvard is so great about that it allows these collaborations. It probably has something to do, I believe, with the funding structure for several of the grad students that they don't have to rely on grant funding from faculty members.

But they can really go where their interest drives them. And so I would highly encourage you to do that. Also, undergrads are just amazing. This is the greatest brain power you will ever have on earth. And so there are so many ways to take advantage of that, and it's so much fun because they're challenging and come up with new ideas. And if you're honest, maybe they can actually jump a little higher and run a little faster than you, even though they don't have quite the experience.

And so for that, it's really important, like Tanya said, that you also advertise your research within the university. So this university is full of hall of famers, current all-star players, and rookies who are all first draft picks. So in that environment, there's so much interesting stuff going on and undergrads will hear about it and say, oh, this is amazing. I want to do this. And so you want to really advertise your stuff.

And so one example is LSURF. This is the Life Sciences Undergraduate Research Fair. The deadline is coming up, so better be on that one. It's a poster presentation where people show what they're doing in the lab. What would it be like for an undergrad to work in my lab? There is the Harvard College Research-- HCRP-- Harvard College Research Program. This gives funding to undergrads to stay here over the summer and also over J-term and work in labs or get experience.

So this is a great opportunity. You should take care of that. And then there are all these weird acronyms-- PRIZE, BLISS, and PRIMO. So I don't want to go through that, but if you see that in an e-mail, you should follow up on that. It's really exciting.

The last thing is-- my last piece of advice is that you should also have an annual plan. So you should know, what is the time during the year where I can achieve certain things. Because over

the summer, there's this long period where you don't have to teach. And so you really want to know, will it secure that time? Or J-term is also important. From early December until the end of January, there's no teaching.

And so you will be able to maybe write a grant proposal or finish this paper and so forth. So that's really important. And then what also you should anticipate, for example, is that when you have your major teaching commitment, when you have to develop your first major lecture, you won't be able to do anything else. I mean, the rule of thumb is 15 hours of preparation for one hour of lecture.

I've heard this from many people-- junior and senior people. And this is when you know your material. So really, this time is just crazy. So this is also a relief to know, OK, this spring semester, I won't be able to write a new grant proposal or really figure out this problem finally. This is not the time to do that. So be sure about that.

So to come back to my analogy here, I think during that time, you're more of a sports anchor man who can talk about what other people are doing without participating in it. And so when you're aware of that, maybe that time will be more rewarding.