

New Faculty Institute 2014

Introductory Remarks by Judy Singer and Drew Faust

JUDY SINGER: Welcome, everybody. I'm Judy Singer. I'm the Senior Vice Provost for Faculty Development and Diversity. And I want to welcome you to this year's New Faculty Institute. I can honestly say that this is a total pleasure to see all these new faces around the room and to have a new crop of faculty to invigorate the Harvard campus and to stimulate dialogue, both among yourselves, one of the things we've learned is that new faculty like to meet new faculty, but also among your colleagues who have been here for quite some time.

I have been at Harvard University as a faculty member since 1984. This is my 30th anniversary. And as I was walking in this morning, I was thinking about what Harvard did for me in 1984. I got a benefits packet. I was told to go to Holyoke Center, renamed the Smith Campus Center more recently, to sign up for health benefits and told start teaching on Monday. This is a very, very different kind of Harvard. And I'm very pleased to be a part of it.

I've stayed at Harvard because it is a great place to be a faculty member. You will have fabulous colleagues. The Harvard faculty is the envy of higher education. You're going to get a chance today to meet people from across the university and really begin to feel part of, not just your school and not just your department, but part of Harvard University.

If you've started teaching, you know you have fabulous students. They will challenge you in ways that you can't imagine. You will go home at night and say, maybe she was right. And I was wrong, little bit daunting.

And Harvard also just opens doors and it gives you opportunities, both within the university and outside the university, to pursue your scholarship, to pursue your intellectual agenda, and to train the next generation of scholars and leaders.

I'm going to come back and make some additional opening remarks. But president Faust is here. So I'm going to take advantage of having her here and allow her to make some opening remarks,

welcome you to Harvard, and she'll also have a brief period of time to take some questions from you.

So let me just introduce Drew. She needs no introduction. She is the 28th president of Harvard. She is a historian. She's a fabulous scholar, a fabulous human being, and a wonderful administrator. And I have to say, in the middle of the capital campaign, she is going to transform the Harvard of the future for generations to come. And we we're just very pleased to have Drew as our president. So let me welcome Drew.

[APPLAUSE]

PRESIDENT DREW FAUST: Thank you, Judy. Could you please give me all my introductions? That was really nice. Welcome, everyone. It's wonderful to see you here. I hope your first days at Harvard have been exhilarating and not too bewildering. This is a large place. And when I greet the freshmen, I often tell them they ought to have a compass and a whistle in order to find their way around. So I hope you've not found that you are lost in the midst of all that is Harvard. I just want to say very few words and then take your questions and hear about what's on your mind.

And Judy is right that this kind of gathering is something that she did not experience, and I did not experience, many, many years ago when I started teaching at the University of Pennsylvania even before Judy was teaching here. There are two realms in which your work at Harvard is especially focused, your teaching and your research. I think both have been transformed in the kinds of supports that are available to you as you move into your careers.

There was yesterday a large conference called HILT. It's an entity established just, I think, three years ago now, the Harvard Initiative on Learning and Teaching. And it's meant to help support faculty in meeting the aspirations we all have for transforming teaching, transforming teaching in face of how we know so much more about how people learn, transforming teaching in face of the opportunities in the digital realm, and so offering faculty a chance to experiment, to come together, to talk about what they're doing.

So that is one indication of the kinds of different opportunities available and the kinds of resources that you can turn to as you move through your teaching careers. When I began

teaching, which was at the University of Pennsylvania, they cared that I had a dissertation. And they gave me a piece of chalk. And they just said, go do it. And there was a notion that you were either born to be a great teacher or not and that nothing could be done about it. And the truth is so far different from those set of assumptions.

And in addition to providing support for exploration of new ways of approaching teaching, we also have a lot of ways of supporting beginning teachers or teachers who want to strengthen their various aspects of their work.

And so please take advantage of all of those and recognize that you evolve as a good teacher. You're not born as a good teacher and that there are many different dimensions to teaching. It's not just performance. It's advising. It's supporting students working on dissertations. It's marginally a whole range of skills that unfold learning for your students and simultaneously enhance learning for instructors and faculty members as well.

So that's one thought I just want to put in your minds. The second thought relates to your role as scholars and researchers. You have landed at Harvard. And one of the attributes of being here is that you will be, I am certain, in a department that's very strong and has many scholars, or a school that has many scholars, whose work you admire and who you know you can learn from.

But don't forget to look beyond your department or your school, because there's so many people across this university with interests that are likely to intersect with your own. And so be sure to see beyond the immediate walls of your office and your location and try to find venues. And there are millions of these seminars and activities and lectures that can introduce you to broader aspects of your field. I think this is one of the greatest advantages of being here. So don't fail to yourselves embrace those possibilities, because it will broaden your work and enhance your work.

I can see how this has happened in my own life here. I came to Harvard as the Dean of the Radcliffe Institute in 2001 after 25 years on the faculty at Penn. And being at the Radcliffe Institute, which is an interdisciplinary research center, I found scholars asking questions that I had never thought of that had direct relevance to my work and that have really made an impact

on how I have approached my work ever since. So I urge you to take advantage of those opportunities as well.

Let me now just see what's on your minds and try to respond as best I can to whatever questions you might wish to pose.

JUDY SINGER: Just want to add a few more contextual remarks to some of Drew's comments. One of the things that you will realize, in fact, the number of people in this room is so large that we're not going to be able to go around the room and do introductions. We will pass around, by e-mail electronically, a list of people who were here. And hopefully at the break, we can have some conversations.

But to just give you a sense of the scale of Harvard, there are 1,600 ladder faculty across the university. And that doesn't count the roughly 8,000 to 12,000 faculty at our hospitals. So it is just a very, very large campus. One of the things that we're particularly pleased about is that it is increasingly a diverse campus. And it is a campus that is both changing in terms of diversity and also trying to change in terms of community. So diversity is both about the demographics and other characteristics, but it's also about the inclusiveness of this community and having people feel member.

One of the things that is quite different, as Drew mentioned then I mentioned, is it used to be we did not invest in our faculty. And so an event like this, a lot of the-- you'll start to get emails from me on a monthly basis. Put me in your safe sender boat so that we can actually communicate with you. This class of entering faculty, and we actually think of you as a class of entering faculty, is actually the most diverse at Harvard history. Nearly 50% are women. Over 20% are minorities, nearly 30% actually.

But one of the challenges for Harvard is that it is historically decentralized. And when Drew talked about the vision of one Harvard, it is about trying to break down these boundaries and having people on the faculty and in the community at large feel like they are part of the community. And so that's part of what we're trying to do today.

We're going to have a pair of panels. The first one is going to be recently promoted associate professors. And the second one is going to be some of our tenured faculty.

And the goal of these two panels is for people from across the university, you'll notice that our speakers are from a variety of schools all across the university, things differ across the schools. We'll be the first people to say that there are-- and you'll start to get that sense, both in what you'll hear today from our panelists, but also in some of the questions that you'll be asked. Some schools have well-established mentoring programs, for example. Other schools are still developing those kinds of things to Rosetta's question.

So we're trying to make a difference. We're trying to change the university. And we're very open to your ideas. So I hope you see today as an opportunity to begin the conversation, not to end the conversation. And my email and my door is always open. And I'm happy to talk to all members of the faculty. It's actually the best part of my job. They pay me to do this. It's pretty amazing.

Some of the questions that we've asked people to address today are in giving advice to new faculty, especially junior faculty, but not just junior faculty, we actually have a number of senior faculty here as well, is what do you think are the essential factors to one's development here as a faculty member, as a scholar, and as a teacher? What kinds of things really make a difference? I think Tay's question of what not to do is actually a good one. What to say no to is actually one that I would add in there.

What kinds of resources across the university are available to you? This is a resource rich university in terms of human capital. There are people in every field under the sun. If you have an idea that you want to bounce against somebody who's from a different field, this is a place where we are happy to try to make connections. We have an online tool called Harvard Faculty Finder that you just type in a keyword. And you can find a faculty member who has been doing work in a particular area.

And most Harvard faculty actually are quite willing to respond to requests from other Harvard faculty. I think you'll find that that's quite open. And also how do you develop relationships with people? How do you establish new collaborations? How do you become both a citizen of your department and your school, but also a citizen of the university and be part of the intellectual

fabric of the university? So these are just some of the topics that we're going to be talking about today.

Both of the panels are going to be introduced by my colleague Elizabeth Ancarana, who is the Assistant Provost for Faculty Development and Diversity. And I'm going to introduce her now and sit down and have a cup of tea. Thank you.

[APPLAUSE]

Turns out we're still waiting for one of our panelists. So why don't we take advantage of having some time here and do some introductions around the room very brief, please? And as we do the introductions, say your name, your school, your department if you have a department, not all schools do, and just go around the room, and then make notes of some people that you want to catch up with. You're on a panel. So I'm going to set you aside. Deirdre, can you just start?

Introductions for Tenure-Track Panelists

ELIZABETH ANCARANA: Well, as Judy mentioned, my name is Elizabeth Ancarana, and I'm the assistant provost for faculty development and diversity in Judy's office, and I join my colleagues in also welcoming you here today. We're just delighted that you're all here, and that we're able to have this activity which will help you to have a better sense of navigating your life here at Harvard, and also meeting some of your colleagues around the table.

Some of you are familiar to me already, and I may be familiar to you because I worked on your recruitments in the FAS when I was there for about 10 years before moving into Judy's office a year and a half ago now. So it's nice to see you here in person, as well. So, we have our panelists. If we want to bring our panelists up and I'm going to introduce you. Andrew, Galit, and Jal's on his way. We'll get started, just in the interest of time.

We have two panels today. The first are two or three-- soon to be three-- associate professors at Harvard in various schools and departments who are going to talk about navigating life as establishing your reputation as a scholar within the context of navigating your career here. We thought it would be helpful, given their experience, that they could share with you some personal

insights and perspectives about being a faculty member here. Advice on those of you who are just starting your academic careers, especially regarding resources, mentoring, navigating Harvard in your department, managing workload and work-life balance. But also of you who may be more seasoned in your academic endeavors and that have transitioned to Harvard from somewhere else recently.

So, we have Galit Lahav, who is associate professor of systems biology at Harvard Medical School. Galit received her Ph.D. in 2001 from the Technion Israel Institute of Technology. In 2003, she completed her post-doctoral fellowship at the Weizman Institute of Science in Israel. And in 2004, she joined the Department of Systems Biology at HMS. Her lab combines experimental and theoretical approaches to understanding the cellular decision-making in individual cancer and healthy cells, and why cells vary so dramatically in their response to irradiation and drugs.

Our second panelist -- welcome Jal -- is Jal Mehta, who is associate professor at the Harvard Graduate School of Education. Jal received his Ph.D. in sociology and social policy from Harvard. His primary research interest is in understanding what it would take to create high-quality schooling at scale, with a particular interest in the professionalization of teaching.

And we have Andrew Warren, who is the John L. Loeb Associate Professor of the Humanities in Harvard's Department of English in the Faculty of Arts and Sciences. Andrew received his bachelor's degree in philosophy from Dartmouth in 2001, his master's in English from the University of California-Irvine, and then his Ph.D. in 2004. His Ph.D. in 2009 from UC-Irvine, as well. He then did a post-doc at the National Tsing Hua University of Taiwan in the Department of Foreign Literatures. And he teaches currently about literature and philosophy from the 18th and 19th centuries, with a focus on romantic poetry. In your packets, you can read more about our panelists today, but that gives you a flavor for their work, and their focus, and their passions.

So, now I would like to invite each of our speakers to talk for about 10 minutes about their stories and their experiences and advice for you, and then we'll open it up for questions and discussion. Sound good? So, we'll start with Galit.

GALIT LAHAV: Thank you very much. Thank you for the invitation to be here this morning. I'm very excited to welcome you all, and I was asked to talk about how navigating your work as a scholar at Harvard for 10 minutes, which is one of the challenges. Someone asked a faculty at Harvard how do you summarize it all in 10 minutes. And so, obviously, I won't be able to share with you everything that I have learned. But I decided to, perhaps, focus on three main messages that I would like to share with you, and also to also share a few personal stories that made this conclusion.

So, the three messages I'm going to tell them right away, and then zoom into each one of them. One is to stay unique. The second is to discover the power of peer mentoring. And the third is what I call the yes-no balance.

So let's start with stay unique. So, I was listening to each and every one of you and we went around the room, and I was quite overwhelmed by the enormous talent and intelligence that probably exists in this room right now. And I think it's important to remember that each and every one of you were recruited to Harvard, not just because you were very successful and smart and talented, but also because, probably, you bring something new, something different to the department, the division, the institute, the school. And, sometimes we tend to forget that, and we try to align ourself according to the new place that we join instead of maintaining our uniqueness.

And I feel this a lot because I'm in a very interdisciplinary department, in systems biology, and I work with mathematicians, and physicists, and clinicians, and computer scientists, and I'm always amazed how, when we bring different people from different backgrounds to look at a problem, each one of them is looking at it from a completely different angle. And, I think it's the beauty of doing research and teaching, that people are doing that, and our brains operate in very different ways. And it's really interesting to see that. And, of course, it's great to learn from others and to let them enrich you, but it's also important to really keep your uniqueness. And I want to share with you one personal story related to that.

So, a little after I started my position as an assistant professor, my department's chair scheduled a meeting with me. And he was at that meeting and also another senior faculty from my

department. And they said we want to sit down with you, Galit, and we want to discuss what are your first goals for your first grant. If you can share with us your research goals and what are you planning to do in the next year or two or so. And they were very generous with their time. We scheduled a two-hour meeting just to discuss my research goals, which is really, really wonderful. And so I sit down and I shared with them these were my first three aims that I'm planning to write for my grant, and this is what I would like to do. And they both got really excited and they said, you know it's really interesting. But, they both said, we have a few others ideas. And most of the time they sit down and say you should do that. And you should try looking at this protein. And, why don't you do a little biochemistry and in-vitro study and this and this and that.

And, I was sitting there with these two, senior, very smart, successful men throwing their ideas at me, which one could think is a unique gift and it's wonderful. I could just take notes. And I was listening and listening. And then, at the end of the meeting, they both asked me, so what do you think about all of this? And I looked at them, and they still remind me-- I don't think they never forget that-- I looked at them and I said, you know what? These are all really good ideas, but I don't think I'm going to do any of this. And it really reflected how I felt at that moment, because again, here are these two very smart people providing me ideas that are their ideas, that they fit their line of research for the last 20 or 30 years, and I wanted to do things a little different. My passion was in a different place, using a different approach. And at that point, I felt I'm no longer a trainee in someone else's group. Now I'm a faculty. I'm an independent investigator. There is a reason why the word independent is there, right? This is my opportunity to do things my way. And I kind of felt I just can't do it any other way. Maybe I'm taking risks. Maybe by following their advice it's a little safer. But I felt like that's the only way I can do it, and luckily, I did it this way and it worked well for me.

I think the message is not obviously to be stubborn and not to listen to anyone else or any advice that you're given. But it's to be open again for the environment of the people around you to enrich you and to teach you, but to dare to stay unique. To dare to provide a different view, a different angle to your research, to your teaching, to the way you communicate with others, the way you educate others. I highly encourage you to keep that.

The second message I would like to convey is to discover the power of peer mentoring. And I think all of us, at least for me, when we think about mentorship, we think about a teacher and a student, or a chair or a senior faculty and a junior faculty. And this is obviously very important, and we can learn a lot from that. But when I think more closely about mentorship, I think about it as a collective effort between people from the same rank.

And shortly after I started my faculty position, I realized that, at least as scientists, we receive very little training about management and leadership. So I started to organize a series of courses for workshops for junior faculty for leadership and for management. And one of things that happened is that it created a really strong bonding between the junior faculty in my department and junior faculty in the medical school and in the hospitals. And we decided to establish the peer mentoring group. And so we met every other week for lunch, and we basically provided advice to one another. And it was either just sharing a very big challenge that one of us is currently having in their group, like an unmotivated student or some conflict about authorship with a senior person in their department, and having an environment that is supportive and a place that you can very openly and honestly share all of these challenges.

It was also a great place for collecting knowledge and providing advice on grant writing, on papers and how to communicate with editors. At some point we had a lot of discussion about our vision of papers and communicating with editors, so we invited an editor of one of the journals that are in Boston to join our discussion and to give us some of her advice. And it was a very non-formal, very low key, very simple to organize. And I highly encourage you, perhaps even at the end of the day today, to see if there are people around you in your department, and in your school, in your division, that you can just meet up every two weeks or once a month for lunch, for coffee, and just use this platform to mentor one another. I don't think that this should be instead of the regular mentorship that is offered with senior faculty. I think that has its own importance. But I think it can be an addition, because there's a big difference between the two. I think with the senior people, their challenges are different. Sometimes they forget how it is to be a junior faculty at Harvard.

Also, there is a delicate balance when you go and talk with the senior people, that you want to ask for help and for advice, but on the other hand, you want to impress them and you don't want

them to see you as weak, or as someone that is having problems. So many times you're not completely honest about the different situation, so the peer mentoring really allows you to be yourself, to be vulnerable. It's just also empowering. One of the meetings, we met, and each one of us read out loud the most horrible rejection letter we ever got. And just by itself, they're seeing that all these wonderful, talented people around you receive even more horrible letters than you, and it was really wonderful.

And the last one, which I'm going to briefly say because I'm thinking I'm running out of time, is the yes-no balance. And I think President Faust mentioned that a little bit in her response to your questions. As a new faculty at Harvard, you're going to be requested to do a lot of things, and there is a tendency, at least at the beginning, to be excited and to want to contribute to the community and to say yes to everything. And my advice to you is, take the time before you respond. If you're asked to do something, ask for as many specifics as possible. How many times a year this committee's going to meet? Am I suppose to write a report? How long is the report? Is this an area that I can make a unique contribution? Did you approach me because I have some knowledge in this field and I can contribute in a way that no one else can? How many lectures I need to give in this course?

Take as many specifics as possible, and then say, let me think about it. Go back to your office, go back home, think how it fits with everything else that you're doing. Think of this as something really passionate about. Think if there all the many other things that you're doing that are outside your research and teaching focus, and then make a decision. And if you decide to say no, really feel OK about it. It's not that you're saying no because you're lazy or you don't care. It's usually saying no because you just cannot fit it with your current schedule.

And sometimes it's OK to say no just to get some free time. I think we all are pretty much caught in the idea that we're not allowed to have any free time, and any free time we need to use for work or for contributing something we are asked to do. I actually think that free time is extremely important for our mental power, for our creativity. And so, it's really OK not to work all the time. And I think researchers and educators can be wonderful actually taking some breaks, taking space, taking some incubation time.

I was so burned out at the end of 2013 that I decided to say no to the first 10 things I'm asked to do. I don't think it's a good strategy, to be honest. You have to put a lot of thought into every decision. But I just got to this point that I just couldn't say yes to anything else. And so, be very careful about protecting your time.

One last point. Throughout the day today, you're going to hear a lot of different advice. And probably, throughout your first years in Harvard, people saying you should do that, you have to do that, that's the most important thing, you really have to do that. The truth is that there's no one formula for how doing things right, so listen to all of them, and then, pay attention to it. But then realize that one thing might fit one person, but it might not fit you. So, you have the flexibility and the independence and the freedom to decide what advice to accept and what's not. And this is true for, I think, all kinds of advice you'll hear today, including this one. Thank you.

[APPLAUSE]

JAL MEHTA: Great. So, welcome. Sorry that I missed getting to hear a little bit about each of you. My son was sick this morning and I was waiting for his grandmother to come to take over, so I'm sorry I was a little bit late. I also thank Judy and the Office of Faculty Development for inviting us here. This is probably the first and only time that nontenured faculty will be invited to give you advice on establishing a scholarly reputation. So, I'm glad that the standards were opened up and we were invited to this event.

So I think I have a lot of overlapping themes. So the most important piece of advice I got came maybe a year or two into being a junior faculty member. I was talking to my best friend, Will, who's not an academic, but we've been friends since the first week of college. And I was saying, I got my Ph.D. in sociology and now I teach at an education school, and the things that people know at this education school seem different than what I knew in sociology. And there are opportunities there because I'm learning about different disciplines, but what standards am I going to be judged by here? Am I going to be judged as a sociologist? Am I going to be judged as an education school professor? What are the standards? He said, you know, you're not a graduate student anymore. You're the professor, so you decide what you want to work on and then if it's interesting, people will follow you.

It was a really simple piece of advice from someone who's not in academia, just sort of thinking about his own professors in college and things like that, but I really do think it's right. I think as a professor you are the originality of your ideas. And so, that does mean departing in some ways-- picking up on your theme-- from advice of existing mentors. And sure enough, once I started to try out ideas of different sorts and tried to see what resonated. In my case, there's an academic field, and there's also a broader sort of public policy debate that we contribute to. And just trying out different versions of my ideas and trying to figure out which ones really resonated was really powerful. And after a while, when you went to talk people actually wanted to come. It was no longer like you'd written your dissertation, it had been read by your parents and your aunt and so on. You would show up and you would say, I'm here to talk about the failed professionalization of American teaching. And people would be like, hmm, tell me more about that. And so, I really resonate with your first theme.

Second point comes from my colleague, Bob Keegan. So, he's a colleague at the ed school. He studies adult development. He likes to say the field of development-- if you didn't develop as adults, after 18, all you would be doing is putting on weight. And so, Bob's written a book called *In Over Our Heads*, and the thesis of *In Over Our Heads* is that the experiences that you've had in life up to one point, don't prepare you for what the next stage of life asks of you. So, dating doesn't prepare you for marriage. Marriage doesn't prepare you for children. And essentially, we're all sort of muddling through in the next stage. And, in that sense, I think it's true that graduate school in some ways prepares you to be a faculty member, in that you've learned the standards of your discipline, you've learned to analyze, you've learned how to make an argument, but you're also being asked to do a bunch of things that you haven't been taught how to do yet. Teach classes on your own, and, particularly for the purposes of this panel, managing our research agenda.

So in a way, I think what we ask of graduate school students is really unreasonable, which is that they have minimal resources they're at the beginning of their developmental trajectory, but they have to contribute at least one thing to the top journal in their field with their meager resources, and their \$20,000 fellowships, and so on. And if they can create that thing, that's what gets them a job and gets them to a place like this. So in a sense, you've already done the hardest thing in that you've accomplished something significant with basically, very limited resources.

But when you become a faculty member, your ability to gather resources increases exponentially. And so, with that comes-- as you were saying-- a number of skills around organizational management leadership. I felt like-- this may be less true for people in the hard sciences-- but I felt like in graduate school I was sort of a lone entrepreneur, and as a faculty member I feel like I'm running a small organization while I have another job, which is teaching my students. And so, my only advice on that point is just to accept that. You're shifting roles. You can expand your capacity. You need to figure out what works for you.

I do research of different sorts, and so, when I'm doing qualitative research. I can send people to do interviews and observations in ways that extend my capacity. When I'm doing historical work, I've tried to have people summarize things and things like that, and I would say there's like a 70% tax on that. Like, for each dollar you spend, you're getting about 30% of the utility of if you'd done it yourself. But still, you're helping students learn, and you're extending the pace at which you can do things. So, you have to sort of figure out what the right rhythm is for that. For some folks in the humanities, you may never move towards this sort of a model and that may be fine. But for a lot of folks, that movement will come.

A few specific things I think might be helpful. Dissertation to book, for people who are in that camp. Writing a book, after you've done it once or twice, will become a demystified process. I feel like when I was a kid, the idea that you would write a book was a really significant kind of thing. And you'd go into the library or the bookstore, and you'd gaze at the books and be in awe of the people who'd written them. But once you've worked on one, you'll see it more as a process. You have an idea. You do the research. You develop an argument. You write a prospectus. You shop the prospectus around. You get reactions. You send in the manuscript. The reviewers send you reviews. You write a letter responding to the reviews. You revise the manuscript. You put out the book. You try to do some publicity, and then you start on the next one.

And so, it's just like making a meal or anything else that you know how to do in life. There are a series of steps, and if you pursue those steps with enough vigor and perseverance, it will eventually-- assuming you have a good idea for your book-- it will eventually yield something. Now, we could have a whole separate discussion about the difference between a dissertation and

a book, but my point from this perspective, is that I saw it for a long time as this really holy grail-ish sort of thing, and that really slowed me down. And then, once I saw it as there are a series of steps in this as there are with a whole bunch of other things, that became a lot easier. OK.

I think that the peer mentorship piece is important. I remember in graduate school I was in a writing group, and I saw the writing group as something which I needed to have finished product to share. And I thought, unless it's good I don't want to share it with my peers. I have entirely flipped that model. If I have as much as a page of chicken scratch, if someone is willing to read that page of chicken scratch and respond to it, I'm better off than before they read that. Now, to your point, I might not show my senior-most colleagues my most undeveloped ideas. But I do have colleagues, particularly at other universities, some of whom are senior, who will look at things that are in development. And I've gotten some of my best advice at the point of being in development of ideas. Once you're finished, you don't really want feedback that much. You just want people to say that it's great, what you produced. But when you're early on, you really do want to feedback because you can change course and so on. And so, being fearless about putting things out.

And I also have a writing partner, and we meet once a week and we try to separate the urgent from the important. So, once a week, it's not about our teaching or our committees or what everybody needs from us tomorrow. Every other week since we're alternating, it's about what's happening with our research agenda and the way it's moving forward, and I find it really helpful to have that. Time check? OK, sounds good.

Work-life balance-- make some decisions that you can live with. I have kids, one and four. 6:00 p.m. to 9:00 p.m. is their time. So, I have a pretty simple decision rule, which is if you ask me to breakfast and lunch, I say yes. You ask me to dinner, I say no. And that works pretty well for me. And it will all depend on what works for you. I feel like in our 20s we were in graduate school and we were kind of thinking about what our life would be. And we were putting a lot of things off because of what would come next, and keeping her options open, and so on and so forth. And then once you have kids, you're living your life. This is your, life and it's only going to happen

once. And so, tenure here takes a long time. You can't put all of that off for 10 years. So you have to make some decisions that you can live with.

Concretely, I would concentrate your teaching in one semester and give yourself time to research in other semesters. I used to live far away from here, which was actually really helpful because I lined everything up on the days I came in, and on the days where I didn't come in I just went to the local library and worked on my writing. I have a program which shuts me out from the internet. I found that really helpful. I can pass that on if that is a problem for any of you.

I wouldn't see teaching as antithetical to research. A lot of my best ideas have come through testing out ideas. Moving from the particular thing you're studying, to trying to once again go back to the broader thing in which it's contained, which is what teaching does for you. And then the last point is that, while this panel is about establishing your scholarly reputation, if you teach at the college you have a mission, which is to develop young people within a liberal arts tradition. And if you teach at a professional school you have a mission, which is to develop knowledge which is relevant for the field and develop people who can contribute to that field. So if you think of all the things you need to do outside of your research as sort of part of a broader social mission you're contributing to, you'll feel less like it's just sort of taking away minutes that you should be spending on your research, and instead, see it as part of your job, which it is.

Thanks.

[APPLAUSE]

ANDREW WARREN: Great. Well, thank you to Judy and Elizabeth for inviting me to speak here. I know how helpful this really was for me when I was a little bit younger, four or five years ago. And I think we're really on the same page. I think one of the most helpful things about these sorts of events is just seeing people in wildly different fields, in hospitals, or research labs, or law schools, encountering the same sorts of problems and issues that I'm encountering as someone who studies romantic poetry.

OK, so, establishing your reputation as a scholar. I'd like to divide the issue twice. I'd like to divide it between what it means to establish your reputation outside of Harvard, and what it

means to establish your reputation inside Harvard. I'd also like to divide the question between what it means to directly establish your reputation and spread your reputation, and I want to talk a little bit about how you can indirectly establish your reputation.

So, because I think directly establishing your reputation outside of Harvard is kind of the most specific thing for all of us in each of our given fields, I'd like to focus on the other three aspects. Figuring out how to spread your name, spread your research here at Harvard, maybe within your department or in adjacent departments or more widely. And I'd also like to emphasize the importance of the indirect things, the things that aren't directly related to your research, because I think that keeps you healthy, I think both intellectually, and perhaps even physically healthy, doing things that are only indirectly related to your specialty. And I think it also leads to connections with people. Indirect things often establish bonds and relationships that couldn't be established otherwise.

So I'd like to start with establishing your name at Harvard, and establishing a reputation here at Harvard. So, in the English department I think we have a pretty good system. We have two mentors and we meet with them pretty regularly and they rotate. This isn't something that I did, but it's something very smart departmental chairs have done. And we rotate through mentors, both as a way to get good advice from smart people with different perspectives, but also as a way of letting those mentors read your work and get to know you over time. And so, a basic bit of advice is to try to figure out whether there is a system, and perhaps even to create a system where you can get people to read your work who are different, and get people to read your work across time. Because your work is going to develop, and often when I'll have conversations with people in the department, they'll say, oh, are you still doing this? And it was something I did five years ago and haven't really thought about much since then. But that's your reputation. Your reputation isn't necessarily exactly what you're doing in the moment, it's this kind of vague, spread-out thing that moves along with you. And you might be quite a bit ahead of it. And so, creating those sorts of systems to update people on your work, I think is important.

And there's a few different ways to do it. One is to present regularly if there's a workshop or a colloquium. There's a long 18th century and romanticism colloquium, and I present something there every year, so the grad students and people in my field are up to date. But also, there's

inter-departmental sorts of seminars that you could present in. Or something like the new faculty lunches run through the Humanities Center, where, in my second year I presented there and got a really different audience than I possibly could have gotten in the colloquium. And that audience was composed of, not just people studying music or art history and they gave me really great feedback, but people in my own department. I think one thing about Harvard is that we tend to latch on to a particular seminar, a particular working group, a particular little group of people, and we stay there a little bit. And so, getting your name out means you have to visit a few different venues across the year and across a five-year span.

I'll also add one thing that I think that hasn't happened yet, but I think it will perhaps be really helpful. And perhaps this is something that already happens in other departments, and it's just that we in the English department are way behind. But after my fourth-year review, it was suggested that we could bring in external scholars. We could set aside a little bit of money and set up some sort of workshop to go over my new book, to bring in specialists who might be interested in my new thought, and that I would also present to the department as a whole. And so, I just ended a fourth-year review, so that was a way to update people on what I'm doing. And then, this is my fifth year, and so it's another opportunity, again, to just advertise a little. You have to think about what you're doing is not just deep, intellectual work, but also as reminding people and advertising. There's a basic way that that functions in our work.

So, I'd like to talk a little bit about indirect ways of establishing your reputation. I think, perhaps, the easiest way to do it is through teaching. A lot of my best work, I think, results directly from teaching and results directly from teaching things that I didn't think were directly related to my first book project or anything I was hanging my hat on directly thinking of it as my work. And I think we should think in that terms. I think you should trust your instincts. If you're interested in something and it only seems like an indirect way to develop your thinking, that might become something far more direct in the future.

Also, I'll add that time is finite, and we have to figure out what we're going to say yes to and what we're going to say no to. And I think that's the central tension, deciding what's important to you and what isn't important to you. But again, I think you need to simply just trust your instincts and pursue things that are only tangentially related. So, for instance, I put on an exhibit at the

Houghton Library, and this was something that ended up taking a lot of time. And it ended up taking probably five or six times more time than I thought it would. And there is a big conference happening here in Boston, and people asked me to do it. They said, oh you're at Harvard. You've got a bunch of money. You can go put on an exhibit where you can show Keats' manuscripts and Blake's manuscripts, and all of these great things that people around the world would want to see. Why don't you go do that? And this was something that I could definitely have said no to, and perhaps, it's still an open question whether I should have said no to this, I think.

But I said yes, and it started creating relationships that I couldn't possibly have anticipated. People in my own department started taking their classes to this exhibit, so it showed a different side of me to them. And also, people who I had never met before, who are specializing in some bizarre thing that I have no interest in, started conversations with me, either over e-mail or at the conference. And so, there's these little connections, these little things that can develop in unforeseeable ways, and I recommend you pursue those. You stay conscious of the fact that you only have a finite amount of time, but also, if you feel something, if you feel something that is potentially productive, pursue it a little bit. Guard your time, but don't guard your time too carefully, I think. Thank you.

[APPLAUSE]

Introductions of Tenured Panelists

ELIZABETH ANCARANA: So now we're going to begin our panel of tenured faculty. And as before, I'll introduce our panelists. And they'll say some remarks about, in this case, navigating their professional path as a scholar. For both new junior faculty, but also we have a number of tenured senior faculty that are new to Harvard as well, so perspectives for all of you, and how they've navigated their paths and their careers here.

So we have Youngme Moon, who's the Donald D. David Professor of Business Administration and a senior associate dean for strategy and innovation at the Harvard Business School. Youngme received her PhD from Stanford as well as her master's from Stanford, and her

bachelor's degree from Yale. Prior to joining the business school, she was on the faculty at MIT. At HBS, she has taught in all of the major programs and has served as chair and senior associate dean for the MBA program. So she has a lot of academic as well as administrative experience and prowess to share with us.

Amy Wagers is the Forst Family Professor of Stem Cell and Regenerative Biology at Harvard University, as well as Senior Investigator in the Section on Islet Cell and Regenerative Biology at the Joslin Diabetes Center. And she's an HHMI Early Career Scientist and a member of the Paul F. Glenn Laboratories for the Biological Mechanisms of Aging at Harvard Medical School. So I bet you have a lot to say about time management, juggling all those roles. Amy received her PhD in immunology and microbial pathogenesis from Northwestern University-- I should have done vocal exercises before today-- and completed her post-doctoral training in stem cell biology at Stanford. Her research seeks to understand how changes in stem cell activity impact tissue homeostasis and repair throughout life.

And we have Charles Waldheim who's the John E. Irving Professor of Landscape Architecture and Chair of the Department of Landscape Architecture at the Graduate School of Design. Charles received his bachelor of design from the University of Florida and his master's of architecture from the University of Pennsylvania. His research examines the relations between landscape, ecology, and contemporary urbanism.

We're absolutely delighted to have our three distinguished colleagues here today. So we'll open it up and we'll start with Youngme.

YOUNGME MOON: Hi everyone. How are you all doing today? So it sort of has the feel of a Senate hearing or something, except there's just not enough paparazzi. Next time we've got to fix that.

So Elizabeth and Judy suggested that we started out by just giving a few words of advice. And it feels a little bit presumptuous. You know, I don't even know you and I'm just going to start spewing some advice. But here we go. I'm going to just start out giving a few words of advice, and then we can open it up after we've all done that to questions.

So I was thinking about this the other day, and I was trying to be very pithy about how I provided some advice to you. So the first piece of advice I have is, so when you first get to Harvard, it can be a really sort of intimidating place because it's so big. And so my first piece of advice is to remember that, in fact, Harvard can be as big or as small as you want it to be. And so you're best off making it as big or as small as you need it to be when you need it to be.

When I first started at Harvard, the place seemed so large and sort of impenetrable. I just didn't even know how to access different pieces of the institution. And so what I did is I made it really small, and I just settled into one small corner of the university, my little niche. And I just started to get some work done. And I just got productive. And I got very comfortable. And this was hugely important to me.

There came a time, however, probably about a year, a year and a half later, where I probably started to get a little bit too comfortable. And that was when I really needed to sort of pick my head up, look around, begin to start to see what was around me, and begin to try to build some bridges to interesting people and organizations across the university, which ended up being stimulating in a very different way.

If I look back at my years at Harvard, I would say I've really gone back and forth on this. If you spend all your time making the place really small, you're probably going to end up with a very insular kind of experience here. On the other hand, if you spend all your time making the place really big, you can get very easily distracted. There are lots of really bright, shiny objects out there that can capture your attention, and you can become seduced by. And you'll never get anything done. So my first piece of advice is to just to make Harvard as big or as small as you need it to be when you need it to be.

My second piece of advice is to really try to make an effort to make connections with people, not just in your cohort, but with senior faculty, both inside and outside of your department. And I know that sounds really trite and it seems completely obvious. But in fact, the reality is it's a little bit tricky. And the reason it's a little bit tricky is if you look around at our senior faculty, there is huge variance in how approachable people are. And so it is very easy to say, OK, I'm just

going to gravitate toward the people who seem really approachable. And I'm going to sort of shy away from the people who don't seem so approachable.

My advice to you is to take a very different approach to this. If you let approachability dictate who you try to build relationships with, you are going to miss out on relationships with some of the most phenomenal people here. The truth of the matter is, when you meet someone who is not very approachable, there are a lot of reasons why they might not be approachable. Them not liking you or not being interested in you is probably really far down the list.

Right up at the top of the list is probably social awkwardness. So my piece of advice here is never underestimate how socially awkward the senior faculty at Harvard can be. We are intensely, pathologically socially awkward, and we are intimidated like crazy by youth. There's something about your energy and your inquisitiveness and your skepticism that makes us feel old and very intimidated.

And so what that means is that you need to build a bridge. You need to figure out a way to have senior faculty be comfortable with you, because if they're not approachable, there is a very high likelihood that it's just clumsiness. Really, it's just clumsiness, and they don't know how to relate to you. They don't know how to connect you. So don't let approachability dictate who you try to build relationships with.

The final piece of advice I have is, so you really need to remember what's important as a junior faculty member. So your life's going to get really complicated very quickly. You're going to have so many pressures on a day to day basis. You're going to have all kinds of demands, and you're going to start to feel stretched. I look around the room, and my guess is that all of you are overachievers, and you have been for most of your lives, which means that you have been competing and winning for most of your life.

It would be very natural for you to begin this part of your journey with that same sort of mindset. And so my advice here is to just remind you that it is no longer about that. It's no longer about trying to prove that you're the smartest person in the room or demonstrating that you're worth being here. And it's certainly not about trying to figure out, what boxes do I need to check to get to tenure? That's not what it's about.

What it's about is it's about figuring out how to navigate this part of your life in a manner that inspires you, and leaves a deep impression on the community of scholars around you. That's what it's about. And it's about building a life, a multidimensional life, a life full of impact, and a life full of meaning.

So what does this mean? It means thinking really hard about the contributions you want to make, and making sure that it has the right amount of ambition, that it's actually worth dedicating a big chunk of your life to. It means thinking really hard about where you put your energy. Are you applying it to the right things, in the right proportion?

The easiest thing to lose when you're junior faculty is perspective. It is very easy to get caught up in the tactics of being a junior faculty person here. Just the tactics-- do I say yes to this committee, no? You could spend hours endlessly talking about the tactics of being a junior faculty person.

My advice to you is to try to elevate yourself above that every once in a while and keep your perspective. Because at the end of the day, there are only two things that are going to matter. When you're finished with your junior years, only two things are going to matter. The first thing that's going to matter is the work that you've done, the contribution you've made. Is it meaningful? Have you moved the conversation forward, in a significant way?

And the second thing that's going to matter is all the stuff that's happened in the meantime. Because as you're working to produce a contribution, somewhere between five and 10 years of your life is going to fly by. These are prime years people. And if you're lucky, some pretty profound things are going to happen during that time. Maybe you find your life partner. Maybe you decide to start a family, whatever is important to you. In other words, in this next phase of your life, they're going to be lots and lots of moving pieces.

The only way to keep it together is to not get bogged down too much in the small stuff. Don't get so hung up on the petty stuff. Don't obsess about the tactics. Try to keep your eye on the big picture. Try to remember what's important. That's my advice.

[APPLAUSE]

Wow, we're going to get applause? I would have kept going if I knew that I would get applause at the end.

ELIZABETH ANCARANA: Before we move on-- I thought your comments were really helpful-- we do have a number of new senior faculty in the room as well.

YOUNGME MOON: [INAUDIBLE] to you guys as well.

CHARLES WALDHEIM: It's all about the tactics now.

ELIZABETH ANCARANA: Any particular advice for--

YOUNGME MOON: Be really good to the junior faculty. That's my advice.

ELIZABETH ANCARANA: Thank you. Amy?

AMY WAGERS: Great, thanks very much. So welcome everybody. I'm happy to see you all here, and I hope that we can provide some useful advice. I also agree with everything that Youngme said, and I think I'm going to focus my comments maybe in a slightly different area and talk a little bit about mentorship, both getting it and giving it.

I think that in navigating my path here at Harvard, that has been a really key element. From the time I arrived here, my trajectory here was a little bit different in the sense that, just to provide some background, I started my career at Harvard actually at the medical school at an institution called the Joslin Diabetes Center where I started my laboratory. The academic department was the Department of Pathology. I studied stem cell biology, and I was the only stem cell biologist at the Joslin at the time. And I started building my lab, and you know, walked in and there was a pencil and a trash can. And I thought, oh my gosh, how am I going to do this?

And I sat down at my computer and I wrote an email to somebody who, at the time, scared me to death, but was one of the scientists in the stem cell field that I respected the most. And that was Doug Melton. And I was scared to do this. And this is, I guess, another piece of advice is, do things that you think are good for you that scare you.

But I wrote to him and I said, you don't know me. I just landed here. I'm a junior faculty over across the river. And I work in stem cell biology, and I'd love to come over and tell you about what we're doing and get some advice. So this was kind a bold thing to do, taking up his time, but he wrote back right away and he said, "That would be great. I'd love to meet you. Come on over."

And we sat down in his office for about three hours and we talked about everything that I was doing. And he said, "Yeah, that's really interesting, Oh, that's really interesting. Yeah, you know, I wouldn't do that. That's really pretty boring."

And it was really a fantastic conversation, and it continued. And we continued to meet again and again. And then four years later when Doug and David Scadden were founding the new Department of Stem Cell and Regenerative Biology, they asked me to be one of the founding members of that department. And that's what brought me over here to the FAS.

So my advice to you about getting mentoring is, be proactive about it. Seek out people that you think will help you, and you'll be surprised often by their response. And they can take you in really fantastic directions.

I also have advice about giving mentoring. So you're now in a role for the junior faculty that maybe you haven't been in before where people are going to be looking to you for advice and for mentorship. And it's an interesting transition, not one that always is so easy to expect what will change. And many of you probably have been in mentorship roles before, but more and more and more, that's going to be asked of you. And more and more and more you'll realize that people, students, postdocs who may work with you are intricately interested in the details of your personal life which actually you've never thought were very interesting before.

But you need to figure out a way to navigate that relationship as well and how to interact with students in a way that supports them and really leading by example as a model and a mentor, at the same time that you're seeking out mentorship from others. And so this is a really interesting position to be in. You'll need mentors for your whole life, and you'll be a mentor for your whole life. And this is the sort of entry into that.

And in that same way, being proactive is really important when you see students who are struggling, reaching out to them and helping when you see someone in your laboratory who's having difficulty with career decisions, figuring out a way to have a conversation with them that helps them navigate that. I think that that makes your impact here at Harvard even greater, not just the body of work that you develop but the influence you have on the lives of the people around you, your students, your colleagues. And think about that as you navigate your career, not just about how you move forward, but how you move everyone around you forward. And I think that that builds a really important legacy to what you do here.

And I'm happy to talk about other things as we progress. But that was the one piece of advice I thought I would share with a little anecdote from my past.

[APPLAUSE]

CHARLES WALDHEIM: Thanks Judy for the invitation to be here. So we decided as a group, we would spend most of our time talking with you about the things on your mind and just open with a few brief remarks. And what I'll have to say really builds very much on what Youngme and Amy had to say.

The first thing that is important for me to say-- and this may be more about me than you. I apologize-- is, I just feel so incredibly fortunate to be here. And none of us are here by birthright. You're all here because you've been incredibly successful to date. And the various departments and schools and entities that have invested in you expect us, collectively, to be a part of the solution going forward.

And in that context, I guess for me, the idea that being called upon to profess in these areas of knowledge is a real gift. And that's easy to forget, to lose sight of, or to begin, I think at certain moments, to take too much for granted.

So three points, in no particular order. The first is a shift that's, in my experience from junior to midcareer, a shift from simple productivity to real impact. My own experience as a junior faculty member had been that I was just so happy to be productive, to figure out what the previous panel was discussing about how do I manage my office hours and how do I get a journal article out and

how do I get a book contract, and I found myself exhausted at the end of that process, just so happy that I got something in play.

And what I want to contribute here this morning is the idea that that's a floor, not a ceiling. You all are expected to be productive. You already have been. You wouldn't be here.

Beyond that, now as I look to build our team in the Department of Landscape Architecture as I mentor, cultivate, recruit people. I'm really looking at through three layers. So beyond productivity, I'm really then interested in reception. At the beginning of my career, I thought it was about me. I thought it was about my ideas. And if I got something in print, I thought well of course people will see the importance of this. And it took me far too long into the middle part of my career to realize that if I wasn't also able to frame the broader intellectual project for my audiences, if I wasn't able to articulate if what I put in print is true-- and I hope it is-- what might be the implication of that be?

And it took me just far too long to understand that that was also part of my own project. And so being able to be inside the work and make the work, but then to step outside of it with sufficient disciplinary context to be able to frame it for your audiences, that took me far too long. I think that you are probably much further along than I was in that process.

And then third, transcending the framing of your own intellectual project to be able to talk about impact. At the end of the day, beyond the mechanics of doing work, beyond the process of getting work in play and having an impact in your field, the question is, well, what impact has your work made? And this is maybe, especially at the senior level, the thing that we look and we talk a lot about is, would your field be discernible in its present configuration absent your contributions? If so, there are plenty of other places that one could be, plenty of other kinds of things one could be engaged in. But ultimately in this business of disciplinary formation, producing knowledge, not simply productivity but making some change of the terms of debate. And that's, again, a very lofty goal. That's taken me a very, very long time to be able to articulate in my own work, but certainly is a part of what I look for now.

Second point has to do with navigating paths or the metaphors that were given this morning, local versus your own career. Building on my colleagues' comments, my recommendation is that

you really focus primarily on your contribution to the body of knowledge in your field. But at the end of the day, in my experience, that will be the most enduring impact of your work, professionally and academically. And as you make certain choices, tactical and otherwise, often, in my experience, there will be challenges, conflicts between the contribution you want to make within your field, the standing that you have as a scholar or a scientist or somebody engaged in the production of knowledge, versus local pressures, the provincial pressures of working within a particular colleague or group or lab.

And I don't want to minimize them or suggest that there are easy choices, but to be aware of that and to say that you're building your reputation based on your contribution to the body of knowledge in your discipline. And at the same moment, you're a part of a collegial cohort within that discipline here.

It happens to be that in many departments, schools, units on this campus, your senior faculty happen to disproportionately represent a significant piece of the senior leadership in your field. So they happen to be quite a large degree of overlap. But at the same moment, to not mistake your senior faculty in your department or school for your field is, again, something that took me far too long to understand.

Within that, one of the things that has come up already this morning that I want to reinforce is to be able to, in Youngme's terms, make the school, make the university as small or as large as it needs to be for the task at hand. How can you slow the game down in such a way that you can decide when to use the letterhead to your advantage-- to gain access, resources, collaboration? When to switch it off, so as to actually allow yourself to be productive in other forms? And that, again, it's something for me came midcareer and far too late, but I would recommend to you.

Finally, disciplinary boundaries and questions-- many of us are now-- and I think maybe this is a generational thing-- are increasingly appointed in departments, schools, programs that are not those in which we're credentialed in. My background is in architecture. I'm now chair of the Department of Landscape Architecture. That makes sense to me. It took me a while to come to terms with that, because for the first 10 years of my career, I described myself as, oh, I'm an architect. I'm working in a Department of Landscape Architecture. And I realized after a while,

people don't care. They don't want to hear about your backstory. They want to know about, well, what's the relevance of having a sociologist teaching in an ed school? What does that mean?

And in that context, I guess the last thing I would say by way of closing is that while many of the most interesting problems, certainly in my work-- I deal with cities, growth, urbanization in response to a sea level rise and a range of other environmental drivers. Many, many of the, if not most of the really interesting problems, they resist strict disciplinary boundaries. And at some point, I believe if you want to pursue many of the interesting problems today, really get comfortable with that notion. Be able to articulate the limits of one's professional identity, but at the same moment, transcend those boundaries and produce knowledge relative to the problems that we see before us. Thanks.

[APPLAUSE]