**New Faculty Institute 2016**

**Introduction**

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

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

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

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

AUDIENCE: [APPLAUDING]

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

AUDIENCE: Yes.

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

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

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

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

SPEAKER 1: Explain what Mass Hall is?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

We started doing these events when, frankly, I started as senior vice provost. I started as an assistant professor at Harvard in 1984, which is actually before some of you were born. And when I started, there was nothing at the University level that brought people together. There was a session on health benefits, and then you would just go out on your own.

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

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

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

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

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

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