**New Faculty Institute 2016**

**Panelists: Rema Hanna, Andrew Ho, Rebecca Lemov**

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

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

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

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

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

His research improves measures of proficiency, growth, value added achievement gains, achievement gap closure, college readiness, and course completion. Andrew's going to talk about navigating Harvard, teaching, and some restorative experiences of being a faculty member as well.

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

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

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

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

So we'll start with Rebecca.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ANDREW HO: So my area of research is measurement and statistics and you'll get a lot of, I think, different perspectives. So I encourage you to take the weighted average of all of them, weighted by the reliability of the panelists. But that said, I think you'll find a lot of consistency between, at least, what my remarks are going to be and Rebecca's.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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