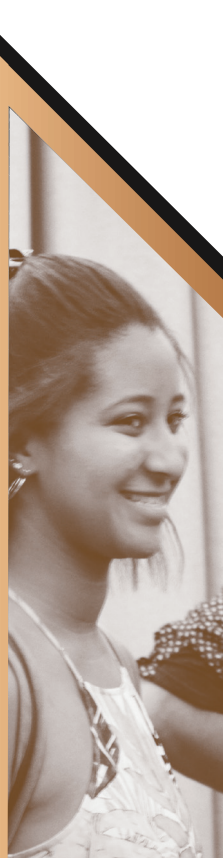


2019

*Star Family Prizes for
Excellence in Advising*

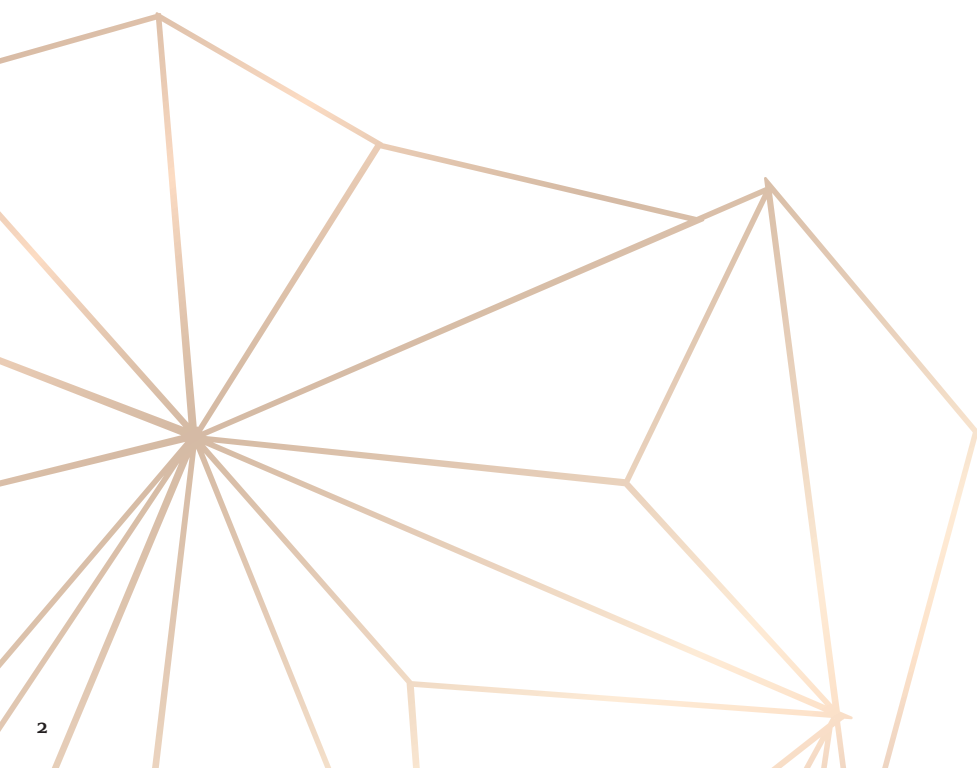
ESTABLISHED BY JAMES A. STAR '83

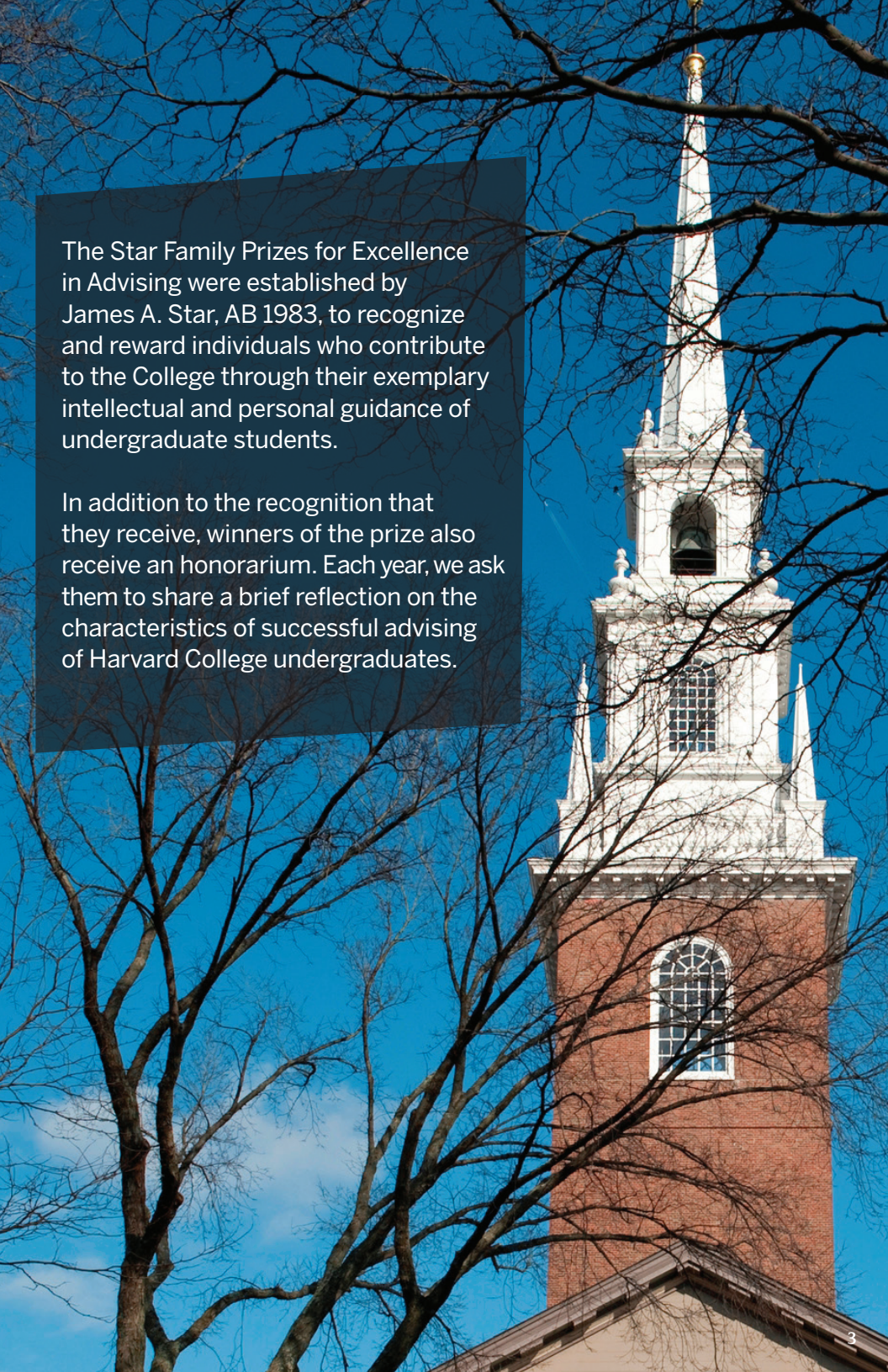




HARVARD COLLEGE

Advising Programs Office





The Star Family Prizes for Excellence in Advising were established by James A. Star, AB 1983, to recognize and reward individuals who contribute to the College through their exemplary intellectual and personal guidance of undergraduate students.

In addition to the recognition that they receive, winners of the prize also receive an honorarium. Each year, we ask them to share a brief reflection on the characteristics of successful advising of Harvard College undergraduates.

EIGHTH ANNUAL

Star Family Prizes for Excellence in Advising

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Advice from Advisees

In nominating their advisers to receive the Star Prize, students were asked *"What is the best piece of advice you have received from this adviser?"* Below is a collection of that advice.

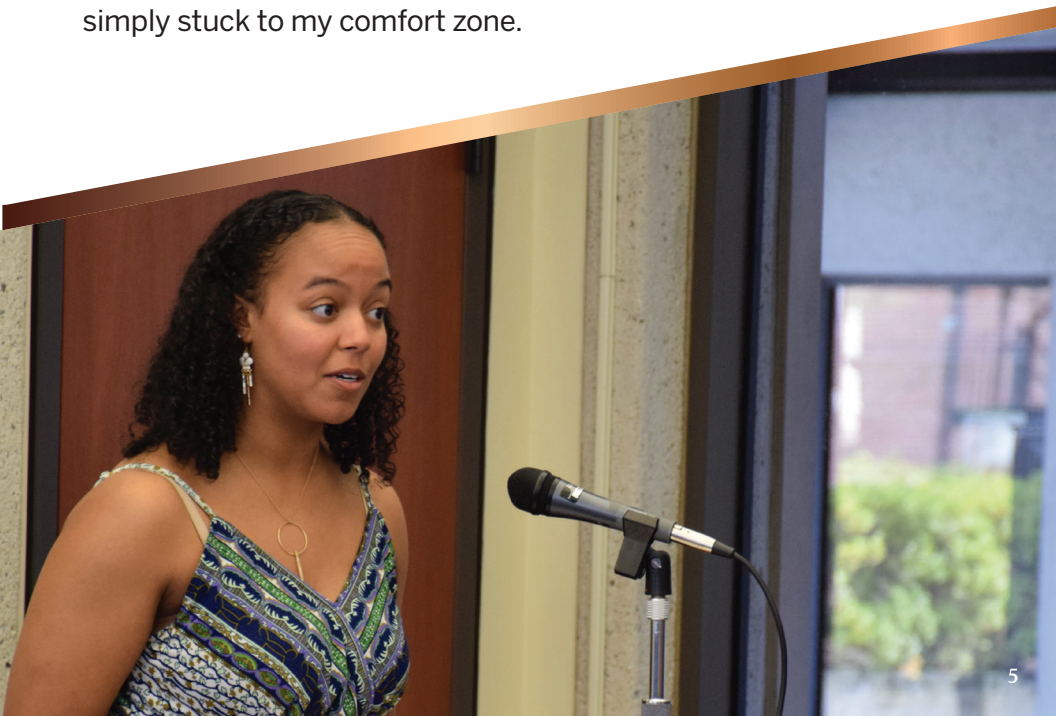
USING ADVISERS

[My adviser] told me to build my board of advisors so that for every area of my life I have at least one person that can help me if I ever need assistance in that area. This made me realize it is good and healthy to rely on people!

APPROACHES TO THE CURRICULUM

You will have all of your future to specialize. College is your last formal chance at acquiring breadth, and you don't want to miss it.

Try new things while I'm in college. Because of this advice, I have taken several amazing courses that I would not have taken if I simply stuck to my comfort zone.



APPROACHES TO LEARNING

Read every word as if the author meant the world by it. I received this bit of information when [my adviser] sat me down for a few hours one on one and taught me how to close read (do deep textual analysis) when I was having great trouble doing so for essays.

A practical study habit that works wonders for me: after every class, take time not to review notes but write down as much as you've retained as possible, because that's the only way to try to retrieve information other than taking the exam.

Always consider the human impact/implication of your research, and learn how to articulate these in an intelligible way.

MAKING THE MOST OF HARVARD

"To be early is to be on time, to be on time is to be late." This helps me to keep my professionalism when I am attending meetings with professors and others on campus. It keeps me on task and well-prepared for what is to come.

Make it a goal to experience as many rejections as possible during your time at Harvard; if you're failing, being rejected from things, it's a product of you putting yourself out there and taking the chance to explore new things and broaden your interests and experiences.

"Lofty ambitions, reasonable expectations" is a key phrase that [my adviser] uses to help me remember to stay ambitious, but be practical as well.



2019

Star Family Prizes for Excellence in Advising

Congratulations Recipients

FIRST-YEAR

TYCIE N. COPPETT
M. WILLIAM LENSCH
STEVEN M. NIEMI

SOPHOMORE

JONATHAN E. PALMER
STEVEN TORRISI
ARIELLE BERNHARDT & NATALIA RIGOL

CONCENTRATION

MEREDITH DOST
CARLA HEELAN
JOHN HUTH

FACULTY

JILL JOHNSON
JON ROGOWSKI
IAN J. WALLACE



REFLECTIONS ON ADVISING FROM THIS YEAR'S STAR PRIZE AWARD RECIPIENTS

First-year



TYCIE N. COPPETT

ASSISTANT DIRECTOR, ED.L.D. PROGRAM, HARVARD GRADUATE SCHOOL OF EDUCATION; PROCTOR, FIRST-GEN LOW-INCOME STUDENT ADVOCATE, HARVARD COLLEGE

We are all connected. My job as an advisor is to discover what uniquely connects us, both individually and collectively, and use that discovery as the foundation for developing connections beyond the superficial.

Every connection, I honor, nurture, and protect. Oddly enough, these unique connections served as an internal discovery, a mirror even, which allowed me to see some part of myself in each of my thirty-four incredible students. As a result, when I interact, advise, redirect, and love them, I'm doing so to a younger version of myself reflected in them.

M. WILLIAM LENSCH

CHIEF OF STAFF, DEAN OF THE FACULTY OF MEDICINE

Discussing what classes to take is simply the entree to connection. The best parts are about what it means to be them as they navigate not only Harvard, but who they will become while they are here and why. Every student has a story that is not yet fully told. Don't be afraid to really listen and to share from your own experiences.





STEVEN M. NIEMI

DIRECTOR, OFFICE OF ANIMAL RESOURCES

We all have networks that could be leveraged for career advice, summer internships, etc. Don't be shy about contacting colleagues, friends, family, and even strangers at Harvard and beyond on behalf of your charges!

Sophomore

JONATHAN E. PALMER

RESIDENT TUTOR, DUNSTER HOUSE;
DOCTORAL STUDENT, HARVARD BUSINESS
SCHOOL

Whenever I've embarked on a new chapter of life (going to college, getting married, having kids, etc.) I've received a lot of advice. But perhaps the most valuable was *advice about getting advice* – how to approach mentors, how to ask relevant questions, how to build a relationship with them. To the extent my actions have had anything to do with the life-changing mentors I've been fortunate to have, I'd attribute it to those who took the time to teach me how to be a better mentee.



As advisors, we can do this by setting expectations about what it means to have a productive advising relationship. We should be clear about the kind of preparation we expect before meetings, what information is useful to know, the importance of following through on commitments, and how our personal style and life demands will shape our advising relationship. And above all, we should practice what we preach by striving to be good mentees ourselves!



STEVEN TORRISI

RESIDENT TUTOR, CABOT HOUSE.
PHYSICS PH.D. STUDENT

You can teach Italian, you can teach econometrics, and you can teach string theory, but you cannot teach perspective. I believe one of the most meaningful things we can do as advisors is to share our unique viewpoints, one removed from the unending stimulus of undergraduate life.

When we successfully communicate even a glint of a different perspective, aided by patient listening and rapport, marvelous things can happen. We can present a window to the bigger picture and the highest aspirations of life, as well as put students in touch with the everyday joy lying right under our noses.

ARIELLE BERNHARDT & NATALIA RIGOL

ARIELLE: PH.D. STUDENT IN ECONOMICS,
TUTOR, QUINCY HOUSE

NATALIA: ASSISTANT PROFESSOR, HARVARD
BUSINESS SCHOOL, TUTOR, QUINCY HOUSE

We have learned that the most valuable thing we can offer our students is the comfort and confidence that comes from knowing they have in their house and on campus a mentor who cares—really cares—about their wellbeing and who will be their unconditional advocate throughout their time at Harvard and beyond. This requires building trust among our students and we have found that the best way to build this trust is to invest a lot of time early on, getting to know each of our students one-on-one. It helps, also, that spending an evening or weekend afternoon hanging out with our students has become one of our favorite parts of our Harvard graduate school/ post-doc experience. We are continuously amazed by our sophomores' curiosity and capacity for intellectual and personal growth. We feel so lucky to have the opportunity to help guide them through both day-to-day stresses and the bigger questions that come up as they figure out how to become the persons they want to be.



Concentration



MEREDITH DOST

PH.D. CANDIDATE IN GOVERNMENT AND SOCIAL POLICY; GOVERNMENT CONCENTRATION ADVISOR; TUTOR, QUINCY HOUSE

As an advisor, I believe that it is important to recognize the incredible diversity of the Harvard undergraduate student body. Their varying life circumstances, current desires, and future goals demand a very individualized approach to advising.

Take the time to get to know your advisees in both formal and informal settings, and always remember to be an active listener.

CARLA HEELAN

LECTURER ON HISTORY AND ASSISTANT DIRECTOR OF UNDERGRADUATE STUDIES, HISTORY DEPARTMENT

In my conversations with students, I seek to understand what has brought each concentrator to history and to work with them to translate these interests into a pathway through the program. Beyond simply listening and talking, my goal as an advisor is to demystify both stated and unwritten departmental expectations so that students are better able to make informed choices for themselves. Getting to know the history concentrators has been such a pleasure!





JOHN HUTH

DONNER PROFESSOR OF SCIENCE

I try to engage the student about all their activities at Harvard. One of their big challenges is managing their time with activities like sports and clubs in addition to academics. So, I encourage them to talk about these. Also, get them to talk about their aspirations, and encourage them to get a bit out of their comfort zone with courses that they might not ordinarily think of taking.

Faculty

JILL JOHNSON

DANCE DIRECTOR, OFFICE FOR THE ARTS; SENIOR LECTURER, THEATER, DANCE & MEDIA; ARTISTIC DIRECTOR, HARVARD DANCE PROJECT

To teach is to create hope, cultivate courage and set the foundation for innovation. Because art is our conscience, our compass, and our legacy, we must encourage the next generation of creators to see themselves as part of a grand continuum and challenge them to design new work that not only reflects the world, but improves it.





JON ROGOWSKI

ASSISTANT PROFESSOR, DEPARTMENT
OF GOVERNMENT

I encourage students to think big and take risks. What better time than college? As an adviser, I seek to cultivate mutual trust with students by reminding them of their capabilities and emphasizing that I will provide the guardrails. Not only do students frequently impress me by what they accomplish when they set their sights high, but they often impress themselves as well!

IAN J. WALLACE

LECTURER, DEPARTMENT OF HUMAN
EVOLUTIONARY BIOLOGY

As a faculty advisor and teacher, I strive to create a provocative and supporting learning environment that promotes student engagement and independent discovery. In my own experience as a student, I have found I learn best when I feel emotionally drawn to the subject and am able to connect it to my life, and when people I respect encourage my exploration and respect my effort.





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Advising Programs Office







Congratulations to this year's Nominees

Terry Aladjem | Bridget Alex | William Anderson
Sara Aske | Mahzarin Banaji | Anya Basset
Arielle Bernhardt | MacKenzie Bok | Andrew Brandel
Lowell Brower | Rachel Brown | Gregory Bruich
Jesse Burbank | Flora Chan | Alison Chapman
Christie Chiu | Michelle Choi | Andy Chu | William Clark
Jen Cloutier | Christy Colburn | **Tycie N. Coppett**
Lucia Couto | Chaya Czernowin | Annie Dang
Meredith Dost | Robert Doyle | Ryan Draft
Jamie Drucker | Senan Ebrahim | David Elmer
Jessica Fei | Catherine Flynn | Judith Flynn
Rebecca Fortgang | Benjamin Freeman | Leanne Gaffney
Krzysztof Gajos | Donna Riesenbeck | David Haig
Emily Harrison | **Carla Heelan** | **John Huth**
Sarah Iams | Stratos Idreos | **Jill Johnson**
Alison Jones | Chris Kabacinski | Harshil Kamdar
Keith Karasek | Joshua Kertzer | Shijung Kim
Caroline Kinney | Ly Kuong | Anne Le Brun
Annie Leavitt | Yoon jin Lee | **M. William Lensch**
Jeff Lichtman | Caroline Light | Dan Lobo | Alea Lockman
Kuong Ly | Laura Magnotti | Kerry Masteller
Adam Mastroianni | Heather McLetchie-leader
Chelsea Messinger | James Mickens | Abigail Modaff
Linsey Moyer | Andrew Murray | **Steven M. Niemi**
Erin Northington | Zachary Nowak | **Jonathan Palmer**
Bryan Panzano | Irene M. Pepperberg | Scott Podolsky
Emily Pope-Obeda | Cori Price | Abhishek Raman
Margaret Rennix | **Natalia Rigol** | Monique Rivera
Jon Rogowski | Joan Rouse | Pardis Sabeti
Matthew Schwartz | Evan Smith | Briana Smith
Ellen Song | George Soroka | Naseem Surhio | Will Suter
Cliff Taubes | Lispeth Tibbits-Nutts | **Steven Torrisi**
Shilpa Tummala | Jim Waldo | **Ian J. Wallace**
Duncan White | Kanoe Williams



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