GRADUATE SCHOOL OF ARTS & SCIENCES  
FACULTY MEETING  
COOLIDGE ROOM, BALLOU HALL  
WEDNESDAY, APRIL 8, 2015

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WORKSHOPS AND EVENTS OFFERED BY THE GRADUATE SCHOOL OF ARTS AND SCIENCES
DEAN COOK:  I'm going to officially start this meeting.  Welcome to the Graduate School of Arts and Sciences faculty meeting for Wednesday, April 8.  We have a small agenda, but we have a small crowd, so that's good.  I'll interpret the small crowd that we're not doing anything that annoys enough to have people show up, because that does seem to increase faculty attendance.

So basically today, we don't have a lot of business, per se, to transact, but what I did think this would be is a good opportunity to give you updates on a number of things that we are working on.  Those of you who are graduate directors, you will have seen some part of my PowerPoint before, and just bear with me.  But other people have not, so I'll try to give you an update of where we are and at least what I'm thinking about as dean of the graduate school.

So on the handout that you received in the back, it has a number of announcements.  As always, we've been very interested in professional development, as we'll show you a little bit today.  And we have a number of workshops coming up that are listed here as well.  And we're also in that point of the season where we're finishing up lots of various activities, so we have the awards ceremony, which will be on April 24, and we also have hooding coming up on May 16.  So those are both two big GSAS events, along with the workshops.  So take a look at the events that are on the agenda, and we can go from there.

We then have a number of informational things focusing on the reservation of undergraduate courses for graduate degrees, plus also an update on the credit hour issue and the Graduate Student Handbook process.  So for that, I'm going to turn you over to Sarah Herchel.

RESERVING UNDERGRADUATE COURSE(S) FOR A GRADUATE DEGREE
DEAN HERCHEL:  So as an announcement, I included in the announcement section this piece on reserving undergraduate courses.  I received some questions from different faculty, faculty directors, about the importance of reserving the undergraduate courses for graduate studies, so I just wanted to remind you all.  If you're working with undergraduate students who are interested in graduate education to remind them to reserve courses on their undergraduate transcript for graduate education.

The importance of this is that if the course is counted towards the undergraduate degree, even if it's not part of the degree requirements, the GPA, the grade for that course that is not earmarked for graduate education will be calculated into the overall undergraduate GPA, and that becomes problematic in then using that course for graduate education.  So we can't go back and take the course out of it.  We just run into some issues.  So it's important that the students fill out the form that is available on the registrar's site to reserve these courses.
There is communication coming to the students from other avenues aside from faculty advisors, such as their alpha deans, the registrar’s office, etcetera, but I think you all serve as a really good resource for the students and your advisees.

**GRADUATE STUDENT HANDBOOK PROCESS UPDATES**

DEAN HERSCHEL: I'll move to the graduate student handbook process updates next. This is an FYI that the graduate student handbook is being reviewed right now. We're doing a more thorough review of the handbook this year, where we have a subcommittee of graduate policy and programs, the Graduate Executive Committee, and a representative, Associate Dean Karen Panetta, from the School of Engineering, where we're reviewing all of the academic policies to make sure that they're aligned with the academic goals of both schools.

The process is taking a little bit of time. We've already had one two-hour meeting. We plan to have at least one to two more meetings to really go through --

UNKNOWN FACULTY MEMBER: How many pages did we get through in those two hours?

DEAN HERCHEL: We got through one page, and it's a great page. It's the academic standing policy, actually, we really wrestled with. So I'm updating the GSAS faculty to let you know that there's a process in place the subcommittee is going to be reviewing, and then they let the GSAS P&P Committee know of their recommendations, who will then vote on the changes. The School of Engineering’s similar committee needs to vote as well, and then we will let the faculty know about what changes were made. You won’t receive notices of those changes until the summer, because it has become a lengthy process.

The next update --

DEAN COOK: We have a slide for this.

**NEW BUSINESS**

**DEFINING THE CREDIT HOUR FOR THE GRADUATE SCHOOL OF ARTS AND SCIENCES**

DEAN HERCHEL: I also wanted to provide an update on the credit hour. For those of you who have been to the AS&E faculty meetings know that there was a vote that we are going to address, the credit hour issue, with either a 1.25 plan or a 3/4/5 credit system. The impact on the graduate programs is that all graduate masters programs have a 30-hour minimum for credit hour requirement.

Approximately 35 percent of our masters programs did not meet this requirement. Currently two departments have adjusted their program requirements so that they are now compliant with the 30-hour credit hour minimum, and four departments are actively working on solutions. There is
another P&P subcommittee. P&P has been very active this year. And there are a few current proposals.

One is this idea of to go to a 3/4/5 system. We're discussing the idea of making all 200 level courses four credits. The other idea that is on the table is discussing course-like activities and assigning credit to those activities. So the activities that are already existing within a program that weren't already assigned credit will potentially be assigned credit moving forward. So that's where we stand with the credit hour issue. Questions?

PROFESSOR ZEHL ROMERO: Has there been any discussion with the 200-level courses worth four credits will affect the way (inaudible) graduates level classes as well, when they only may meet three hours a week?

DEAN HERCHEL: So there hasn't been a lengthy discussion about it. This idea came up at Carmen Lowe's committee, the AC3 Committee that was assigned by EPC at our last meeting, and I think some of the discussion, it's very preliminary, because the faculty hadn't voted yet.

I think the idea is there are going to be undergraduate courses that are worth four credits. And if there could be this philosophy that if an honors thesis or an undergraduate level course that requires X amount of hours is worth four credits, how does that play with these graduate courses that do have an outside-the-class time that is more than the usual 100-level requirement. But it's definitely preliminary.

PROFESSOR TEIXIDOR I BIGAS: I think the vote of the faculty was exactly that, is that what you are saying? What was planned to do was that the courses would be given credit, depending on how much work it is and then all the courses being the same. That's what the faculty approved. We didn't approve what kind. We didn't even vote on what kind of unit we are going to use, but we did vote that the number of credits given to a course would be proportional to the amount of work. So not all courses would be voted the same.

DEAN HERCHEL: Right. I'm sorry if that wasn't clear. I understand that there is no credit system that's been approved yet by the faculty. All that has been voted is that the faculty is going to look at the credit system and assign a prorated amount of the credit to the courses.

PROFESSOR TEIXIDOR I BIGAS: Valuable credit proportional to the amount of work.

DEAN HERCHEL: Thank you for that clarification.

DEAN COOK: Although I would say if we have graduate courses that are not proportionally more intensive than undergraduate courses, then we're not doing our job right.

PROFESSOR HABER: Right, and what I was going to say just to elaborate on what Bob said is
that at least in our department, the 200-level graduate courses are substantially more work than undergraduate courses, and that is why they only take three of them, because they could not do more of them. That is true of every single one. It's also true -- and I didn't realize this varied in departments -- but we do not allow undergraduates to take those courses. They are solely for graduate students. But that might differ. But there's much, much more work than in any undergraduate class that I'm aware of, including senior theses and the rest of that. And we already changed ours.

PROFESSOR BEDELL: So my understanding is that for graduate programs, masters programs, we have to have 10 credits or 36 credits, Carnegie units; is that correct? And we'll work on a strategy to get to that mark.

DEAN HERCHEL: 30 credits. So it's 30 Carnegie units, which translates in the current credit system to 10 Tufts credits. What is unknown is if the Tuft credit system is going to change. But basically, I guess what we want to focus on is getting all masters programs to the 30 credit points. Thank you.

DEVELOPMENT OF NEW CERTIFICATE PROGRAMS

DEAN COOK: The next thing that we want to talk about -- there are two things. One is the development of new certificate programs. You'll find in your packet a letter that I handed out at the chairs meeting and which I will give out at the next P&P meeting, and I'm happy to give out to anybody at any time. This is a letter inviting departments and programs to put together a new certificate program. We have a certificate program, for example, in museum studies that is very successful.

We would like to expand our certificate programming to a larger degree. It's a new source of revenue and an excellent way to bring students into the university. They're pretty small and self-contained and hopefully easy for us to generate. And so we're looking to identify about six potential new certificate programs that we could develop over the next 12 to 18 months.

Scott and I know that you guys need resources to do this. We want to try and give you the resources to do that. So we're not asking you to just create something without support. And the critical idea for you guys is that at least the early adopters of this will get cost-sharing return back to their department, depending on the success of their certificate program.

The current idea is that after costs for initiating the program are completed that 50 percent of all tuition revenues would go back to the departments that have these certificate programs. So I'd be happy to entertain questions.

PROFESSOR BEDELL: It's a great idea. We have a number of certificate programs in occupational therapy. So I think you added a few words in terms of an early adopter. Well, there are two questions. You mentioned early adopters. I didn't hear that at the chairs meeting. And
the second point is what about existing programs? We're ahead of the game. I don't think we're getting 50 percent of the tuition.

DEAN COOK: I haven't talked about the existing programs with Scott. We've only been talking about new programming. Maybe I shouldn't have said early adopters. It's always better to be in on the ground floor of these things.

PROFESSOR METCALF: So I have to ask the obvious question. How do you define an after-cost? So if a faculty member teaches a class, and it's an overload class, the group has to get an A for it. Is that part of the cost so our department will get 50 percent net revenue after cost, and include the cost of time, or is that coming out of that net revenue? How are you thinking about that?

DEAN COOK: We're thinking more in terms of infrastructure and those kinds of things in terms of online facilities and those kinds of things or additional instructions. We haven't really talked about overload conditions for existing faculty.

PROFESSOR METCALF: When you're thinking additional instructors that would be -- overload is a form of additional instruction costs.

DEAN COOK: Right.

PROFESSOR METCALF: So that would be part of the cost structure?

DEAN COOK: That would be part of the cost structure.

PROFESSOR METCALF: Up for discussion?

DEAN COOK: Yeah. But on the other hand, a lot of the detail modeling of exactly how all this will happen is what the next 12 to 18 months is about, is to try and get us rolling on this, because we're way behind, both in having certificate programming and also being able to deliver any of this content online, which I think is an important thing for us to consider.

PROFESSOR BEDELL: So some other possibilities would be for existing programs to have more online courses. It seems like you prefer online courses because it can reach a larger number of people. But that's not set in stone. You're looking for any certificate program?

DEAN COOK: I'm trying to enhance our certificate programming.

PROFESSOR BEDELL: And the second comment, and I'm hoping I remember it, is what about collaborations with engineering? Because we already have discussions with mechanical engineering and human factors engineering, which will be feeders to both programs.
DEAN COOK: We would figure out models for that. I don't think we're adverse to that at all.

PROFESSOR BEDELL: There was one more comment. This is just educational. We could also package something that we already have. So if there are existing courses -- so this is related to Gib's question in terms of if there's something that can be packaged, that would reduce some of the cost as well, right?

DEAN COOK: Right. And it doesn't have to be new programming. If you have a set of courses that already could be nicely put together as a certificate program, and there's a market out there that we could attract people to come, and we don't have to create any new courses, but maybe make sure that we can do them online or do them in the evening or do them on the weekend or something like that, then that would be fine.

PROFESSOR PARMENTER: I was just going to add in UEP, they take existing courses. They select from the existing courses.

DEAN COOK: Yeah, I think that's the easiest thing to do. We're looking to attract students, in particular, paying students to the university.

PROFESSOR POTT: Your letter may address this, but there's a huge range in the number of courses that constitute a certificate and also the level, post-B.A., outside of B.A., post-M.A.. Are you establishing guidelines for this, or is there a rule about how many courses constitute a certificate program.

DEAN COOK: I could find no place on the web that told you what the rules are. I think a certificate is whatever a university offers and somebody's willing to pay for it. Typically, there are four or five.

PROFESSOR POTT: I've looked around, too, and I haven't been able to find something.

DEAN COOK: There's no -- it seems like the wild west here.

PROFESSOR POTT: We can wing it.

DEAN COOK: Yes.

PROFESSOR POTT: As long as they pay.

GRADUATE SCHOOL OF ARTS AND SCIENCES YEAR IN REVIEW
DEAN COOK: It is an attempt to try and come up with the fact that the university and the school are going to face on budget deficits in the coming years.
So let's switch over to talking about the graduate school. What I just want to do is give you a quick update of the things that we've been doing this year on a number of different fronts and to give you at least an idea of how I've been thinking about it.

What you're going to hear here is -- it's going to seem like that evil villain monologue in the movies, but I don't want it to be like that, and so if you guys have questions, please ask them as we're going along. I invite your comments and so on. What you're going to hear is me effortlessly shift back and forth between being a professor, being a dean, being the head of a company, and being a hyper-competitive sports general manager. And I'm going to effortlessly slip between all those roles throughout this presentation, because it seems as if as dean, I have to do all those things. So just so you know.

So one of the things we've been concentrating on over the last year, of course, is our larger role, which is the reason that we offer graduate education is that we're hopefully creating and training tomorrow's leaders. Last year, as I signed onto this, I identified some goals that we needed to probably do immediately. These were all byproducts of the workshop that we had up at the church.

One idea is first that we become a national school and a regional school. The more I've looked into the data of who we attract and who comes to our university, the more I realize that we were servicing a much smaller area of the country that we might imagine at the graduate level, and that a lot of our masters and even Ph.D. programs are really drawing from New England, mostly Massachusetts and New York, and that our reach beyond that is actually pretty small. And so one of the things we need to do is to increase that reputation as quickly as we can.

That involves increasing the visibility and recognition of graduate program both outside the university and inside the university. And I think that inside the university, the school has gotten as much traffic as it's ever had. In the strategic plan that just came out for arts and sciences, there were three main goals listed. One of those was to enhance the graduate school.

So I think that's a new and elevated bit of recognition that we haven't had before, and also the president and the provost have been repeatedly talking about advancing graduate education as the next place for us to advance the university’s visibility. So all that's good.

Another important goal is to increase the quality and diversity of our graduate students. Not that we have bad graduate students already, but we'd like to be able to get the very best graduate students. We'd like to stop losing them to Princeton and Harvard and Stamford and get them to come here. So we've been putting a lot of effort into trying to do that, and I'll talk about those.

And then the other is that we need to recognize as a group that our students need to be trained for a broader degree of professional jobs than we've probably traditionally done. We have been
viewing this as creating more academics, and we probably have to make sure that, in fact, our
students are broadly trained for careers that are outside of the ones that we have traditionally
thought about. And so we've been trying to do more professional development, and you'll hear
about that.

And then I think it's important for us to increase our online presence. So I find it disturbing, for
example, that when I listen to WBUR and Arizona State is advertising their online courses here.
What they're doing, guys, is they're trolling for our revenue. And even if the hit rate is low,
they're taking our masters students and Ph.D. students, and if you go look at the ASU website --
and they're not alone -- there's an impressive array of masters degrees that they're offering online.
They're taking our revenue dollars away from us.

And I look at what we can do, and I can do nothing to them. There's nothing I can advertise in
Phoenix, short of maybe a few graduate programs that would get anybody. So we're not equally
equipped here to deal with what various components are doing.

PROFESSOR PARMENTER: They don't get blizzards.

DEAN COOK: They don't get blizzards. Boy, did that come up here on time during graduate
recruitment. But that's okay. So we need to increase our online presence.

So if we think about the student university life cycle, our interactions at the graduate level sort of
happened at four places. There's graduate admissions. They're attracting students to come and
work with us, and we're right in the middle of the admissions cycle right now. There are two parts
to this. There's recruitment and yielding students. There's also the current graduate student
experience. Once the students get here, what is their experience like. And we want to be able to
offer them the very best experience once we do attract the best students.

We're also interested in career outcome, placement, tracking that. We want our students to be
well placed once they leave and that they have successful careers, and then beyond that, we'd like
them to be grateful alumni. And what we've chosen to do, or at least what I've chosen to do, is to
emphasize this part right here. So we've been trying really hard to increase graduate admissions.
We're working at this this fall, trying to increase the number and quality of students that we're
admitting. And we've also been trying to increase the quality of the current graduate student
experience, primarily through the development of professional development programs.

Haven't worried so much about this. We need to worry about this. It's not something that we've
done well. Some departments do it quite well, but in general, tracking how students are doing and
how successful they've been is not something that as a school we've done well. But we haven't
put our resources here yet, and because of that, we also are not very good about our alumni
relations, and that has to change. It simply just has to change.
But there's only so much bandwidth -- and by the way, this is a good time for a shout out. Any of the good things that have happened this year really are because I have a great set of people who I'm working with. Sinaia, obviously is the associate dean. She's in charge of all the professional development parts. So when you see this, you're seeing Sinaia's great work. Sarah, Ariana, Angela Foss upstairs, working away, and Kim Ellwood. That particular group has worked really hard. And so anything we've accomplished is in part because of them.

There are also two other people whom we should recognize, Heidi Brown and Jane Carter. They're in the communications department. They work with us really closely on trying to advance these things. And then there are two people over in graduate admissions, Karen Richardson and Roxanna Woodstra, who have also worked really hard. So if we've made any progress this year, it's because of their efforts.

So early on, I said there are four things we need to do. We need to increase our competitiveness, we need to improve our messaging, we need to do a greater marketing outreach, and we need to expand our professional development programming. And so those are the things that we've tried to do this year. So that's a quick update on what we've been doing.

So let's talk about graduate admissions. These are all the various things that we've done to try and improve the recruitment of graduate students to Tufts this year. Now, I'll read them off very quickly. Some I'll point out more details.

One is we did a website upgrade. The GSAS website a year ago, along with grad studies, was a confusing, Byzantine array of misinformation, and we've tried to stop that. And so we've done a complete upgrade of that. I'll show you some of those in a little bit.

We got new application software that made it easier and to track things. We also created the Office of Graduate Admissions. That did not exist before. So we now have people who are dedicated exclusively to graduate admissions that are working with Lee on that front.

We created a new graduate brochure. You saw a picture of that. Karen and Roxanna did a lot of recruiting traveling that we've never done before, showing up in places where they said, “Wow, Tufts is here for the first time.” And finding out crucial information like, “Oh, wow, you have graduate programs?”

We have a new student inquiry form. We created a newsletter this year. You've been hopefully getting it monthly, trying to highlight the accomplishments of the GSAS. That's been going out to all the inquiries, trying to create responses. They also get a letter from me. We did a GRE search and mailing. We've done some internet and radio advertising that we've never done before.

PROFESSOR METCALF: Excuse me. Did you do a separate GRE search and mailing from what individual departments did?
DEAN COOK: Yes, I think so. I think Karen did a separate mailing. I think.

We have the new TuftsPlus letter. We emailed all previously admitted undergraduates, and we ran information sessions for Tufts students.

Let's highlight some of these in particular, some details. These are credit bubbles down here. This is all Office of Graduate Admissions efforts. So we have a new graduate inquiry form. Here's some of the traveling that they did to various kinds of idealist fairs and other places in the U.S. We're going to expand that traveling this year. We're going to try and go to a large number of fairs, and in particular, we're going to try and use it to increase the diversity of our class. So we'll be doing a lot more hands-on traveling. And then our inquiry form. So all of this kind of new activity is really out of graduate admissions.

PROFESSOR METCALF: How are you going to measure the effect of this so you know whether that's money well spent?

DEAN COOK: That's a good question. This year, all that traveling yielded 28 students in total. So Karen is tracking the people who come to those booths and then seeing if those people show up in our applicant pool. And as for this year, that was 28 additional people. Well, maybe not additional, sure. 28 applicants. We're going to track it. It will be interesting to see if that's the most effective way to go forth. But it may be the most effective way to try to increase the diversity of our --

PROFESSOR METCALF: So my general point is that I hope -- and all this stuff you're doing is terrific, and it's great to see this energy -- that there is some monitoring going on where you're spending resources so we can cut loose things that don't seem to be paying off to shift attention to where things are paying off, whether it's at the school or the department level.

DEAN COOK: I agree with that, and Scott also agrees with that, and Jonathan would agree with that, too.

PROFESSOR BEDELL: I would add we also need to track department-related activities, because I'm not really -- this is great, and maybe this is a suggestion for the future. I can see the generalities, and I'm not sure where we're at in terms of are we meeting the mark or anything. And I feel like our department is doing amazing work with the additional resources, but even without the resources. So I would like to sort of have that discussion either individually or in these kind of meetings as well.

DEAN COOK: I couldn't agree more. I'm giving you the broader views, but I'm willing to go anywhere, anytime, and meet with anybody to improve their graduate program. So that offer is just always out there. And we're happy to work with individual departments.
PROFESSOR GASARIAN: The new TuftsPlus letter, to whom was it sent?

DEAN COOK: It was sent to all the seniors. And the TuftsPlus program allows students to apply to our graduate program without taking the GREs and I think with a reduced number of letters. And that went to juniors, or it went to seniors this year, because they were leaving, and we were running out of time. We're sending out a letter this year to juniors right now who will tell them that next year that they'll be in line for the Tufts program so they can start thinking about graduate school before --

PROFESSOR GASARIAN: I have not received a copy of this. Could it possibly be sent --

DEAN COOK: (Inaudible) demographics, but we'll give you a copy of it. It's an invitation to become a double jumbo, is what it is. So we'll get you a copy of the letter.

PROFESSOR HAMMER: This seems like a moment to find out if you could answer the question I emailed you about, and especially since we just heard about reserving courses from undergraduates, which would be a fantastic way to recruit from our students. Can I tell everybody what I asked you about?

DEAN COOK: Sure. If I know the answer.

PROFESSOR HAMMER: So the question was -- I just had a conversation with an undergraduate who is a minor in education, will have taken five -- or can have taken five of the courses for our MAT degree by the time she's finished and will also have enough courses to graduate that she could reserve all of those courses. This is the Jim Glaser idea. If she were to come to the MAT program, could we consider her full tuition half of the tuition of the MAT program, because she's already had half the credits of the program?

DEAN COOK: We will need to discuss this. What you're asking is not unreasonable. One of the shocking -- shocking is too strong. One of the things that surprised me when I first became dean was just how many of our own students we keep.

I was raised in the tradition that wherever you went to undergraduate school, you went somewhere else to go to graduate school, and that was what you did, and that was the proper way to have the pedigree that you needed. We keep a lot of them. And damn, we should. They're awful good. So I think more of these kinds of things, where we can set up programs that might be attractive to students, but figuring out the financial models is not always easy, right guys?

PROFESSOR FREUDENREICH: So this speaks to that to some degree. In biology, we happen to have typically recruited our undergrads to stay in graduate school, because there is that feeling that they should go somewhere else for their next step. And I fully realize you're mostly
concerned with A&S programs and building them up, but the people at Sackler are really interested in recruiting some of our great undergraduate students from their own programs, and I just wanted to throw that out there, that they would love it if we recruited also within the larger Tufts.

DEAN COOK: That would be a good thing.

PROFESSOR HABER: I just wanted to say that this is partially department-specific, because in our department, there is -- in my field, I would say -- there is still that feeling that you should go somewhere else.

And it's very important I think if our students are to succeed, our undergraduates, particularly since we have, compared to a lot of schools, a smaller department, and a good undergraduate who's going to graduate school may have taken courses from most of those people already and should get different perspectives -- so it's not to argue against it, but we're not trying to do that at all. We're kind of pushing it the other direction.

DEAN COOK: It's an interesting tension. All right, this is just to emphasize the fact that we've created this newsletter that you've been given. It seems to have been very successful, and we're using it to try and increase the distribution of information within the programs, but also using it to create regular contacts with students who apply and the students who have been accepted.

I think one of the things we need to do, one of the things I've been trying to emphasize on the yield front, is the more contacts we can have with students, the more apt they are to come. And I think this is one way of making sure that we do that. In fact, the most recent edition, the April edition of this was actually targeted specifically at the applicants who we've admitted.

I mean, it looked like the newsletter that people would normally would get, but the stories were picked with the idea of making us look as attractive as possible to the people that we've already admitted. And Ariana gets credit for all this work and effort.

Here's the new website. It looks much better than the one we did before. Here communications, (inaudible). Big part of doing this and trying to give us a good, professional veneer that could be attractive. We're going to have a new website, even more, but this was a big part. A lot of improvements here. Getting rid of lots of dead weeds and other kinds of things, trying to do that.

We advertised on Spotify, Pandora, and 'BUR this year for the first time. This is an effort of both us and communications. We bought on Spotify and Pandora, and the reason none of you ever heard it is because, again, you weren't the target demographic. We basically bought all the 19 through 35 year olds in New England. And next year, we're going to do it again, and we're going to have New York and Philadelphia. We also bought some 'BUR time, although that's a lot more expensive.
I won't play you the ad. It was very good and attempted to highlight all of our programs. Here's just some feedback, because I'm sure you're interested about this exercise. Altogether, between Spotify and Pandora, we got approximately 4 million impressions. That means that they played our ad to 4 million listeners. Not unique listeners, which I'll demonstrate in a minute, but at least out there people who are our target demographic heard our name 4 million times.

I don't know how much that will impact what they think of us, but I think it could be substantial. We got approximately 6,000 clicks. So people were listening to Spotify and Pandora, and all of a sudden, they said “Oh, please, let me go to graduate school,” and they clicked on the ad. Now, it turns out that a lot of these clicks were probably people who were just saying, “please get this ad over with so I can get back to my music.”

We've been tracking this. About 70 or 80 of these -- it's a little hard to estimate, because we didn't have them do analytics the entire time we did the campaign. But about 70 to 80 of these definitely led to in-depth interactions where either they returned to the website at some later time or they looked at multiple pages within the website.

So at least 70 to 80 of those people seem to have taken us seriously and looked at us in a way they haven't before. And I can say at least ten of these people made it to our admissions page. I don't know if they applied, but they got to the admissions page. I can't track them after that. So I only need one or two of them to actually come to the program and pay for the program, and we'll have better numbers in the fall about how many people might have learned about us.

We did get Gracie McKenzie, who was up at the Danish Pastry House on November 29 who heard our ad from GSAS and tweeted out, “It's the third ad since I've been up here. Is somebody trying to tell me something?” Now, I did look. Gracie did not apply to our program. Not yet, but she had a great pastry.

So we'll see. We'll have a survey that will go out to all the students who matriculate and don't matriculate, and one of the questions we'll be asking is did you hear about us on this, and how influential that would be, and we'll have those numbers come the fall.

Whatever we did, we had our first increase in doctoral applications this year in three years and our second highest ever. So the total number of people applying to our Ph.D. programs was the second highest ever, other than a peak recession year. And we had a couple of programs that typically have very good years that had down years, for whatever reason, but I don't anticipate that will happen again. Right, Psychology? But, of course, we're still going to yield great students, so it's not really a problem. But we didn't get as many applicants as we normally have, but it's second. I'm hoping we'll increase that again next year. That's my aim.

Masters applicants. We had a record number of MS applications this year. So our largest ever.
The MAs, a challenge. All the Master of Arts degrees have been going down steadily over the years. We seemed to have stemmed that tide a little bit, but I think we're battling a national trend here, where Master of Arts programs throughout the U.S. are struggling, because more people are credentialing and voting with their feet and looking at careers and thinking that Ph.D.'s and M.S.s might be better suited to that. We need to work against that, but I think that's what the interpretation of that trend is.

PROFESSOR PARMENTER: Do you have the data prior to the recession?

DEAN COOK: Yes. I can get that data. I just don't have it on this graph. It went up here. It definitely went up during the recession. I wanted to get this trend all the way back, but that would take a little bit of time.

So pretty good applicant year. Whatever we did seemed to work. Now we've got to do a better job of yielding them, and we've been doing a lot of things here as well. So the first is, as I said before, we've been doing this newsletter push to all the applicants and all the admitted students, so they're getting regular emails from us. We increased the minimum TA stipend from the lowest value, which has previously been $17,000. We increased that to $19,000. So that hopefully will make us more competitive.

We expanded and revised the dean's fellowships. So last year, there were only three of them. This year, we have six of them. The dean's fellowships are aimed at trying to recruit under-represented minorities, and we've actually allocated all six of them already, which we hadn't done last year. And I'm still waiting to hear from four people.

PROFESSOR METCALF: Who determined who those went to? Did departments apply for those?

DEAN COOK: Departments did apply for this, yes.

PROFESSOR METCALF: How do we know to do that? Is that just for Ph.D. programs?

DEAN COOK: Yes.

PROFESSOR METCALF: Do we have something comparable for masters programs?

DEAN COOK: Not at the moment.

PROFESSOR METCALF: Could we?

DEAN COOK: I'd be happy to argue that. Not argue against it; argue for it. Advocate is the word I want. We've revised the acceptance letter. Previously, it said we hope you might come to
Tufts, and now it says when you get to Tufts. Also, I've been following up with a personal email, a robo personal email, but one that is addressed formally to the student. It's very short. It says really nice things about you guys.

And this has gone out a week after my formal letter, and that's probably generated about 12 to 15 responses from students who seem to be reacting to the personal nature of it, writing me fairly personal letters back in response. It's about whether they're going to come or not come and how excited they are.

We've started the Masters Enrollment Reward Program (MERP). This is a revenue-sharing program. So those masters programs that meet their target and exceed their target get 25 percent of the additional tuition that is available. No one has yet met their MERP target, but economics looks like they're going to. OT looks like they might. So get on the phone.

There's better coordination and turnaround with our award communications. Having Slate and having an Office of Graduate Admissions, we are now able to get applications turned around and letters out within 48 hours. This is going to be very beneficial to us, especially in the next nine days, because as students come along, and they decline -- and a few people have mistakenly declined -- we can take people off our wait list and get a letter out before April 15, which makes it look like they're still in the first wave and not coming off the wait list. I think that would be crucial.

We've been also supporting contact by all the current students. I would like ideally every student who's been admitted to be contacted by a graduate student, and we've been trying to compensate them with Amazon gift cards for that activity.

We've increased support for departmental yield events, so people got a little bit more money to do their yield events. We've been trying to also offer any under-represented students who are in targeted programs, and in particular, the targeted programs are BC, BU, Northeastern, and Brandeis. If an under-represented student gets a competitive offer from them, I've offered to try and better that offer. What I would like to do here with this, at least, is I would like to control this backyard. We can't compete with Harvard and MIT at the moment, but we can compete with those other programs, and I would like to actually win against every one of those programs in the future.

PROFESSOR METCALF: Is this at a master’s level, or just Ph.D.?

DEAN COOK: At every level. I would like people when they think of Boston to think Harvard, MIT, Tufts.

PROFESSOR BEDELL: Why only local?
DEAN COOK: Because you have to start somewhere, and I only have so much money. And most of the competitors are local, and most of our students are local. So let's control here, and then we'll move on.

And then finally, we created the Moving to Tufts website. In looking at the data of the non-matriculating students, those students who don't come -- and institutional research does a great job of getting this data -- the number one reason that people don't come is the financial package we offer. That's also the primary reason they do come. So we're not offering uncompetitive things, but sometimes people do (inaudible).

The number two reason people don't come to Tufts is cost of living, especially for students outside of the Boston area. It's cost of living. So we're admitting students from other schools, and they're looking at the cost of living in Boston, and they say, “not going there.” So we've tried to specifically work against that, and we created the Moving to Tufts website, which went online this year.

And what this does is it gives the descriptions of what students experience here, what they might experience in the way of how to get housing, how much it might really cost, where they might locate, where they might eat. It's an attempt to try and give them a much better feel for the Medford, Somerville, Boston area, and they can take advantage of the fact that we have this webpage up, rather than have it be a disadvantage.

PROFESSOR DeVOTO: What percentage do you think of those who are accepted are most concerned about availability of married student housing, and what can we tell them?

DEAN COOK: Well, at the moment, I think it's a very small percentage, but I think it's one we need to recognize, that there is a clear segment of the people who are applying to us who are local, who have roots in this area, who are probably married or recently divorced or changing their career, and one of the things that we need to do there is do a better job of making sure that we put work/life balance information on our website, say what kinds of things that we do offer, and making it attractive. Because it's not a huge number, but it's clearly a group of people who do come to Tufts, and we need to do a better job on that front.

PROFESSOR DeVOTO: Is there some measure of how many of those are foreign students?

DEAN COOK: I don't think we have a correct measure of that. I don't think it's very many.

PROFESSOR DeVOTO: I remember it from years ago.

DEAN COOK: Our foreign students are a different group of people than that. But people who have work/life balance issues are clearly a clear clientele that we need to culture.
So has all that worked? Oh, and also, we've been tracking web analytics, and these are all the various people in states where people come to our Moving to Tufts website and actually looked and explored. It's been a very intensely gone over website, lots of in-depth interactions. People aren't just coming in and bouncing away. They're looking deeply at all the information. So it's useful.

So is this working? I will tell you it is. Here's the right way to look at it. This is admissions status as of 4/6/15, and the way to look at this graph is these are cumulative graphs of the number of people who have accepted us between February 15 and April 15, which is the big date where everybody tells us. So think of this dot right here at 300. So three years ago, 300 people on April 15 had told us they were coming to Tufts. On April 14, that number was 280. On April 13, that number had been 245, whatever that is.

So these are cumulative graphs. This is sort of a tracking of all this information. So there's a run up here. People keep adding, and then we hear a lot at the end. These are the last three years of these admissions. So this is three years ago. This is last year. That's the year before. All of them show this nice expediency function as people are increasingly telling us that they're coming. And all three of those lines really sit on top of one another. And on April 15, we've been between 250 and 300.

These over here are what we're currently tracking. As of two days ago, we had 200 people tell us they're coming to Tufts from all our programs. That exceeds April 6 of any of the previous three years, and it's about a week ahead of where we normally are. And we still have 450 applications out there. So even if we get 50 percent of those people, we're going to have an outstanding year.

This expediency function, which I believe in, suggests we're going to track somewhere into the 325 to 350 range when things are done on April 15, which would be over a ten percent increase in our yield. I don't think it will fall back. Every day, I look at the data point and want to know are we still fitting the model. But it looks very good.

We've been tracking well since the beginning. And the number of people who are declining is also a little bit lower, but not as low. So whatever we've done, more people are telling us sooner that they're coming to Tufts. So I think all of the things that we've been working on have been good. I'm optimistic.

The other area that we've been emphasizing is professional development, and here, this is all of Sinaia's efforts. And in particular, what we're trying to do is to organize our professional development efforts into emphasizing that we're picking five areas where we're trying to increase their development, from career development, scholarly development, communications, leadership, and personal development. And this circle will come back.

And at the moment, we've been doing a couple of things. GIFT, of course, is the warhorse that's
been leading professional development for years. Even T10 knows about GIFT. And it's been a very successful program that we'd love to expand, and we know everybody would like to take it, and at the moment, we're limited in the number of slots that we're offering, but this teaching program has been very successful.

We've also been offering a wide pallet of workshops in these various areas that you see, and Sinaia's also been very good at getting lots of A&S partners to work with us. So the Academic Resource Center works with us, Counseling Center works with us. Career Services has got a newfound interest in graduate education, and Donna Esposito is working very hard to try and make sure that career placement and those kinds of services are available to our graduate students in a new way that previously they had not done. So we're doing a lot of things on this front.

And then this year, we're adding GREAT. GREAT stands for Graduate Research Excellence at Tufts. Think of it as the research companion to GIFT. So it's a research-oriented workshop that's in a pilot phase that we'll be offering this year and has a very similar kind of format.

Both GIFT and GREAT really rely on you guys, faculty, to come and give our students your expertise in the area of teaching, and in this case, in the area of research development. And so hopefully, this will grow as well over the years and be another important cornerstone to the professional development that we can offer.

We also want to try and encourage students to get some recognition for their workshop participation. So the idea here is that we want to create a NOD, give them a NOD, a notation of development. This will go on their transcript. And the idea is that if they take four of these workshops, not necessarily from each different area, but four workshops, we would track that and give them some kind of notation that they've been working hard on this in the broader professional development part of their program. So that's another area that we've been working on as well.

PROFESSOR BEDELL: Do students know this?

DEAN COOK: Not yet. We haven't introduced this yet, but it is something we want to do relatively soon.

PROFESSOR HABER: If we're planning some dissertation workshops and things in our department, could they possibly be included in that, or is that only for things that are across the university?

PROFESSOR NATHANSON: I would say I think to be fair to other students, these are the ones offered by GSAS and SOE. And if you have something else, that's wonderful. And I just want to add to Bob's point for workshops, any workshops, within your stay at Tufts. It's not per year. It's within your stay.
DEAN COOK: Coming attractions. So the biggest new coming attraction that you'll see over this summer is we're going to -- we've invested a lot of both SOE and GSAS money into creating a brand new website. So we've been working with a company, mStoner, to create this website, and we've been meeting on a weekly basis to create this. The idea is to roll this out in July is the goal.

And this is just an example of what the cover page will look like when a student comes here. This will be a rotating set of pages. I'll show you another example. The idea is that we'll have a feature story. This feature story will be one when the student clicks on it, it will lead to a story that will emphasize the student, but in the middle, then, will also emphasize the faculty mentor.

So the idea here -- it's mStoner's idea, and I think they're right -- is the student has to be able to imagine whether, in fact, they could be here. So having students' stories that allow them to see that is a critical way to do it. And I can tell you it's true, because the number one thing that students on the Moving to Tufts website go to, the first thing they look at is student anecdotes. It's the very first thing they look at, despite all the other information.

So the idea here is to try and to create messaging where the student can imagine them being successful here. And then the secondary later messaging is the personal mentoring that we do that is so key to what we're trying to brand ourselves with. So if they click on that, they'll get that of experience. We've simplified this interface that immediately lets you explore graduate programs and find faculty, because we know that that's a very key interest to it. So this is sort of the overview of that.

Here's another example of that same opening page. So there will be a set of these. I think there are 15 of them or something that they'll rotate through. And the stories here that are going to be highlighted are particularly aimed at the clientele of students that we get. So there will be stories about people who are idealists. There are lots of people who come through our programs who are very interested in social justice and idealism. There are people who are interested very much in doing research and in trying to achieve on that front. So there are stories aimed at those particular individuals as well. And we've identified fairly clear audiences that are in our population demographic, and we're going to try and pitch the stories right to those people.

Here's an example of what happen if you explore one of the graduate programs. So every graduate program will get something like this, where there will be some kind of info-graphic descriptions of careers, more graduate student stories, and other kinds of information to try and make it an initial attraction. And then there's a separate page here that will give you all information on graduate admissions. And each department will also get a page as well, which will outline their program, and will give us a uniform look across all these.

We're busily -- I shouldn't say "we." I don't have anything to do with it, other than going to meetings. But we're busily trying to get all this content in there and try to have this done by July.
Communications have also been working on new department one-page handouts. This is an example of it. It's one page, but it's two-sided. This is for classics. It will describe all the programs, all the faculty involvement, and these will be available so that you can distribute those PDFs as well. And this will be coordinated with the information that's on the website as well. And these are almost done?

PROFESSOR CARTER: We're in the finished design phase, so we're going to be meeting with departments to figure out exactly what is going to be on those pages.

DEAN COOK: And then the other thing that we're going to do over the summer is to upgrade and coordinate all the department websites. So we've collected lots of information about what students are looking for when they come to a website. So students want prominently displayed -- because 86 percent of them want admissions information and descriptions of the programs and their requirements and the faculty.

We have all this information, and what we'd like to do is give you some help in redesigning your pages so that you get the right information to the students at the right time and get rid of all the dead links that are out there that still refer you either to grad studies, which won't exist anymore, or to -- I found two websites that are still referred to, grad matters and other kinds of things.

So one of the things that we would like to do between the new website and this cleanup of our current department website is that when we get to September, when we come back, the web front door of our house is as clean and as good looking as it's ever looked.

The number one source of information about Tufts that our graduate students look for is from the web. It is the place they find out about us. And so we need to make our front door as clean as it can be, and that's what we're going to try and do by September, so that when we enter next year's admission season, we will have the information as well organized as we've ever had it. That's the goal.

PROFESSOR FREUDENREICH: Are you going to reach out to us about doing these upgrades?

DEAN COOK: Yes.

PROFESSOR FREUDENREICH: Who should we contact if we want to start --?

DEAN COOK: We'll reach out to you. It's going to take a little bit of time. That's a summer project. But we're going to find ways to help you get that done and not leave it in your lap.

And then -- do I want to talk about this? I'll leave you with this. So before we were moving forward, this is telling you that we're moving forward together, that on the surface, our doctoral programs and our masters programs look different. But we are all in the same boat. We need
each other. We need the masters programs, because let's be honest, they generate revenue that allows us to have the graduate or the doctoral programs. We need the doctoral programs, because they're the ones who can generate extramural research funds, and they're the natural gravitation of our university.

These two things go hand in hand. And so we need to work together. We cannot continue to favor just doctoral programs. We have to make sure that we offer the same kinds of resources that we've had for doctoral students to the masters programs, and vice-versa. We need cooperation within these programs as well.

One of the reasons I was able to increase the minimum TA stipend is because some of the larger doctoral programs allow me to revert money from them to programs that have less money. And they did so graciously and cooperatively. And without that, I couldn't have done that. So if we don't all recognize that we're in the same boat, then the rising tide's not going to work for us. And that's what we need to do.

And one of the advantages of this is that many units of the university are struggling. They're struggling because the budget is tight. We are one of the few parts of the university that can generate its own revenue, and we should take advantage of that through either new programming resources in the master’s program, certificate programming, and extramural funding. All those things are places where we can generate revenue. And if we have revenue, then we can do new things.

And we at least have that option. But that means hard work from us and cooperation with each other to try and do that. So this is just us moving forward, but us moving forward together. So I'd be happy to answer any questions you have at this point about what we're doing.

PROFESSOR POTT: First of all, this is phenomenal. I feel so grateful for all these efforts, and I think it's going to be just wonderful for all of us. So thank you so much. So many small ideas. I just love it.

One note about recruitment that we have found to be helpful that I haven't seen is to -- we haven't done this this year, but in the past, we have written to the recommenders, sent them an email of our current students, and specifically mention that student by name; “Thank you so much for recommending so-and-so to our program. As you know, she came here. We believe this has been a wonderful experience, and please send us more like her,” basically.

DEAN COOK: That's a really good idea.

PROFESSOR POTT: And we have also asked our current students to go back -- and they love to go back to their undergraduate institutions -- and this is master’s students I work with -- and ask them to contact the recommenders and anybody they know there. And maybe if they have a
graduate student association to go and speak about it. They're proud of what they're doing, so they like to do that. And that doesn't cost us a thing.

DEAN COOK: That's a really good idea. I'm glad Sarah wrote that down. If we can make that happen, we should.

PROFESSOR PARMENTER: I started my position just this year, and this has been fantastic support for me, graduate admissions as well. But going to the point about Ph.D., masters programs, I'm glad you brought that up. I can think negatively about -- as a professional, masters programs sometimes not being included, but I see all these positive potential. Like we do, I think, really great with alumni relations. So we have things to share. Is there a plan for us -- two things -- to share some of the best practices between departments, rather than you running between us; and secondly, after this year, have a group meeting of what worked, what didn't work for us? I have some suggestions, and I'm sure everybody else does as well.

DEAN COOK: We're going to use the next P&P meeting in May to try and sit down and do some post-game analysis, for sure. But you're right. Again, one of the interesting things is there are considerable differences between the departments in all sorts of things that always surprise me. Because coming from psychology, we did it a particular way, and we'll run it to another department that does it very well, but just does it in a different way. So talking about these kinds of things is very useful. I agree.

All right. I guess we're officially adjourned.

MEETING ADJOURNED

Respectfully Submitted,

Jillian Dubman
Secretary of the Faculty for Arts, Sciences & Engineering
Schedule and Location

Wednesday, April 8, 2015, 12:00 PM
Coolidge Room, Ballou Hall
Light lunch, coffee, and water served at 11:30 AM

Agenda

Announcements

Workshops and Events Offered by the Graduate School of Arts and Sciences:
- Editing for Style Workshop, April 9, 2015, 6:00 – 8:30 P.M., Mugar Hall, Room 231. A light dinner will be served before the workshop, from 5:30 – 6:00 P.M. Registration Required.
- Graduate Student Research Symposium, April 10, 2015, 12:00 – 5:00 P.M., Anderson Hall. Sponsored by the Graduate Student Council with support from the Deans of the Graduate School of Arts and Sciences and School of Engineering.
- 17th Annual Graduate Awards Ceremony, April 24, 2015, 4:00 – 6:00 P.M., Distler Auditorium, Granoff Center. RSVP Required.
- Grant Writing Workshop: Crafting a Compelling and Concise Overview of Your Research Objectives, May 1, 2015, 12:00 – 2:00 P.M., Chase Center, Carmichael Hall. Registration Required.
- Doctoral Hooding, May 16, 2015, 12:00 – 3:00 p.m., Cohen Auditorium. RSVP Required.

Reserving undergraduate course(s) for a graduate degree
- Undergraduate students considering graduate education and wishing to use courses from their undergraduate studies towards graduate degree requirements must reserve said courses using the “Reserve Credits” form. By reserving a Tufts graduate course that was taken in excess of the undergraduate degree requirements, an undergraduate student permits their undergraduate GPA to be calculated without using the grades assigned to the reserved course. Therefore, reserved credits will not be used to fulfill the undergraduate degree requirements and can be used towards graduate education.
- Student services, undergraduate student advisors, and Alpha-Deans make students aware of the necessity of this form. Please encourage any undergraduate students considering graduate work in your programs to complete this form, http://uss.tufts.edu/registrar/SS_StudentForms.asp.

New Business

Defining the Credit Hour for the Graduate School of Arts and Sciences

Graduate Student Handbook Process Updates

Development of New Certificate Programs

Graduate School of Arts and Sciences Year in Review

Adjournment

For Reference

Listings of future faculty meetings as well as the agenda and attachments for this meeting are online at http://ase.tufts.edu/faculty/meetings/.

[April 8, 2015]
TO: CHAIRS AND GRADUATE DIRECTORS
FROM: DEAN ROBERT COOK
SUBJECT: NEW CERTIFICATE & POST-BACCALAUREATE PROGRAMS
DATE: MARCH 31, 2015

The Office of the Dean of the Graduate School of Arts and Sciences (GSAS) is undertaking initiatives to expand our certificate, post-baccalaureate, and continuing education programming. Certificate programs typically consist of four to five courses and are often drawn from current departmental offerings (i.e. currently in the Departments of Art History, Education, History, Occupational Therapy, and Urban and Environmental Policy and Planning). Certificate programs have proven successful by allowing students to take classes without having to pursue a full-time program. Many of these programs are the next credential needed to move ahead in their careers or assist students with a career change. The current certificate and post-bac programs, administered by this office, are listed at: http://gsas.tufts.edu/academics/certificateprograms/

These types of programs are an important new segment of the educational profiles of an increasing number of universities. Many of these now include online opportunities. Tufts is behind on both of these fronts. To remain competitive, we need to do much better. Besides being an important new source of revenue for both the university and the departments and programs that undertake them, certificate and post-bac programs act as important feeders for highly-qualified applicants to join our graduate programs.

We are seeking your assistance to achieve our immediate goal of having a strong new representation of certificate post-baccalaureate, and continuing education programming across the spectrum of Arts and Sciences departments. Our intention is to launch approximately six (6) new certificate programs within the next twelve to eighteen months. Your ideas and input are crucial in making this happen. With the success of these new programs, there will be opportunities to generate new funds to support your various departmental projects and future aspirations. Brainstorm with your department and program colleagues or across departments and programs to create exciting new programing. Submit as many as you like. Attached is a brief request for information to advancing your possible ideas for such new programs. There will be potential rewards for your efforts. The current plan is that 50% of tuition revenues generated by these new programs (after costs) would flow back to the sponsoring department(s) or program(s) for their use.

Once program proposals have been submitted, departments will be contacted to establish meetings with relevant faculty. In that meeting we can review your current available programming and work out a business plan. We keenly understand that you need support to do market analyses and develop the proper infrastructure for such programs, especially if it involves a significant and desirable online component. Thus, our support will include identifying prospective markets, working with various campus contacts to initiate the steps in establishing new programs (e.g., webpage listings, registrar, financial aid, bursar, etc.), and developing outreach and marketing campaigns.

Please submit proposals via email to Angela Foss, Program Administrator. Angela can be contacted via email at angela.foss@tufts.edu or by phone at 617.627.2320. Evaluations of submissions will begin May 1st.
Proposal for New Certificate and Post-Bac Programs

Proposed Program Title:

Departments Submitting Proposal:

Contact Person/Email:

Proposed Number of Courses Required for Program Completion:

Possible List of Proposed Course Titles:

Are these courses already part of your department offerings?

Which ones would be new?

Will all or some of these courses be offered in the summer or evening?

Are these courses online courses or easily converted?

What new resources would you need for this new program?

Thoughts about the potential market of this program?
Credit Hour Status

A minimum of 30 credit hours required for master’s degree

   Approximately 35% of our Master’s programs did not meet this minimum

Currently two departments have adjusted their programs to this minimum and four departments actively working on solutions

We have a P & P subcommittee participating in reviewing this process

   Current Working Proposals
   
   If we go to 3/4/5 system, we might consider making all 200-levels courses worth 4 credits

   The addition of a series of course-like equivalents will be determined and published
Preparing Tomorrow’s Leaders

• Become a national school, not a regional one
• Increase the visibility and recognition of our graduate programs within and outside the University
• Increase quality and diversity of graduate students in our programs
• Integrate broader career and professional development for preparation for a wider variety of careers
• Increase our on-line presence
Student – University Life Cycle

Graduate Admissions

Current Graduate Experience

Career Outcome Placement & Tracking

Alumni Relations

Doctoral Students Conduct Research on Cognition and Neuroscience with Real-World Impact

Lesmarie Gordon and Lara Hwa receive American Psychological Association Dissertation Research Awards
Moving Forward

- Increased Competitiveness
- Improved Messaging
- Greater Marketing & Outreach
- Expanded Professional Development
Graduate Admissions
Improvements to Graduate Recruitment

- Interim Website Upgrade
- New Application Software (Slate)
- New Graduate Brochure
- Increased Recruitment Travel
- New Student Inquiry Form
- Newsletter Push to Inquiries
- Dean’s Inquiry Response
- GRE Search & Mailing
- Internet & Radio Advertising
- New TuftsPlus Letter
- Email to previously admitted undergrads
- Information sessions for Tufts students
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<td>9/20/2014</td>
<td>Baltimore, MD</td>
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<td>Ideal New York Graduate and Professional School Fair</td>
<td>9/22/2014</td>
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<td>University of Virginia Graduate Fair</td>
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<td>Dartmouth College Graduate School Fair</td>
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<td>UC Berkeley Graduate School Fair</td>
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<td>UC San Diego Graduate School Fair</td>
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<td>SACNAS (Society for Advancement of Hispanic/Chicano and Native Americans in Science) Graduate and Professional School Fair</td>
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<td>University of Texas-Dallas Graduate School Fair</td>
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<tr>
<td>Duke University Graduate and Professional School Day</td>
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<tr>
<td>UNC Chapel Hill Graduate and Professional Fair</td>
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<td>Stanford University Graduate School Fair</td>
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<td>Idealist Chicago Graduate and Professional School Fair</td>
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<td>DC Graduate and Professional School Fair</td>
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<tr>
<td>San Francisco Graduate and Professional School Fair</td>
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<td>Program for Diversity in Graduate Education Fair</td>
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<td>Pennsylvania Model United Nations Conference</td>
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January 2015

Contents

1. Announcements
   Happy New Year
   Graduate Awards and Photo Contest
   GSRC Spring 2015
2. Save the Date
   Deadlines
   Professional Development
   Social Events
   Academic Recognition Events

Announcements

Happy New Year

On behalf of the entire Graduate School of Arts and Sciences, we would like to wish you a very happy new year. We look forward to seeing you an
Communications and GSAS

Doctoral Students Conduct Research on Cognition and Neuroscience with Real-World Impact

Leamarie Gordon and Lara Hwa receive American Psychological Association Dissertation Research Awards

In Focus:

2015 Graduate Awards
The 2015 Graduate Award Ceremony will take place on April 24, 2015 in Olds Hall, Granoff Music Center.
Learn more >

On Campus:

Graduate Student Appreciation Week
April 7 - Cupcake Truck on Campus
April 10 - Graduate Student Research Symposium
Learn more >

Alumni Profile:

Gregory Maguire, AG90
Author Gregory Maguire, who received a Ph.D. in English and American Literature from Tufts, discusses writing and the origins of Wicked: The Life and Times of the Wicked Witch of the West.
Read more >
• Spotify - 2,716,813 impressions leading to 1983 GSAS website visits
• Pandora – 1,228,314 impressions leading to 3929 GSAS website visits

70-80 of these lead to in-depth interactions and returns to the website – at least 10 of these went to the admissions page
Masters Applicants – 2015

- **Masters of Arts (MA, MAT, EDS)**
- **Masters of Science (MS)**
Improvements for Graduate Yield

• Newsletter Push to Applicants and Admitted Students
• Increase in Minimum TA Stipend
• Expanded and Revised Dean’s Fellowships
• Revised Acceptance Letter
• Dean’s Personal E-mail Response
• Masters Enrollment Reward Program
• Better Coordination and Turnaround Time on Award Communications
• Supported Contact by Current Students
• Increased Support for Department Yield Events
• Competitive offers to under-represented students from targeted programs
• New “Moving to Tufts” Website
Congratulations on your acceptance to Tufts University Graduate School of Arts and Sciences!

On behalf of the entire Tufts community, we welcome you and encourage you to reach out to your department with any questions about the graduate experience at Tufts.

Please make use of the resources available here and listed in your admissions package.
Tracking Web Analytics
Cumulative Number Enrolled

Current Admissions Status
4/6/15
Professional Development
GSAS Professional Development Program

GIFT

WORKSHOPS

A&S PARTNERS

GREAT
# GREAT -- Graduate Research Excellence at Tufts

## Session 1
### June 15, 2015 – The Origins of Big Questions

<table>
<thead>
<tr>
<th>Activity</th>
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<tr>
<td>Inaugural Breakfast with Bob Cook, Dean GSAS</td>
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<tr>
<td><strong>Types of Grants and Grant Process Overview</strong></td>
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<tr>
<td>Evaluation</td>
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<tr>
<td><strong>Generating Research Ideas</strong></td>
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<tr>
<td>Evaluation</td>
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<tr>
<td>Lunch and Find-a-Fellow Guessing Game</td>
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<tr>
<td><strong>Maximizing Your Creativity: Developing your Ideas in the larger frameworks – Refining your concept</strong></td>
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<tr>
<td>Evaluation and Announcements</td>
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## Session 2
### June 16, 2015 – Getting Started – Grantsmanship 101

<table>
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<th>Activity</th>
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<tr>
<td>Finding A Funding Agency that Fits (Amy)</td>
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<td>Evaluation</td>
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<td><strong>How to Communicate Effectively with Your Funding Agency (Amy)</strong></td>
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<tr>
<td>Evaluation</td>
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<tr>
<td>Lunch</td>
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<tr>
<td><strong>Developing a Competitive Grant Proposal (Amy)</strong></td>
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<tr>
<td>Evaluation</td>
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<tr>
<td><strong>How to Create and Justify a Budget</strong></td>
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Notation of Development (NOD)

**Career Development**
- Effective Resumes
- Interviewing
- LinkedIn Lab Workshop
- Networking Your Way to Success
- Preparing for a Career in Academia
- Writing Effective Cover Letters

**Scholarly Development**
- Best Practices for Productive Writing
- Editing for Style
- Grant Writing Series
- Savvy Researcher Workshops

**Personal Development**
- Best Strategies to Master Your Reading List
- Light at the End of the Tunnel

**Communication**
- Lost in Translation: Effective Communication Workshop for International Students
- Presentation Skills
- Scientific Presentation Skills

**Leadership, Collaboration, Management**
- Conflict Resolution Workshops
- Time Management
Coming Attractions
From Tufts to Sustainability

Graduate Eric Giambrone 'G11 spent last summer as the sustainability coordinator for The Big Up Festival in New York.
Urban and Environmental Policy and Planning

Eric’s Story
Urban and Environmental Policy and Planning graduate alumnus Eric Giambrone, G11, spent last summer working on sustainability initiatives in California and serving as the sustainability coordinator for The Big Up music and arts festival in Ghent, NY.

Placement Rate
5 out of 6

Five out of six Tufts students in this program have full-time jobs within six months of graduation.

Careers
- Urban Planning
- Municipal Sustainability
- Festival Sustainability
- Lorem Ipsum
- Dolor Sit Amet Tangiers

Related Programs
- Program 1
- Related Program 2
- Program 3
- Related Program 4

View All Graduate Programs
Graduate Admissions

Realize Your Promise and Potential at Tufts

At Tufts, you'll become a versatile leader — one who can think independently, inspire teams, contribute to human knowledge, and adapt over the course of your career to the changing landscape of our world.

Important Dates & Deadlines

View All

Title of Important Date
September 12, 2014 8am
Montes nascetur ridiculus mus. Nunc pulvinar, neque ut elit, aliquet interdum, augue metus gravida sapien, placerat dignissim nisi nisl.

Title of Important Deadline
September 12, 2014 8am
Montes nascetur ridiculus mus. Nunc pulvinar, neque ut elit, aliquet interdum, augue metus gravida sapien, placerat dignissim nisi nisl.
Biology

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Pellentesque vel risus est. Class aptent taciti sociosqu ad litora torquent per conubia nostra.

Degree Offerings

Faculty

Application Requirements

Faculty

Dany S. Adams
Ph.D., University of Washington
The role of ion flux during morphogenesis of vertebrate embryos

Joanne Berger-Sweeney
Ph.D., Johns Hopkins University
Neurobiology

Harry Bernheim
Ph.D., University of Michigan
Human physiology and immunology
New Department One Page Handouts

The Department of Classics at Tufts University is dedicated to the study of Greek and Roman culture and its enduring legacy in understanding and assessing the ways in which the ancient world has shaped modern society. Tufts offers a comprehensive program of study in the languages, literatures, and cultures of ancient Greece and Rome. The Department of Classics is committed to providing students with a rich and diverse educational experience that prepares them for a variety of careers and advanced study.

DEGREES OFFERED

Master of Arts in Classics - M.A.

The master’s program in classics at Tufts is designed for students who wish to pursue a career in secondary school teaching, to further their knowledge of the classics, or to prepare for a Ph.D. degree at another institution or to teach classics at the secondary level.

Master of Arts in Classics with Teaching Licensure - M.A.

Develop skills and knowledge appropriate for graduate studies leading to the M.A. in Classics and develop pedagogical skills and knowledge that will help you achieve the objectives of initial Teacher Licensure in Latin and Classical Humanities. The master's program requires completion of 36 credits, including 30 credits required for the initial Teacher Licensure and/or licensure in a Ph.D. program.

Master of Arts in Classical Archæology - M.A.

The master’s program in classical archæology provides students with the artistic, cultural, and historical context for the study of classical antiquity and has successfully prepared students for work toward a doctorate, for fieldwork or museum work.

Travel and Research Support

The Constance Foundation Fellowship was created to assist graduate students of the Department of Classics who wish to further their education by participating in summer programs such as the American School of Classical Studies at Athens or the American Academy in Rome, by participating in excursions, or by traveling to professional conferences. The Graduate School of Arts and Sciences also provides research support through the Graduate Student Travel Fund, which supports travel to professional conferences, both within the United States and abroad.

THE DEPARTMENT OF CLASSICS

Christopher Moes, M.A. 1972, on an archaeological project in the Amazon region of Peru supported by Tufts Cogito Foundation Fellowship for overseas research.

CLASSES AND ARCHAEOLOGY FACULTY

Yvonne Batchelor, Professor, Chair, and Director of Graduate Studies
Ph.D., University of Chicago
Specialties: Political Theory, Politics and Literature

R. Bruce Hitchens, Professor, Director of the Archaeology Program
Ph.D., University of Michigan
Specialties: Roman History and International Relations

Muriel Ginzburg, Assistant Professor
Ph.D., University of Sheffield
Specialties: Greek Religion and Greek Epigraphy

Gregory R. Oates, Professor
Ph.D., Harvard University
Specialties: Greek and Latin Language and Digital Humanities

Steven W. Nettles, Associate Professor
Ph.D., University of Michigan
Specialties: Greek, Roman, and Near Eastern History

James H. Phillips, Associate Professor
Ph.D., Harvard University
Specialties: Greek and Latin Language and Ancient Greek and Roman Medicine

APPLIED FACULTY

Jennifer C. D'Agostino, Associate Professor, Political Science
Ph.D., Brown University
Specialties: Greek Religion and Greek Epigraphy

Christopher Moes, M.A. 1972, on an archaeological project in the Amazon region of Peru supported by Tufts Cogito Foundation Fellowship for overseas research.

Learn more about The Department of Classics at Tufts: ask.tufts.edu/classics/

Learn more about The Department of Classics at Tufts: ask.tufts.edu/classics/
Summer Upgrade and Coordination of Department Websites

Information at Department Websites

1) Admissions – 86.6%
2) Program Descriptions – 85.8%
3) Program Requirements – 85.0%
4) Faculty – 78.6%
5) Courses – 78.3%
6) Financial aid – 69.2%

GSAS Admissions Survey - 2014
Programming Revenues
Extramural Grant Funding
Development

Master Enrollment Reward Program
New Certificate Programming
Improved Alumni Outreach
Greater Focus on Development
GSAS – Moving Forward Together