GRADUATE SCHOOL OF ARTS and SCIENCES
FACULTY MEETING
COOLIDGE ROOM, BALLOU HALL
WEDNESDAY, APRIL 6, 2016

Announcements

Workshops Offered by the Graduate School of Arts and Sciences 2
Master's Student Graduation Celebration on May 18, 2016, 6:00-8:00 p.m. 2
Faculty Corner at Matriculation Ceremony 2

New Business

Office of Student Services Resource Overview 3
   Associate Dean Marisel Perez
Tufts Career Center Restructure and Graduate Student Offerings 8
   Donna Esposito, Senior Associate Director of the Career Center
A Brief Overview of the Graduate School of Arts and Sciences in 2015-2016 13
   Robert Cook, Dean of the Graduate School of Arts and Sciences
DEAN COOK: I'd like to call this meeting to order. It's the meeting of the Graduate School of Arts & Sciences. We have a very short, brief informational filled agenda today. We have no controversial issues to bring in large crowds, but that's good because, you know, small numbers that are about to take over the world should work in small groups under the cover of darkness. So it will be ideal for us.

ANNOUNCEMENTS

WORKSHOPS OFFERED BY THE GRADUATE SCHOOL OF ARTS AND SCIENCES
DEAN COOK: So let's quickly go through the announcements and then we can get on with the business of the day. So first of all our professional development programs that were the hallmark of GSAS continue to go strong. On the written sheet there's a list of the upcoming workshops. You have one on “Editing for Style” on April 7th, “Best Practices in Data Management” on April 12th, and “Work-Life Balance” on April 15th. We just had last week a really wonderful event on “Women in STEM” that was very well attended. So those things continue to go strong, and we'll have an update; Sinaia will give us an update on professional development programs a little bit later.

MASTER'S STUDENT GRADUATION CELEBRATION ON MAY 18, 2016, 6:00-8:00 P.M.
DEAN COOK: I will point out that we're going to start a new tradition this year. There's going to be a master's student graduation celebration on May 18th from 6:00 to 8:00 PM. It's pretty clear that we always spent a considerable amount of time celebrating the undergraduates, and rightfully so. We also have a Ph.D. hooding ceremony that we have on the Saturday before graduation. But what we did not have was any way to celebrate the master's students. The master's students in various programs get treated in ways within their department, but we thought it would be also good as a school to have an event. Once you start planning big events like this, especially during graduation week, you find out that there are challenges. So what we have settled on is having a reception. It's going to be on the roof of the library. Notice where I come from I said, “Roof of the library.” For others in here it's a roof. We're going to have a champagne toast to the students at 6:45 PM. That's also the same night as our final faculty meeting, so hopefully we can wander up from that meeting and get everybody up here to that. We hope that that will be a new and excellent addition to celebrating the people who work so hard here and advance their careers by attending our wonderful school.

FACULTY CORNER AT MATRICULATION CEREMONY
DEAN COOK: The other thing to give you an alert on so that you can start thinking about it now is: we're also going to have a faculty corner at matriculation. Our matriculation ceremony over the last couple of years has been taking performance enhancing drugs, let's be honest. It's a much richer and deeper ceremony to celebrate the students who are joining us on this campus. So one of the things we're doing, besides not only having a research fair, is we'd like to have a place where students can meet
faculty within their department. So we're going to be reaching out early to try and make sure people are there. I think we were able to do this successfully last year but we can do it better. So be alert to that. Any other announcements that other people would like to make about the graduate related program?

PROF POTT: I would like to say thank you very much for the master's celebration. This is a first and thank you very much for the toast and arranging something for master's students. It's been a real -- I don't think we even realized the big absence, but I'm so thrilled and they are too.

NEW BUSINESS

OFFICE OF STUDENT SERVICES RESOURCE OVERVIEW
DEAN COOK: So we have three pieces of business. The first is an ongoing issue. It's cropped up a couple of times in various faculty meetings related to undergraduates, but it's just as big of a concern on the graduate level. So we wanted to have Marisel Perez from the Office of Student Services and Sinaia talk about the various kinds of resources that are available to graduate students. So I will turn the floor over to you.

ASSOCIATE DEAN PEREZ: Thank you very much for having me here. I've been at Tufts for fifteen years and I work with undergraduate and graduate students. My background: I came to Tufts from another university doing work with grad students (inaudible) and understanding the challenges many of the students are going through. This year it has been -- in about 15 years -- particularly intense. When I say that, I think we're seeing issues that are more complex. On the graduate side I've been seeing more and more graduate students, which is a good thing.

For the first few years at Tufts I rarely had any connection with grad students, only with a very significant issue. I know our goal is to help students strive. Also, our goal is to try to identify issues before they become a crisis. We are a division of Student Affairs which encompasses a group of six units. You are probably more connected with unfortunately judicial affairs than you are with me. But hopefully together we can work on this issue.

One of the things that is new in the office is we have somebody, Nandi Bynoe, who works with students who are dealing with relationship items and sexual assault. That is a new initiative. There's a lot of support around the issue regarding; -- remember a year ago when we had a lot of concerns and protests that students felt we were not doing enough to educate and prevent issues on sexual violence? So she is a resource for you. If you have any concerns, please do not hesitate to contact Nandi or myself.

I work closely with Sinaia and Sarah and Gretchen. The issue that students bring to us both intersects their personal life and their academic life. So what we're trying to do is sit down with the student and try to help them think about the issues and not in a global
way. We try to be strategic. We try to say to the student, “Let's take a look at all the areas that this particular problem is impacting.” We sit down and try to pool together the resources. One of the main challenges is to try to get the student to try and utilize the resources in counseling and mental health.

One of the other areas I work closely with students on is disability services, particularly around mental health issues. The students who are dealing with depression can be accommodated. We work around that. It's important that the student registers and connects with those services. One of the areas that I'm also involved in is when it's absolutely necessary that the student takes time off. We have the option of a student taking a medical leave. A medical leave is for a period of time recognizing that the student is deemed with an illness or a challenge. The student is able to keep a lot of the benefits that they have as a student. That's one of the worries is, “Can I keep my health insurance, can I have access to the library?” So we make sure that the student is not completely disconnected from the community, but when it's necessary the student needs to take a little time and deal with what they need to deal with.

I work with many of you around students who have been hospitalized for mental health issues. We work with hospitals and the students and help the students transition back to the community with a plan that is realistic and doable.

I'm going to highlight -- I don't know if you were present when Marilyn Downs did a presentation around issues of mental health and how to identify problems? I took a couple of her slides and tried to, in the spirit of working together, I really ask your help to identify issues and problems before they become significant. So one of the things that Marilyn talked about were academic signs. “What happens,” you know, “what do you see, how do you identify a student who is in distress.” One of the things she talked about is if you see a significant decline in the quality of their performance. You will see excessive absences from class/rehearsal/work. If their coursework expresses anger, hopelessness, or despair. Disruptive or inappropriate comments or behaviors. You have reached out to me particularly when you have seen students expressing their inner feelings and their experiences in ways that it may actually seem like they're calling for help. So I always encourage you to please consult when you see work that students are submitting that indicates such a thing.

In terms of, I want to mention too that we have had in the last couple years several cases where we have a committee that evaluates issues around threat, threat assessment. Students who may either, via their work or personal interaction, they make a threat. It may not necessarily signify that the student would actually or that the student meant a threat. But we have ways of examining and looking at what does this mean for the student, for other people, and for the community. So we have something called TTAM, Tufts Threat Assessment Team. So if you are concerned by somebody who may say something to another student or to you even, and you are concerned, somebody who you may have graded in a particular way that they enlisted a reaction of anger, please reach
out to us because that's important for us to know.

Marilyn also in her presentation talked about other kinds of signs. Students who are exhibiting behavioral signs, such as deterioration, appearance of hygiene, signs of being very sad, down, empathetic, irritability, anxiety, or agitated behavior, excessive alcohol or drug abuse, dramatic weight loss or gain, extreme fatigue, sleeplessness, social isolation or withdrawal, talking or actions about hurting self or others. You work very closely with a student and you have a relationship so you would be able, you know, hopefully to notice changes that are of concern and we really would like your support in bringing those forward.

We do have an on-call system in our office. There's one person in our office who is on-call overnight and on the weekends. I manage the on-call system. We also have a psychologist on-call and a physician, or nurse practitioner, on-call. So we have had situations where faculty members have received in the past concerning emails in the middle of the night who happen to be awake at one o'clock in the morning or six o'clock in the morning from students who wrote to you the previous night and said something about how desperate they feel. So you do have the ability to pick up the phone and call a human being and be connected with the person on-call. I'm not asking you to manage the situation. I'm asking you to consult. So one of the rolls that comes with mental health that's available to you and to me as well is to consult. Don't hesitate to say, “You can have a situation like this, what do you suggest? How can I get the student to counseling?” How can I open up those doors so that the student -- nothing wrong with picking up the phone and having a student sit there with you and say, “Do you mind if I set up a time so this way you can talk to somebody?” Sometimes it's a process. The student may not be ready to hear you and utilize those resources. So sometimes patients obviously don't feel like it's an emergency.

Marilyn also said four words in terms of steps for helping; notice, approach, talk, and refer/consult.

Counseling and mental health services also has support groups. Particularly you have students who are probably around the age where they didn't have elderly grandparents and parents and they want to be with us as a group that begins next week. If you want more information I can send that to you.

So in a nutshell, I like to think that we have a team approach and we want to continue to work together. Anything that you want to ask me, any concerns, just email me or Sinaia.

ASSOCIATE DEAN NATHANSON: Thank you, Marisel. So I've been a member of the psychology department for the past twenty years and this is my fourth year as an associate dean of the Graduate School of Arts and Sciences. First of all, let me say, that without Marisel we all would be totally lost. I don't believe she has other people covering for her. She's always available, always there. And I feel that we are so blessed
to have you here and consult us with all the difficult cases that are now arising.

My role is very different. I deal only with academic disputes. In other words, if a student, a graduate student, has any kind of conflict with their advisors, their mentors, their dissertation committee, or with other people they are working with, or any other people in their program, this is when they initiate a conversation with me or with Bob. We were getting calls quite a lot when Bob came on board. I must say things have subsided now. It's a bit quieter now. I don't know why. Maybe it's before a big storm but... We feel a bit luckier.

So my sub-speciality in social psychology was conflict resolution. Still is. Conflict resolution and mediation. When a student comes to my office or faculty contacts me about a student I try to brainstorm with them about all kinds of ways they can resolve the conflict, and not necessarily go all the way to extreme measures. So one of the most important things for all of you is to document any kind of interaction you had with your students. It's very helpful later on if we need to dismiss the student or if we engage in mediation or some kind of resolution.

So the phone calls can come from the students or from the faculty. At times they come simultaneously from both people. I've engaged in the last four years with multiple, I'm not giving you numbers, but multiple issues. By the way, some of them overlap. So someone who sees Marisel, part of their issues is embedded in academic issues and vice versa. So it really helps to work with the Student Affairs Office.

Just to show you some examples of what kind of issues I've come across. People came to me and said they're being discriminated against. Are they being discriminated? That’s a very diffused kind of term. It could mean not getting enough information by comparison to other students. Not being mentored sufficiently, or even given a particular time of day to use expensive equipment and at times it's discriminatory in the sense that it's happening in the middle of the night. If it's (inaudible) it may pose some issues. So we work around it.

Another one is issues of unclear ambiguous authorship rights. Many times students don't know who should be the second or the third author. There's no question that you have the right to be the first one -- but for them it's extremely important given that they're building their CV to show that they are a second author. If they could be first author then that could be really generous and very helpful for their future careers.

DEAN COOK: Not if they write it.

ASSOCIATE DEAN NATHANSON: Of course, but I've negotiated that part with my own advisor at Tufts.

Other issues: Another example is a student being -- three students came to me from one
of the labs. They were overwhelmed by a very needy student in the current lab. It seems that the mentor wasn't willing to engage in the social, or we call it (inaudible) needs of that student. Instead it was dumped on the graduate students to deal with. So we brainstormed how to deal with it. At times there are mismatches between mentors’ and mentees’ styles. It can be perhaps a cultural one; it can be a working-study one. You really need to dissect the issue. You need to suggest to the student how to approach the mentor and at times we call the mentor to the negotiation table, and we have a session to verify what the best protocol given their assumptions in the room. And there are other grievances. Are there any questions or anything you want to know? So I really focus only on the academic components of the grievances. Are there any questions.

DEAN COOK: Questions for Marisel as well.

PROF HAMMER: David Hammer. I'll say two things. I will say, I don't want to say good fortune, but students who have needed help with Marisel, thank you, you've been really terrific on more than one occasion. Just a thought about authorship. I always find that a subtle, contentious and like every year or two we have a conversation, I and my students, over what decides authorship. It's a nuanced, challenging sort of thing. First authors, usually my students are the first. Usually they're doing their writing. But then who else is an author. I think it might be an interesting thing to spend some time in one of our meetings, sharing, exchanging. (Inaudible) but something about how do we talk to our students about authorship (inaudible).

ASSOCIATE DEAN NATHANSON: Very good idea.

PROF PARMENTER: I just had a question. Again, Marisel, thank you very much. I didn't know about what you do.

ASSOCIATE DEAN NATHANSON: It's in the handbook, the famous handbook.

PROF PARMENTER: But besides being in the handbook, is anybody else telling the students, or I'll tell the students, but is the graduate school communicating that?

ASSOCIATE DEAN NATHANSON: We used to for leadership. We used to tell it during orientation and other matriculation. But lately, I think we were relying on directors and they're likely to refer people to us. At times you just -- people come to our office with questions and we go to Marisel. She directs them to us. But maybe we can regulate it and structure it a bit better.

PROF PARMENTER: I'll try and make sure they know as well. Thank you.

ASSISTANT DEAN HERCHEL: I think the roles are on our website as well. We can always direct students there as part of orientation. It could be an option. I'm not sure where it fits on our current matriculation schedule.
PROF CURRAN-BROOKS: I have a question for Marisel. Marisel, when students do need to disrupt their course of study to take a leave, what happens to the question of paying back loans, or their full-time status, or their international visa? How's that affected?

ASSOCIATE DEAN PEREZ: That's a good question. While we were discussing the possibility of a leave, I work closely with financial aid so we can figure out what's -- we had a refund schedule. We have the flexibility, for example, of recognizing not so much the day the student takes a leave, but the onset of the issue, the illness. But in terms of paying back the loan there's a grace period because of medical reasons that we work with the students financially. So there's a six-month grace period that can actually be extended if there's continued medical reasons that the student cannot come back to school. So we can negotiate that. But before we can make any kind of decision around dates and all that, because it has significant impact, we make sure that financial aid is on board.

PROF FREUDENREICH: Catherine Freudenreich, biology. I have a related question. For graduate students is medical leave unpaid leave? So some students are on a stipend, either TA or RA, is it unpaid or do they have ten days of pay or something like some other staff?

PROF PEREZ: When a student takes a leave they become inactive. They're no longer an enrolled student. So all payments need to stop. We had some situations this semester and we've learned from them. But yes, unfortunately –

ASSISTANT DEAN HERCHEL: Currently, all three of our forms of leave, personal leave, medical leave, and parental leave, are unpaid leaves. That is standard practice across most institutions. One thing we're looking into is options for parental leave. So that's been an ongoing process, but the three options now are unpaid.

DEAN COOK: Well, thank you very much. Many times, this might come across as very light-hearted, but I'm going to sit up here, and I'll say again that one of the things that we do here at Tufts is we prize the fact that we do personalized mentoring, and that means that we have to get this issue right. We not only have to celebrate the success of those people who are doing well, but we also have lots of students who are mentees who we know they're real people with real problems, and we need to make sure we do the right things. We are increasingly having the right professional support to make that happen. So let us do that.

TUFTS CAREER CENTER RESTRUCTURE AND GRADUATE STUDENT OFFERINGS
Another area that we as a school, that we have frequently as faculty, have complained about is that we haven't had enough career services for graduate students. We see the
kinds of support that's been given to undergraduate students, but our students have not typically been there. That is changing. This last year people from Career Services, Donna Esposito, joined our Steering Committee. She's been really helpful in helping us redesign our senior survey, and reorganizing the career services. So we've invited Donna to come here and give us an update on that.

MS. ESPOSITO: I'm Donna Esposito, Senior Associate Director from the Career Center. Our director, Jean Papalia, is sorry that she can't make it today. She actually had a death in her family recently, so I'm happy to be here to speak with you. I'm here to give you a quick update on the partnership that has very nicely evolved with the Career Center and the Graduate School of Arts & Sciences over the last couple of years. We have had some great success in the area of offering specific programs and workshops to graduate students as well as continuing to offer an array of services that we always have, like when I want one-on-one appointments, and those sorts of things. I just wanted to highlight some of the specialized programs that we've been doing over the last couple of years and the numbers of them have grown.

Last year we did a few of these and gave them a highlight. Sinaia and our office work closely together in planning these kinds of things and get a lot of feedback from students on how they went, and we plan from there. To the ones that we offered this year we added several more. We always cover some of the basics: resumes, cover letters. We've added LinkedIn labs. That's a really important skill for students to have. So we bring a specialist in to talk to students about how to set up a LinkedIn profile and how to leverage all the wonderful Tufts groups and beyond on LinkedIn. So it's really great in terms of their searches.

We also ran again in the spring and also partnered with Sinaia and the GSAS and the School of Engineering, which we also serve, for the two programs for Ph.D.'s, the Careers in Academia, and then the other program, Careers Beyond Academia. So we were involved in helping to plan those and also participate in those as well. Those were well-attended and had some good feedback as well.

The programs that you see there, in terms of attendance, we've had probably between twenty and thirty, sometimes a little bit more, depending, per program. So that's a great building. We continue to advertise and encourage students to come in. Hopefully, that number will grow as we move on. Also, the scope of the programs, too. We will be planning shortly with Sinaia next year's rounds of programs. So we use our feedback from students who come to our workshops, but we also have a graduate student advisory board made up of six, I think seven students right now, half Ph.D.'s, half master's students, half international students, half U.S. citizens. So there's a good mix on the board. They give us a lot of good feedback. They'll always let us know what we need to be doing more of and how to do it, and we really value their input and feedback.

On the other side of the slide is something else that we do. I am not sure it's taken
enough advantage of throughout the grad school, but I would like to make you aware of it. We will come in and do in-class presentations for you. Some faculty will use us when they might go on a conference. They might bring us in to do career workshops for their class. But other faculty, Martha Pott being one of them, we come in to her class, or I come in to her class, and do a workshop for her students while she's there. I always love it when the professors are present. It's always a lot of fun. So those are some of the departments we've worked with over the last couple of years. I've worked with Martha for many more years, and we certainly do a lot in the engineering departments as well. But that's an area where I really see some growth as well. So if you're going to be out at a conference at some point or you just want to invite us in, if you're covering something in your class that aligns nicely with career development or job search or some aspect of a student's career area, we'd love to come in and do a tailored program for you and your students based on the field that you're in.

PROF FREUDENREICH: Would that be also in a workshop or -- not related to a class?

MS. ESPOSITO: Yes, absolutely. So we've done programs for graduate -- we've done actual panels and programs as well. So if there's something that you want to do within your department for your graduate students outside of the class, that's an excellent opportunity for us to come in and help you plan that, help you think about it, perhaps help you identify some alumni. We're very good at targeting alums across a lot of different programs. We're very good sleuths so we know how to uncover where people are. So we're happy to help you plan programs specific to what you're looking at. Students always love too, I hear back from alumni, and sometimes you may not have time to plan those kinds of things, but what we're here for is to help you with those. They're really -- we get great feedback from students. Questions on any of the workshops?

PROF FREUDENREICH: I have just a suggestion. It kind of goes to Sinaia as well. So this season during the graduate student recruitment I found myself bragging about all the good career development, professional development, and career services that we have here at Tufts for the graduate students. And I thought it would be really handy if I had a flyer, like a piece of paper, to hand to them, that gave examples -- oh, you have it already? Never mind then. If we had a stack of those, I thought it was a great recruitment tool.

MS. ESPOSITO: I'm so glad that you're talking to prospective students about those kinds of topics and our office and professional development. It's a very important topic and they're all very keen on what kinds of services we provide. As I go through I'll talk about some of the other services that may be of particular interest to them as well, especially when they're alumni and they graduate and they can still come back and use career counseling services, as well, for free.

Some of the other programs that we run that may not be targeted specifically to graduate
students we advertise to graduate students. And believe me, they do take advantage of these programs. For example, one of the professional-in-residence series we had an alum for the UEP program come. Of course, we opened it up to UEP students as well as some of the undergrads. It was really, really a great experience. It's a win-win for the alums. They love coming back and talking to students. The students love talking to alums who work in, you know, a field that they're actually interested in. They get some great advice. And sometimes connections happen beyond that that may lead to further conversations around internships and jobs. So the professional-in-residence program is another area that I would love to see grow in terms of the graduate program because we can do many of them across many different fields and at many different levels. So if you have something in mind or someone in mind who you would love to bring back and have speak one-on-one with your grad students, let us know and we can design one especially for your program.

The nice thing is these programs are very flexible. We can do all kinds of things tailored to what you might be interested in and what your students might be interested in. So the partnerships are many, many to be developed.

One program that we ran this past year which was very successful and made our student advisory board, our graduate student advisory board, very happy was our international student career conference. We had it on a Saturday. I remember one student who was on board saying it was great to have it on a Saturday because, “I wasn't in lab.” So he could come out and come to the program. But we brought in a very well-known speaker on inter-cultural communication and the U.S. job search. She did a phenomenal job teaching students about how to network in the U.S. culture. Again, this was all international students, but the primary students of that workshop were graduate students. It's our international graduate students who are especially hungry for this information and come out and seek it. The undergrads do as well, but in this case our graduate students really were very, very eager.

Then we have breakout workshops afterwards on U.S. job search, how to interview, and all different kinds of topics. The feedback on it was really, really good. They're just craving this kind of information. So that was a different and successful program.

Then the others, again, networking nights, lots of networking nights. Tonight we're having a careers and social impact, and we're partnering with our alumni alliance, our social impact alumni alliance. They're coming in and working with us to put on a program for undergrads and grad students in this area. So just another example. Diversity networking night. And of course our fairs, our on-campus career fairs. We have many off-campus fairs as well that we try and promote to graduate students through Arianna who is awesome at getting information out to the students.

We had recently in early March a master's in Ph.D. virtual fair. So that was an interesting spin on things. We also have one coming up called Nature Jobs. It's an
organization that's affiliated with the Journal and they come in -- their conferences are all in different cities. But this one is coming out in May, and it's a great place for science -- mostly doctoral students but sometimes master's students as well, to come and talk to people about their academic jobs and also other jobs in the industries, not just here in the U.S. but internationally too.

So there's all kinds of things that you'll find on our website. A couple of other things on our website. We do have a lot of information on specific fields; job search resources, how to write a CV, all the things that go along with the academic job search. We do have links and samples on our website, but we also have resume, cover letter, and all the other tools that go along for a job search outside of academia as well. So those are there. Then we have our posting sites too. Jumbo Jobs is our Tufts posting site for internships and jobs, but we also have a whole slew of others based on particular career fields. So there are a lot of extra options for students.

The other thing that I wanted to plug too is for networking purposes I had mentioned LinkedIn before and we do run a lot of LinkedIn workshops for students to teach them how to use this great tool and how to develop a profile and then leverage it for their career and job search.

So Tufts has a couple of really awesome LinkedIn groups, and I just wanted to talk to you about them, maybe some of you belong to them as well. But graduate students should be joining those groups too. There's a group run by our office called the Tufts Career Networking Group and it has over 6,000 members in it, mostly alumni, but also students and administrators and faculty. In that LinkedIn group alumni and students are used to engaging and speaking back and forth about career opportunities. Students aren't asking alums for jobs in these conversations but there's a lot of information sharing and often times it leads to very interesting kinds of connections. So our group is one and also the Tufts Professional Network, which is an even larger group on LinkedIn that students can join. There are many more thousands of people there. So these are gold mines for students and sometimes they don't know how to tap into it and how to use them, and that's what we're here to try and help them do.

Then, of course: our in-person appointments. We do skype appointments. We have email appointments. We have drop-ins. We do everything we can to try and make ourselves accessible to students. I think last year we had around 5,000 appointments with students and then a couple thousand more with alums, and graduate students made up seven percent of those appointments, not unique students, but numbers of appointments, so that we're seeing several hundred. Again, I think with our new development for next year, hopefully that number is only going to continue to grow. Because of our blooming collaboration, out of that we have been able to offer you a part-time director of graduate student career services next year who will be -- the person in that role next year is our current director Jean Papalia who's moving in to a part-time job as the director of graduate student career services. So when that role is filled there will be a lot more
specific counseling for Ph.D. students and for master's students as well. I think the rest of us on the team will certainly work with grad students too. It's a part-time position so she can't possibly see everyone, and we already do see a lot of grad students. But I think there will be more services around the Ph.D. as well. Then programming and lots of other opportunities. So it's really exciting to be able to offer that. Students know about it, our board knows about it, and they're excited about it too. So that's what I wanted to update you on. If you have any questions I'd be happy to answer anything.

DEAN COOK: Thank you very much. Just kind of finishing up with a few comments about the grad school at this particular juncture.

A BRIEF OVERVIEW OF THE GRADUATE SCHOOL OF ARTS AND SCIENCES IN 2015-2016

DEAN COOK: As we change PowerPoints I guess I will say that when I was only doing the role of a faculty member, and I have not given that up, I was pretty focused on the students right in front of me and the people in my lab and giving them jobs and then watching them be successful in their career path. In my other job that I've taken on as dean, I now see a much richer pallet of things that we can take advantage of. Donna has talked about that. But especially our whole alumni relations as a school, we have not been very good about cultivating those alumni relationships, and those things are critical. The networking parts are critical for getting the jobs, but there are also rich opportunities to bring those alumni back. They love this kind of opportunity to help connect with our students. The students seem to love it. We've been doing more and more both on the professional development front and on a whole variety of other fronts. So there's a much richer tapestry of things that we need to work together to make the fact that being at Tufts is more than just a two year commitment or a five year commitment. It's a four year experience that we can provide.

Many of you may have seen this before, but since repetition is the key to learning I'll show you some slides you may have seen before. So we're in the business of preparing leaders for tomorrow and innovating for the future. So this you've seen before. I'll keep repeating it until we know it by heart. Where is GSAS headed? We want to become recognized as a top tier graduate school that offers education and career preparation for tomorrow's leaders. That's where we're going. That's what we want to be. We want to be recognized within this university and outside this region and outside this nation, across the world, as the place that you want to come for excellence in graduate education. That is what we strive for.

Why Tufts? Our emphasis is on world-class scholarship. We have the best faculty. We do world-class scholarship. That is the message we need to consistently say. Personalized mentoring. The fact that we are the Goldilocks school. We are not a Ph.D. mill. We offer just the right location and the right number of people so you can get a quality education with world-class faculty and personalized mentoring.
The other thing that we do well is professional development. We'll talk more about that. It makes Tufts an ideal place for getting an education for the future. Why it matters? Because the world -- Donald Trump might win the republican nomination. That's why it matters. There are lots of problems in the world and we need to train people to deal with those problems, both at local and global levels. And what it will take is the fact that we can develop and innovate strong graduate programs.

My five main short-term goals have not changed over the last eight months. Number one is still the increase of visibility and recognition of our program within the school and outside of the school. I think we're doing a much better job inside the school. I think GSAS and all the graduate programs across the university have a stronger wind to their back than they have for several decades. We should take advantage of that and I think we are.

We also need to increase our recognition outside the university, get beyond the fact that we're pretty much a regional school in a lot of ways. We need to become a national school.

We need to strengthen the quality of our graduate students and the diversity of our graduate students. To do that we need to increase our application pool and we are working on that. I'll show you some numbers on that.

Finally, we need to make sure that we integrate career and professional development into our curriculum to make sure that students are prepared not only for academic careers but for non-academic careers. That is what we're in the business of. Finally, we need to increase our digital signature and presence. You're going to see that in a variety of ways throughout this talk. And then develop innovative new programs because, I don't know whether to say it now. I mean, there are several reasons for doing it. I'll come back to that.

Graduate admissions is a place where over the last year we have really concentrated on. We've done sort of a comprehensive reservation of graduate admissions with the outstanding new office of graduate admissions run by Karen Richardson. These are just all the things that we have done. Some of them have been considerable improvements. We'll highlight that we have new application software. SLATE seems to be working well for everybody for the most part. It certainly has increased our response time. We're getting offers out to students at least a week to ten days earlier than the old system did, and the numbers of errors and complaints that seem to come back about miscommunication seem to have gone down drastically.

We have a new admissions-oriented website that we introduced in July. Hopefully, everybody has had a chance to visit it and see it. It's certainly a work in progress. This summer we're going to get another renovation, not of its basic framework, but we'll improve the quality of the content on it.
We've been doing a lot more recruitment travel and a lot more activities to try and increase the diversity of our student population.

So here's our new website that made Patrick famous for a few months. But we have new stories coming up all the time to try to highlight the important messages that we want to get across. It was nominated for a possible award as well.

Has this been successful? The answer is yes, it has. So we finally got Google analytics November of last year. That took way too long, but that's okay. Here is November of 2014. There are two pieces of information on here. This is the shared number of sessions on the GSAS website during that period of time. This is the number of page use on that website. How many total pages were brought up by individuals? So we got this on just in time. This is the big rush related to admissions in January, then a slow decline. Then in the summer is when we introduced the new website. Two things to note: One is the number of user sessions went way up. The other is the number of page use went up. So not only do we have more people coming to our website. They're looking at more pages when they're there. So there's more content they find of interest.

PROF HAMMER: The very far left is November?

DEAN COOK: Yes.

PROF HAMMER: Where is the next November?

DEAN COOK: The next November would be here. This is the peak with recent January 15th deadline. So right up until applications, lots of people. Then a little decline afterwards.

Now, as a scientist I've asked, where the hell do all these people come from? Were they coming before? I can't imagine all of a sudden in like a one-month period they discovered we have a great website. That's not why that is. One possibility I thought of is, “Oh, it's a combined site with engineering. So maybe it's the engineers that are adding that increase.” But that's not true. If you go and look at the engineering records they haven't really changed. If we took what they were doing prior to that and added it to this it does not equal this.

Another hypothesis considered is while people were getting lost between going to grad study and GSAS and all the bad linkage we had between those, people would come but they never came back. I don't know. I don't know why it is. But whatever we did, we did the right thing. We're capturing a lot more people.

People in admissions have done a lot more traveling, both nationally and some international to try and recruit some more students. We never had this before, this is
brand new. So there's a lot more outreach going on to try and reach students in a whole variety of ways.

We're doing a lot of various things to try and increase the diversity of our student population. Some of our recruitment travel is exclusively devoted to going to places like fairs and so on to try to have under-represented groups at those fairs. So we're doing that. We've also been having an ongoing effort to match offers from under-represented groups from other schools. So if you have an admitted student and you have a quality offer from another school, I would do my best to try and match that. You can't do that every time, but I would like to win all of those. We've increased the number of deans’ fellowships in the arts, humanities, and sciences. These are again for under-represented groups and it offers $10,000 of summer support.

We've participated in various efforts of various groups to come to campus run by (inaudible). We ran for the first time a training workshop for reading under-represented applicants admissions. So we can be better at reading those kinds of things. We're trying to direct outreach to Atlanta and specifically to metropolitan areas. It seems like it would be a great connection for us. So we've been doing a lot of things to increase our connections there, both advertising and visiting various schools there. We'll try and continue that in the future. I may ask some of you to go to Atlanta and talk.

Then we just reached a new agreement with City Year, so that we will give them a discounted tuition if a student wants to go off and do public service for one year, they'll come back here.

We've also been trying to broaden our social media in a whole variety of ways. We've been advertising on Spotify, on BUR over the last year. We've also done some new programming that we've never done before, advertising on the T. We will do this again in the next year, trying specifically to reach local Boston residents who attend our master's program. Then we've also been doing Google ad words as well. So if you put in the right words you will also find our name up there. We're working on trying to improve that as well.

So everywhere we can we're trying to capture students who are interested in graduate education and get them to our website and get them to know about Tufts.

Has all this worked? Yes, to some extent. As a psychologist, it's a little more frustrating than I want it to be. I've done all these things. I've done the right things to change behavior, and it's not changing as much as I want. But we'll work at it.

What are we looking at? These are our total number of applicants. That's the un-labeled access there. This is years from 2007 up to 2016. These are all the records that I have. This line right here is the total number of applicants in our Ph.D. pool. This year we have our second biggest applicant pool other than the recession year of 2012. I think
that's good. It gives us a larger pool of students to draw on for the sixty to seventy to eighty students that we get out of this pool every year.

A particular shout out to biology, you set a record number of applicants this year that you have had ever. And psychology did a nice bounce back too after down here. So that's good. That's all good news. Hopefully someday we'll beat this without having a recession.

This right here, that line there, is masters in science. Masters in science have been dramatically increasing over the years. This year we had our largest applicant pool. This was OT actually, had its largest applicant pool. Economics had the second largest applicant pool after last year. So they continue to be of interest.

This line, that's our MA program, total number of applicants. I believe it's a demographic trend. People are voting with their feet. What they're doing is they're looking for careers and they want good credentialing and good career opportunities, and I think they see that in various masters of science programs that we offer. They're seeing less of it in various kinds of MA programs. And this is true pretty much across the board. So I think -- what do we do about that? Well, some of it I don't think we can do anything about because I think it's a national trend, but we need to think creatively and innovatively about what we can do to turn this line around or at least stop it. Whether that's offering new programs, which I think part of it is, or reinvigorating or re-energizing or better advertising the program that we currently have. We can do that as well. I'd like to turn that around if we can. We'll do everything we can to do that.

Then this is our MAT's, which also this year took a little bit of a hit but not as dramatically.

So the total number of applicants basically has remained the same. But I find this encouraging, and this is where we're going to stop.

Professional development. One of the things that we do so well, and because I have this nice slide already made for other things I thought I'd show it one more time. Two of these we know a lot about. The GIFT program -- our teaching program that Sinaia has been doing so well -- and the workshops. We added a third program this year, the GREAT program. I'm going to turn things over to Sinaia for a moment to say a few words about professional development.

ASSOCIATE DEAN NATHANSON: So GREAT is the twin, I would say, similar to GIFT even though it's not short-term. It focuses only on research. We usually -- this year -- what it stands for is “Graduate Research Excellence at Tufts.” It takes time right after the GIFT program but it only lasts one week and then they have two days of presentations of research. Again, we rely on faculty like you to come and give talks and people are amazing. Last year we had fifteen students. The program evaluation was
basically five out of five. This year we are expecting about sixteen students basically only from STEM, social sciences, and one maybe from engineering, but it's really geared for our students. There are very good comments about it. I don't know if you have questions, but I can answer after I tell you a little bit about the workshops.

So we have increased the workshops to more than forty. For the first semester we give them usually around lunchtime. The second semester we give it usually in the evening. It always includes dinner or lunch. Arianna has been amazing in coordinating and evaluating and attending it and taking care of all the needs. You now can collect the page that we showed you earlier that Jane has designed for us over there. Thank you very much. It's also on our website. I do want to say that the focus is on five domains, which you can read on your own. This year we are expecting, and I'm hoping we'll be able to add two or three more workshops. One would be on explaining science to the laymen basically. We do it for biology. I think it's a very important thing for both masters and Ph.D.'s.

The second one is something the GSC has voiced that they want to deal with which is the well-being of students. So Arianna, correct me if I'm wrong, I think we call it, “Attending to your well-being.”

MS. HAJMIRAGHA: “Maintaining your well-being.”

ASSOCIATE DEAN NATHANSON: I'm sorry, “Maintaining your well-being,” and that will focus on your sleeping habits, eating habits, time management, all kinds of issues that relate to well-being.

I do want to mention that in the past people have voiced their concern that we don't have enough workshops for master's students. In fact, we had very large attendance of master's students. This year we had 126 master students who attended our workshops. We had 268 Ph.D. students. But that does not indicate how many seats were filled up because some people come multiple times. So the seats were 634, which is really nice. That's really thanks to many resources at Tufts and many of the professors who volunteer their time to be available, come in the evenings and inform our students.

We instituted last year the notation of development, which means that a student who attends, let's say, “Influence and communication skills” or “Effective resume writing,” we get notation if they participate throughout their stay at Tufts in four sessions of such notations. At the end they get a lovely letter from the dean's office saying, “You're now a NOD person,” N-O-D, and that will be cited on their transcript, and of course we encourage them also to put it on their resume.

PROF PINDERHUGHES: I had a student ask if the specific workshop name will be included with the notation on development.
ASSOCIATE DEAN NATHANSON: Ariana, what do you think? Is it possible?

PROF HAJMIRAGHA: So what we've been doing in the past is saying, I think it's “Completion of the Professional Development Series at Tufts” to allow them full flexibility on how they want to list this on their CV. Many of our students attend more than four workshops. They attend up to eighteen, I think, is the highest number this year. So we can't list every single workshop they've attended, but if they so choose they're more than welcome to put every individual workshop or leave it at that and describe it to employers or whoever is asking on their CV or resume. It's really intended to give them flexibility.

PROF POTT: Just one other point to link with Donna in Career Services. They've done a really wonderful job of helping our students find the place on the resume to put it and how to organize it, too.

ASSOCIATE DEAN NATHANSON: I just want to quickly end by saying that this year we have extended GIFT. We have twenty-five students. We are accepting people from other schools just to show good citizenship. That was very generous of Bob because he has allowed people from Sackler, Friedman, and Fletcher to join. Not too many. And they do pay for their participation.

One last thing, we're trying to explain the teaching opportunities for students, especially the Ph.D.'s who are aiming for a career in academia. So one area is the Ex-College. We have received some kind of a fund from the A&S deans to allow graduate students who have gone through GIFT to teach their own courses while they're being supervised by Howard Woolf, the director, and the payment is just like any other professor, outside lecturer who comes to teach at a college or in the Ex-College. So that's an opportunity to make money. They're reserving special slots, like three to four, just for Ph.D. candidates.

Finally, we are now working on another idea, what Bob has voiced earlier, which is called a Winternship, where we try and find opportunities for masters and Ph.D.'s to do a short internship with one of our alums in their own cooperation during the winter break. So hopefully Winternship will be able to accommodate some people. Thank you.

PROF FREUDENREICH: How do you feel about post-doctoral fellows attending some of these workshops? Is it open to them? They're the ones who are looking for jobs. Usually at the graduate student level they're going into post-doc and then after the post-doc they're looking for jobs.

ASSOCIATE DEAN NATHANSON: We usually encourage, well, we've had an opportunity to talk to (inaudible) who's in charge of them. We do encourage them to come, especially for preparing a career in academia or preparing for a career outside academia. But I think we can open all of them.
PROF POTT: What about the student rate?

ASSOCIATE DEAN NATHANSON: There it's more problematic because we have to fund. We are funding students who attend GIFT. We give them a $2,000 scholarship for that. We fund students who go through GREAT and they get $500. So I don't know where the money would come from for the post-doc. That's a problem, and it's up to the dean to decide that.

DEAN COOK: One last quick thing because you're going to hear more about this over the coming year. We're in the midst of trying to increase the number of programs that we offer, both at the certificate level and at the master's level. So we're going to be -- we've created already several new certificate programs. We have one in science education that's going to go online very soon. One in child study on early childhood technology that will go online any day now. One in urban and environmental policy, on urban justice and sustainability. That will also go online. So that's three new online certificate programs. We're working with environmental studies to develop them. There are various other ones that we've had beginning discussions with in various departments.

We are also in the midst of creating several new master's programs because I'll be honest, one of the key things we need to do to increase the stipends of all our programs, including our Ph.D. programs, is we have to increase the revenue stream. The revenue stream is primarily driven by master's programs. So those need to grow. If I can grow those, then I can take that extra money and start increasing the graduate stipends and Ph.D.'s, and we know that that will be critical to being successful. So that's why we're investing a lot of energy in this. We're having a new digital humanities one that is going to start in the fall. We just acquired the SMFA which gives us an MFA program that we did not previously have before. We're working very hard. We've already had one meeting on trying to develop a master's program in diversity administration, something that will train people to do things like what Mark Brimhall-Vargas does as a chief diversity officer. We've also had one meeting on trying to develop a new master's program in science for computing, or computational science, or data analytics, some version of that. We're also going to have workshops on digital media and trying to think about that.

Finally, we're also thinking about one new Ph.D. program. This is a joint program. It's an international economics program that will be between Fletcher and the School of Arts & Sciences. There's a program partly generated by a very generous ten million dollar gift from a donor who is interested in trying to create this kind of thing. We've got one last thing because we're talking basically about revenue generation here, and that is where we're also actively trying to increase our efforts on the advancement side. We had an earlier meeting today where there was some dissension about advancement. But this is critical and we're working on several significant gifts. We have two $100,000 gifts that might come to the school very soon, quite possibly one for sure, one is a maybe. And we
also have a $10,000 gift we received this year, and we're working on a couple other ones as well.

So it's not as if we're not trying on that front to increase that profile as well. So once again, doing lots of things. This is what we do and we're going to do them well. So we'll meet again next April and I'll give you an update. November we can't make enough things happen. By next April. Give me a year, we'll get some of this done, and hopefully we'll have advanced the school yet again. Questions?

PROF PINDERHUGHES: When you had the slide up that included some of the new agreements of the programs. You mentioned City Year that students could leave here and go and come back. Does this also –

DEAN COOK: Well, this is somebody who wants to do City Year, go for a year, and then they'll come here. It's not so you can go and come back.

PROF PINDERHUGHES: That's what I thought you said. So I was going to ask about what you just described. So this is for a student, for college graduates who want to do a year at City Year, then they can apply here and come with reduced tuition?

DEAN COOK: Yes, that's exactly right. Well, then we'll terminate this meeting. I officially close this meeting of the Graduate School of Arts & Sciences.

MEETING ADJOURNED

Respectfully Submitted,

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