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DEAN COOK: Welcome everyone to the GSAS faculty meeting. It's well attended: I can tell I need more controversial topics. Well, we don't have a lot of new business today. It will give us a chance to maybe have some discussion and also some very useful feedback for a presentation I'll be giving a little bit later. So we have no votes. It's pretty much information today, and we'll try to get through things briskly so we can move on and enjoy this wonderful afternoon.

So the first thing that we have on our agenda is a series of announcements.

ANNOUNCEMENTS

WORKSHOPS OFFERED BY THE GRADUATE SCHOOL OF ARTS AND SCIENCES

ASSOC. DEAN NATHANSON: So the first announcement is that tomorrow is the deadline for GSRC, which is going to enable students to receive $1,000 for research proposals. So far, including masters and Ph.D., so far we only have nine applicants. So tomorrow is the deadline. It might be in the eleventh hour, I don't know, but I would just like you to urge your students to apply.

In terms of workshops we have multiple workshops coming up. One is on time management, November 6th. It's called “Taming Your Grad School Schedule.” The next one is “LinkedIn Lab.” Another one is “Improving Visual Design for Presentations.” This is going to be a very useful one and it's basically on how to design PowerPoints and what not to do. It's run by TTS, by Joe Como, and it's the first time we're giving it to any one of our graduate students who is interested. If faculty would like to go they are welcome to.

Finally, I really want to promote the Scientific Presentation Skills Workshop on December 3rd. It's going to be an evening event. Last year we had about forty students and this year we really want to expand it. There will be several presentations, including “Before You Open Your Mouth,” “Designing Effective PowerPoint Slides for the Purpose of the Scientific Presentation,” and “Presenting Big Data and Data Visualization.” So it's going to be a very interesting workshop as we heard the (inaudible) preparing for this, and we would really like you to encourage your students to come between 5:30 to 8:30 on December 3rd. Any questions about workshops?

MARK DEVOTO: Is the Scientific Presentation Skills open to non-scientists?

ASSOC. DEAN NATHANSON: Oh, absolutely, yes. Even though the focus will mainly be on presenting data and following a scientific model of presentations.

MARK DEVOTO: A lot of graphs?

ASSOC. DEAN NATHANSON: Partially, but also there will be some important comments about knowing your audience and being concise about the important things and stuff like that.
So that applies to many people. Thank you.

**STAR WARS SCREENING EVENT FOR ALUMNI AND STUDENTS**

DEAN COOK: Before we bring up Sarah, one other quick announcement. You may or may not have read your GSAS newsletter. But if you did, you may notice that in the winter we're going to be hosting our first event really aimed at trying to build and reconnect with our alumni. One of the things I've been thinking about more and more this year is, you know, not only should we be interested on the admissions side, which is where we were focused last year, we also need to be thinking about the people who have come from GSAS and how they've gone out into the world and done well and try to reconnect them back to the university. I don't think we as a group have done that nearly as well as Tufts has.

So one of the things we are doing is we are hosting a Star Wars event in December. So that will be an opportunity for the first time. And I hope to hold more of these to have alumni come back to campus as part of a GSAS function and also to have them interact with current graduate students and mix together. Hopefully we can break the internet as well with that event. So far we seem to be doing okay. Next I want to introduce Sarah who's going to talk about several things that are on our agenda.

**GRADUATE STUDENT RESEARCH COMPETITION, FALL DEADLINE**

ASST. DEAN HERCHEL: So I have a couple of announcements and then I was also going to talk about the TuftsPlus combined degree program that's on the agenda for new business. So the first announcement is an FYI. The Dolores Zohrab Liebmann Charitable Trust Fellowship Program. The announcement for Liebmann fellowships are going to be coming out very soon in the next coming days, which means that faculty can nominate students for this fellowship. So the announcement will be going out. The materials will be due December 18th. More information will be communicated via email but if you have questions in the interim you can contact Laura Sloboda. That's the first announcement.

**MASTER'S STUDENT GRADUATION RECEPTION**

ASST. DEAN HERCHEL: The second is on your agenda. I listed on your agenda as the possibility of a master's student commencement reception. So basically we'd like to bring this up today to sort of get a sense from you all as to whether or not something like this would make sense. So right now what we have in place for commencement activities are the university-wide commencement activities. We have a doctoral hooding ceremony that happens the Saturday before commencement. And there are department level ceremonies for the various master's programs. We were in conversation with the provost office just talking about supporting and celebrating all our graduate students, and we want to get a sense from the faculty if entertaining the idea or further exploring the idea of all master's students, at least for GSAS, I'm not sure about SOE, but for GSAS, would make sense or if it's something that had been talked about before and really is not necessary.
PROFESSOR METCALF: Are you asking for feedback?

ASST. DEAN HERCHEL: I am asking for feedback.

PROFESSOR ROGERS: So to fill that void our program, the school psychology program, has a tradition of having a reception the Saturday, the day before commencement from about two to four for our graduates and their families. So then Sunday when they come to commencement to their department they already know each other, they feel a little like family, they already feel a little less shy and a little more welcomed in to the proceedings. So I think it's a great idea depending on who's invited, where it is, and what time it is. We would consider would we do that instead of having our own or not.

PROFESSOR METCALF: So maybe it varies from department to department. Certainly in economics, I think we felt that having a combined undergraduate and graduate commencement ceremony in awarding degrees works well on Sunday. We also have a reception for all graduating students, both undergraduate and graduate, on Saturday afternoon. So in some sense it's more intimate to have all the economists together rather than trying to bring all the master students together. I think the allegiance is more to the department than the grad school.

PROFESSOR RUANE: Kim Ruane from the math department. I think our department would be too small to have an individual one. And maybe that's the real question is what kind of numbers would be talking about for a general master's. I mean, we would never think to have something separate probably just because the numbers would be too small.

ASST. DEAN HERCHEL: So last year we had 345 graduating master students. So it's a pretty big number all together.

PROFESSOR RUANE: How many do you think -- I mean, I feel like we sort of combine our master students in with our undergraduates. That's when we announce them actually, you know, in a smaller ceremony on the Sunday. So I'm wondering if the participation would go up. Like not all of our master students show up to that. I can probably tell you most of them don't. I'm wondering do we know anything about numbers of people that show up to those ceremonies? And they show up on both days, right? They show up for a reception on the Saturday?

DEAN COOK: My concern was, not a concern. My understanding of what our master students in psychology do is they're very small. I mean, we have like, whatever, 150 undergraduates and maybe three master students. And we chop them up and chop them down but they probably don't feel very special and most of them don't come. But I also know that there are lots of departments out there where, you know, the master students are your main source of students. So you might give them and shower all the love in the world on them. And I didn't want to think about creating a separate program that would compete with that just based on my experience in one department. Math is maybe too small to do that. So we have this really nice hooding ceremony. We have this great undergraduate ceremony and it just seemed like here was this
huge group of people that we might not be doing something special for. Of course, we said this to the commencement committee and they have a heart attack.

PROFESSOR FREUDREICH: So I think biology is similar to psychology and math in that we have a very small number of master students graduating each year, a few at most. So we don't really have anything special for them. I think it would be great to have the, I don't know how you could group it, but maybe you could have like a STEM ceremony and a humanities ceremony or something for the master students that aren't in a program that has a large student body and have their own celebrations. I do feel like it is a missing thing, and it would be good to gather up sort of all these sort of straggler groups and plan something.

PROFESSOR BEDELL: We have a ceremony after the commencement exercise where there are about fifty students each year and lots of people. So we have a celebration, but with our students very often they're done with their academic work but they have to go six months of internship so they're not actually done. So it's a different group. But I'm going to bring it back to faculty to see if they were interested in something like this.

PROFESSOR PARMENTER: Barbara Parmenter, UEP. We have a big commencement and reception afterward so at first I didn't think it was really necessary. But with small departments I can see it, and I think our students are always up for a party. But in doing something maybe a little different at that reception, like having something that introduces them, that they're all professionals and heading out in to the world and get to know them. It would be great.

DEAN COOK: Well, I certainly don't want to impend on what people are doing already on graduation weekend. So I mean, one thought might be to try and have it like the weekend before or something like that where the commencement committee isn't so worried about where we would put another big function, and it wouldn't collide with what you guys are already doing.

PROFESSOR FREUDENREICH: I think that would work because this is not something that the parents would need to attend so there's no need to have it right on the weekend.

PROFESSOR AMMONS: Actually, I think the families would love -- I mean, I think part of the point is families are often very supportive to people doing graduate work. And I also think we should think about the faculty. If they're going to be there on Sunday, then some are there on Saturday for the hooding ceremony, and then a third time that they're supposed to be there on the weekend. I think it's something to think about.

PROFESSOR FREUDENREICH: While we're on this topic of celebrating our students I just want to bring up something that maybe we can think about for future discussion and that is the Ph.D. students. So we have a significant number that graduate in August and February. And Ph.D. students often go on to a post-doctoral fellowship far away, so it's hard for them to come back for the May hooding. I often wish, for example, Ph.D. students might extend their thesis by having finished the whole process, maybe they're still working on some paper revision, would be
able to walk in the main ceremony. I think it would be great if we could somehow loosen our rules a little bit to let students who are basically finished but haven't quite gotten all their paperwork in to walk in May.

ASST. DEAN HERCHEL: Right now the policy is they can walk in May in the commencement, the all university graduation, but they can't be hooded. We have had that request from –

PROFESSOR FREUDENREICH: Yes, but I guess it's really the hooding ceremony which is the special ceremony for them. So that's what I was referring to.

PROFESSOR RUANE: I agree with that as well. I find that sometimes it's just a matter of a student not being able to dot the “I's” and cross the “T's.” I mean, I don't know what the cut off should be, honestly, but we had several of them last summer and they all have gone now. It would have been really -- they're not going to come back for the May hooding ceremony. I would imagine they're in other countries, first of all. They're probably not going to fly back for that. But they were part of a cohort that was really, really, you now, they gelled together so nicely. It would have been -- everybody kept saying it would have been great if they could've marched for the hooding. That's the main thing. That's where the Ph.D. students are uniquely recognized. I don't know exactly what the rules are for that, but whatever they are, maybe it would be nice thing to discuss them again.

DEAN COOK: My only comment on this is that when Lynn set this up I think she went for a very clear and ambiguous line for them to cross. They have to have completed their degree and anything less than that she did not want to consider. And I sort of get the logic of that because the “I's” and the “T's” for doctoral students can sometimes be very long “I's” and “T's.” But on the other hand, I think it's a good incentive, but I also think that there are special cases where students aren't getting the recognition we'd like them to get. So I think thinking about these things is worthwhile. We might want to think carefully about what the “I's” and “T's” actually are.

PROFESSOR ROMERO: But I would point out that at least in my experience this is not a special case. Basically, it's a two-month window that they have to finish and then they're around. All the rest of my students are gone. They're in Europe and the other side of the country. They just can't come back. So right now fewer than a quarter of my students have never been able to go through the hooding ceremony.

DEAN COOK: And that's wrong.

PROFESSOR FREUDENREICH: There's an added problem in our field at least that it's not just getting their Ph.D. as a requirement for them to leave, they have to get their paper published. So often, you know, we're still fiddling with some final revisions or whatever the reviewers wanted before the paper is published. And that's why they're sticking around. They could defend their thesis and be done with the thesis part, but we need to finish that paper. And if I let them
graduate and not be students anymore then I'd have to pay them as post-doctoral fellows, hire them. It's too expensive for me. It's complicated. So a lot of times they don't graduate because of this small window. It doesn't quite work out perfectly that the paper was accepted in time.

DEAN COOK: But that's a slightly different issue. They are a certain number of students who have completed versus –

PROFESSOR FREUDENREICH: But it is the reason why they're not walking.

ASST. DEAN HERCHEL: We'll keep you updated as to what the decisions are regarding the master ceremony. As Bob mentioned the commencement committee was concerned about fitting it in on that weekend. But we can explore the different options. It sounds like it might be a possibility.

NEW BUSINESS

TUFTSPLUS AND THE 4+1 COMBINED DEGREE

ASST. DEAN HERCHEL: Next up I want to talk about the 4+1 TuftsPlus proposal. I do have one slide to sort of highlight -- So we had the draft of the proposal printed and some of you have already seen this. It's something that Dean Cook and myself have been doing. We've been talking to the policy and programs committee about this proposal. We've met with the alpha deans about this proposal. We've met with EPC. So we're really trying to sort of collect feedback on the general sense if this is something that makes sense, what the feedback would be, what are the issues that we might run into with this type of program.

Basically, there's two things going on. TuftsPlus is a bit of a re-branding effort. Some of you might be aware of the TuftsPlus program as an admissions avenue for undergraduates to apply to graduate programs. They can apply to the graduate programs currently through TuftsPlus and they waive one recommendation, they waive the GRE scores, and they waive the application fee. What we'd like to do is re-brand TuftsPlus as the updated version of the 4+1 degree. So no longer would TuftsPlus just mean waiving the GRE and the application fee, it would mean these are your GSAS’s 4+1 degrees. So you're getting your undergrad and grad degree in about five years.

Some of the highlights are that you could earn your BA/MA, or a version of that, in about five years. There would be two shared courses between the undergraduate degree and the graduate degree. There would be some minimum requirements. So for example, say that competitive candidates would have at least a 3.5 undergrad GPA. They would need to apply by the end of their junior year to provide ample amount of time for the advising to happen appropriately at the undergraduate level and graduate level and start selecting those courses. There would be separate admission and financial aid decisions. They would be made independently for the graduate degree and the undergraduate degree.
One of the features of this program would be that the graduate tuition would actually cover the summer before the first year as a graduate student which is different than what happens now. Currently if students take summer courses as a graduate student they are often paying for those courses and they certainly are as undergraduate students depending on the financial aid. Just a little bit more about where we are in the process: We're sort of figuring out the tuition model because that might vary from program to program. And I just want to emphasize that any program like this would be selected by the department. The dean's office isn't saying which programs would participate. If the department and program are interested in having a TuftsPlus program, then they can work with their department on a proposal and work with the dean's office to bring that to policy and programs.

Right now we have UEP has a combined degree program. It's not under these current or proposed policies. Child study and human development has a program, an MA program. And economics has a combined degree program that they actually complete, the students complete in four years. So it's a little bit different model but there are some nuances with the ability to have advanced standing and count that semester of graduate study when the students are still sort of an undergraduate.

PROFESSOR ROGERS: Are you taking questions?

ASST. DEAN HERCHEL: Yes, I am taking questions.

PROFESSOR ROGERS: Okay. So when you say two courses shared, do you mean that actually those would be two courses they took in the summer after their senior year but you're calling it shared because it will be billed to their undergraduate tuition, or would you really reduce your master's courses from the current minimum required by most approving and accredited agencies?

ASST. DEAN HERCHEL: It would be, I wouldn't describe it as either of those. I would say it would be towards your, how many undergraduate credits do you need, 120. So you have 120 towards your undergraduate and thirty towards your graduate, two of which count for both.

PROFESSOR ROGERS: So I'm curious about whether you think that most approving and accrediting groups that look at graduate programs would consider crediting two undergraduate courses as fulfilling the minimum requirements for graduate study?

ASST. DEAN HERCHEL: The answer to that is through the benchmarking that we've done and the research that we've done on NEASC, our accrediting agency, there does not seem to be a problem with double-counting courses from undergrad to graduate. Other institutions, BC, BU, potentially was it Brandeis. There are several institutions that do this with their undergrad and graduate. Some count more than just two courses, and their graduate programs are the thirty current Carnegie units that are required by the federal accredited agencies. So that's where we've done our research to make this proposal that we would share and the courses between the two
degrees.

PROFESSOR ROGERS: Right. So it might be up to graduate programs to figure out whether that's allowable under whatever other accredited and approving agencies. School psychologists that I'm familiar with which would not accept undergraduate credits in to stand to meet the graduate requirement.

ASST. DEAN HERCHEL: Just to clarify, it wouldn't be undergraduate credits. They would still need to be graduate level courses that would be counting towards both degrees. But yes, you made a very good point. That if there are other accrediting bodies that we have not researched because really we were just looking at the NEASC accreditation standards to make sure they wouldn't have a problem with it. But there are other bodies that should be consulted. That would be necessary. Thank you.

PROFESSOR POTT: Martha Pott, child study and human development. I have a follow-up question. We've always been told that a student may not put on their degree sheet two courses for their undergraduate degree that then they can use so that they actually have to reserve two courses out and not put them on their degree sheet. This is a real switch for them. So what has changed? And also, maybe this happened, I was out at another meeting, sorry, so I didn't hear the introduction that you gave, Sarah, but what's the purpose of doing this?

ASST. DEAN HERCHEL: Sure. So the purpose of doing this, actually Bob can also speak to this maybe better than I, but --

DEAN COOK: You're doing great.

ASST. DEAN HERCHEL: I think we need to tap our undergraduate population and start bringing them even more so in to our graduate school. There's a large interest when we brought this proposal to the alpha deans they were thrilled. They were like you don't understand how many anecdotally we don't have the quantitative data. Anecdotally how many undergraduate students are coming to them and wanting to pursue graduate education at Tufts and are looking for ways to do that. This really provides an avenue for those students and a bit of an incentive to stay at Tufts an continue to further their education here at our own graduate school of arts and sciences. I think that would be the main reason.

PROFESSOR POTT: Now, what's changed in terms of counting something toward an undergraduate degree and also a graduate degree? That seems to be a real shift to me.

ASST. DEAN HERCHEL: So I don't know that anything has -- this has been brought up at policy & programs and that group, that committee for graduate education would be the deciding body on whether or not this philosophically makes sense. I don't know that there's been any shift other than having this philosophical conversation about whether or not we can be double-counting these courses. Also, the research that we've done to see what are our competitors doing
and is this sort of a best practice amongst other institutions. As I already mentioned it seems to be. So philosophically it would be a faculty decision as to whether or not, you know, these courses would be shared. Other than that conversation, I don't know what’s changed other than raising the issue. In addition to those -- yes?

DEAN COOK: I was just going to say NEASC changed. Right. We went from thirty-four credits to graduate to forty or thirty-eight. So we have a big increase in the number of courses. So combining a master's degree and an undergraduate degree now in the new system would be 150 hours, right. 120 undergrad hours and thirty grad hours. Doesn't seem possible without some reward and some sharing for a student to conceivably do that work.

PROFESSOR POTT: It's hard to imagine this happening without dumbing down on the master's program. I'm going to be blunt. I'm already feeling that we've been cultivating our undergraduate majors to come in to our master's program in child psych and human development. Currently we have seven new students in our master's program who came in from undergrads. They're great students. But they have this “been there, done that, I'm already a master's -- you know, I've already done master's work kind of feel to it.” It interferes with -- well, let me put it differently. I'm finding that we're having to struggle a little bit harder to convince them of the differences in both thinking and course work between undergrad and graduate work, and it's hard for them to make the shift. And I'm worried that this is sort of going to be a blurring and bending of boundaries than requirements. You know, I'd love to talk further about it. But it feels a little bit difficult.

Also, one technicality, our students, once they've been admitted in to our master's program are allowed to take summer courses tuition free. So there's some disconnect here. When you say this last point on the bottom left graduation comes summer after senior year. It already does.

PROFESSOR RUANE: I actually think that in our master's program it would improve our master's program. So we have a lot of bright undergraduates from Tufts who are actually better than most of the master's students we get through admissions. I found that we have had an increase in the old TuftsPlus, the one where they actually graduate and then reapply as a master's student with a streamline process. That was the old TuftsPlus. We had several of those, and I think it's made a huge improvement to our master's program to have those students in the classroom, partly because it helps orient the other master students about life at Tufts. That's a good thing. And they're pretty strong. Most of them, the reason they're doing it is because they actually want to get in to better Ph.D. programs. So I find that some of the students who want a program like this are ones who really want to get in to a better Ph.D. program somewhere. I think it would be a really good service if we could work out all the details. I'm not sure about the double counting for us. If our undergraduates were already taking graduate courses it wouldn't be that big of a deal for us, but maybe other departments feel differently.

PROFESSOR DEBOLD: Just clarifying, you said, “have them apply at the end of their junior year.” Would they get both the bachelor's degree and the master's degree at the same time at the
end of five years? Because there's two models out there. One is you're completing the requirements sort of simultaneously for both degrees and when you finish you get them both at the end. Another where you get the bachelor's degree and a year later you get the master's degree. Which would this be?

DEAN COOK: Well, it could be both. There could be, I'm dealing with a couple of them now, undergraduates who are going to finish up -- can get their master's degree, will take some of them to complete their undergraduate courses in their fifth year. So I think in that case you couldn't let them walk at the end of four years because they wouldn't technically finish their undergraduate degree. But I think if they've completed all their undergraduate courses, I don't see any reason why they couldn't walk twice. But there could be strategic things where they'll take some of their undergraduate courses in their fifth year.

PROFESSOR HAMMER: David Hammer, education. I just want to check that I understand the decision flow here. So a number of departments are interested for this to happen and their programs are interested for this to happen, some of them are not interested for this to happen. Am I correct in understanding the decision flow for us, which is can this happen at all in the graduate program? Then individual programs can choose to allow or not allow it as they like?

DEAN COOK: Correct.

PROFESSOR HAMMER: So with that understanding I want to see a favor of allowing it to happen for the departments where it would be -- or for the programs that it would be helpful. I think it would be helpful for our program.

PROFESSOR METCALF: Gib Metcalf, economics. Totally agree with David with the caveat that existing programs we should check this doesn't adversely affect existing programs.

PROFESSOR REED: Is this being viewed strictly a course work master's or research too?

DEAN COOK: Well, I think that's up to the departments.

PROFESSOR REED: If a department chose to not do it and an undergrad in that department wanted to do it, how much annoyance would that be?

DEAN COOK: I could imagine some, but probably more for me than you.

PROFESSOR BEDELL: What about cross departments? We have sixteen credit, sometimes eighteen credit master's degree program, but we get a lot of students from other departments who could potentially do this. So we don't have an undergraduate program so is that a possibility? We've been playing around with this idea for a number of years.

DEAN COOK: Yes. This is actually a tricky issue. Part of this discussion about combined
degrees grew out of another discussion that we've been having just about dual degrees in general. So for example, there was an engineering student, who as part of their engineering degree completed a math master's degree and wanted the degree. But the student had never been admitted in to the math master's program nor had they ever paid for that degree. So it was unclear why a SOE student should get a GSAS degree simply because they had some spare capacity to take on a program without us knowing it, right? So that happens. Found degrees like this happen more frequently than you might think. So I think we need some policy about those types of things. So we've been thinking about this cross discipline kind of thing and trying to think of what the right rules are. Well, thank you very much.

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

DEAN COOK: In our last remaining little bit we have about a half-hour presentation that I would like to give to you. Because practice talks are always very important as you know. You're going out on a job interview, practice talks are really critical. So you're going to get a chance to see a little bit of the sausage being made, so your feedback will be useful.

One of the things we're doing tomorrow is the A&S Board of Advisors is coming. The board of advisors, if you're not familiar with the organization, is a group of people very similar to trustees, they're mostly non-academics, who are part of giving advice to Jim and other deans within arts and sciences. Every school has a board of advisors, I believe. So this is somewhere sort of between the board of trustees and the board of advisors. There's a few members of the board of trustees on our board of advisors. Sometimes people sort of first step in and start being on the advising board and then maybe eventually they become trustees. But it's a chance for us to talk to some non-academics about programming that's going on here.

So one of the things that's happening this year is that, as Jim has made a priority of graduate education, is that we're getting a couple of hours tomorrow in the board of advisors programming. So this presentation is sort of trying to give a broad overview to a group of about twenty to twenty-five non-academics about what we're doing with the graduate program here at Tufts. It's going to feature three people. Sinaia Nathanson is going to give a part of it. Karen Richardson is going to give a part of it. So this is our sort of dry run, and you can sort of see what we have. Of course, the PowerPoint was finished this morning and Sinaia and Karen got to see it yesterday. So they might be surprised by some of the slides that come up. So your feedback is welcome.

This is going to be a little bit awkward because some of you already buy into some of the things I'm going to say. So this is going to be some strange navigation between what I will really say and what seems acceptable at this particular moment with you. So this is what we're in the business of. We're in the business of preparing tomorrow's leaders. At Tufts, the graduate programs and the undergraduate programs are really one in the same. We're one school of arts and sciences, right. Most people don't realize for example that one in five people walking around the campus out there is a graduate student. If you look at just the number of
undergraduate and graduate students you have in the fact book, we have about 4,000 undergraduates, but we have 1,153 graduate students on this campus. And they're intermixed in a variety of really interesting ways, right. I can show you any number of pictures. Like this one, this one happens to be Michael Romero's lab where they're out taking a lab photograph and some of these people are undergraduates, some of these people are graduate students. These three groups of individuals, undergraduates, graduates, and faculty are working seamlessly throughout this campus advancing the education at all those different levels.

One of the things I do as graduate dean is to try and organize the graduate student education. In terms of degrees granted, over a quarter of the degrees given by Tufts in arts and sciences are to graduate students and not undergraduates. I think we had last year in 2013, 414 people get their degrees, masters and doctoral degrees. So there is a substantial number of people on this campus doing graduate work. Of course I would recommend anybody if you really want to have a good time on graduation weekend that you come to our hooding ceremony. It's one of the best moments on campus, right? Because here you get to see faculty and graduate students who have worked together now for many, many years come together and see the culmination of that training and the hugs and smiles and the sincerity. That moment is something that is to be treasured.

Now, Tufts in this strategic vision, both at the university level and at the arts and sciences level has said that graduate education is a top priority. You look at the strategic plan and one of its foundational initiatives is to enhance graduate education across the university.

If you look at the strategic plan for arts and sciences, the third priority was improving graduating programs should be among the highest priorities for the schools. So both the university and the school are committed to try and advance graduate education.

What are we in the business of? Well, like I said, we're in the business of preparing tomorrow's leaders. At one time, but you probably also heard that graduate education is in crisis and various kinds of things like that. I can actually give you a little information and background about that. There used to be at one time a fairly good match between the number of people going in to graduate education and the number of people going in to academic settings. In the forties, and fifties, and sixties, people who got a Ph.D. could look forward to a tenure-track career.

One of the things that happened in the years subsequent to that is that people found out that graduate education was a great thing. In fact, over the last thirty years the number of people applying to graduate programs has increased dramatically and steadily. And that's not surprising because here's what happens when you get a graduate degree. Several things. One is, your chances of being unemployed are really quite small. Only two percent of people who have Ph.D.'s are unemployed compared to other lower level educational attainment. It's also valuable in terms of dollars. Your average weekly earnings, your career earnings are going to be about twenty-five percent higher because of that graduate education than what you had before. So it's not surprising more people are coming in to graduate school. There's real value there for you.
But the problem is this huge number of people who started going to graduate school doesn't match the number of jobs that we face in the academic setting. Some people have the view that we shouldn't be having all these people being trained as Ph.D.'s if we don't have academic positions for them. Some programs have reacted by trying to strengthen their graduate programs to try and keep that match. But the other trend that's clearly happening, and the one that we need to grow on, is the fact that a huge number of other people are going into non-academic careers. Then what we're in the business of doing is training people to be leaders no matter what that setting is, whether that be an academic setting or whether that be any number of non-academic settings. There are all sorts of employed creative people doing all sorts of creative things with their graduate degree, not necessarily in their academic field but that's a different issue.

One of the things that we'll need to do as a program is to be thinking more about how to train people to prepare them in non-academic careers. So in preparing leadership, GSAS is doing fine. Where are we headed? Well, one of our goals is to be recognized as a top tier graduate school. We want to offer advanced education, career preparation for tomorrow's leaders. That's the goal. That's what we want to be, to be actually recognized as a top tier graduate school. Why is Tufts the place to do that? Because we have special things here at Tufts. We're the international crossroads of education. We have world class scholars. But what's really special is we offer personalized mentoring to all of our students. Not every place can do that. We are not a degree factory. We're here trying to educate individuals, and we do it with individual faculty one-on-one. The other thing that makes us special is we have a good and growing professional development program. We're in the business of not only training people for their disciplines but also train them broadly for any career they want to have in the future. And that's why we should be doing this at Tufts.

It matters. We don't want to just give up on this because what we need are tomorrow's leaders to solve the challenges that face today's world. There are numerous challenges, and we need creative, innovative, thoughtful people who are well trained to do that work. So what will it take? What will it take for Tufts to be a top graduate school? Well, it's going to take innovative, strong graduate programs focused on teaching, research, and leadership skills required for that future.

Well, here are the GSAS short-term strategic goals. The first is to increase the visibility and recognition of our graduate programs within and outside of the university. There's a long tradition of not knowing we have a graduate program at Tufts. We want to overcome that. We also want to be more widely recognized outside the university. Two, we want to strengthen the quality and diversity of our graduate student population. The way to do that is by having improved graduate admissions. And that's one of the focuses that we're going to talk about in a few minutes. Three, include professional development in to our curriculum. If we're going to prepare lots of people for both academic and non-academic settings we need to have a good professional development component. And we will talk about that. Four, we need to increase our digital signature and presence. The top way that people learn about schools these days is through the internet. Having a good strong signature on the internet is critical. We've been
trying to do that. Finally, we need to develop new innovative programs of various kinds. We'll show you a few examples at the end.

**GRADUATE ADMISSIONS OVERVIEW**

DEAN COOK: So the first thing I want to talk about is graduate admissions. We've made a strong push in the last two years to improve graduate admissions to strengthen the quality of the students that we have here. The person who's been leading that effort is Karen Richardson who's the new director of the office of graduate admissions. I'm going to turn the floor over to you for a few minutes so you can describe what we've been doing.

MS. RICHARDSON: Thank you. So Bob has asked me to talk a little bit about this past year and a half that we've been in existence. We actually launched the office on July 1, 2014. Although this does not represent the entire operation, these are the people who have some dedicated responsibilities to GSAS. So I and Roxana Woudstra, the associate director, we're the ones who spend most of our time doing the on-the-road recruitment for Tufts. We also provide leadership to the office. Anna Saropoulos is our enrollment coordinator and is the person responsible for maintaining our databases. So she's also the final view before we release the decisions out to the departments. Then Kris Maguire and Meg Delory are the two people who provide customer service to our prospective applicants when they call in and can't figure out the application or they have questions about how to get in touch with departments. They also are available to GSAS departments and programs to try and help with any sort of marketing efforts. I think UEP can attest to that, that they've been very helpful. They each also have a specific portfolio that they work on. So Kris is actually our data coordinator and Meg works with our international students as sort of a liaison to the international center and also works to do some outreach to organized groups.

So in this first year our goal, our real focus, was to try and sure up some of the processes that go into the application process with the idea of wanting to become more efficient and hopefully see an increase in selectivity and also an increase in yield. So there are a number of components that were put into place this past year that hadn't really been possible prior to this year because we didn't have the resources of a dedicated admissions office.

First and foremost was the implementation of SLATE, which I'm sure you all know and love, of course. SLATE, being a much more useful product for application processing. Hopefully it puts more useful and accessible data in the hands of departments and programs. It also helps us to more easily track information centrally and also to see who we're getting; who is applying to Tufts, who is actually matriculating, and that then helps us with yield modeling in the future.

One of the other things, the new graduate website was also something that was very useful to us in terms of recruitment. It's something that we were able to point our prospective applicants to when we're out on the road. It gives them much more information about different departments. There are also a lot more places on this application where students can actually start an application which is not true on the old site. So it's much more easily navigated. Also embedded
in the website is the inquiry form. So we are going to get more and more students, prospective applicants, who are sending us their information, saying that they'd like to hear from departments, would like to receive more information. So that's been actually something that's been very useful.

In addition to that I think that our inquiries have been more responsive to them from the central level and are much more personalized in the response. Each person who fills out the inquiry form saying that they'd like to learn more about Tufts actually receives a personalized email from Dean Cook saying he's happy that they're interested in it and hopes that they continue to be interested and that we'll see their applications in the future.

We have increased our recruitment travel to get on the road to get the Tufts name out there. This is actually an example, you can't read it because it's very tiny, but this is an example of the recruitment travel that we did this fall. So we have gotten out to different fairs, idealist fairs where students are, some of them are recent graduates, some of them are current undergraduates in different areas of the world, in the country. So Philadelphia, D.C., Boston, L.A. this year as well. We have gone to different fairs at NESCAC schools and other smaller little arts colleges here on the east coast. We've also been out to some of the larger universities as well. So this is actually, the recruitment has also been enhanced by the fact that we have a brochure that we're able to give to students. Thanks to you, Heidi, and her team. I notice some of your departments also have the individual brochures as well. So they've been very well received.

I would say that we're also starting to do information sessions for Tufts students around the campus in partnership with the career center. We held one workshop already on how to build a better graduate application and also to then provide information to them about programs that are offered here at Tufts. We actually had to cap that number. There were too many students and we had to actually build a second workshop because there were so many students who were interested in it. So we're excited to be working with our Tufts students.

We're also doing information sessions where Tufts students and the general public can come to. So we've done a couple of STEM sessions. We've also done a session on professional master's programs, as well as the social sciences and arts and humanities. So the diversity slide is supposed to be next. But in terms of trying to increase our recruitment of students from under-represented backgrounds we have done some visits to historically black colleges and universities, as well as attended a number of different fairs that are specifically for students who are from under-represented backgrounds. We've been very involved with the GEM consortium. Actually Tufts hosted the GEM lab for students of color who are interested in doing Ph.D. programs particularly in the sciences. So that was just a couple of weeks ago. I was actually on the panel there. We were also able to provide a table so that students could come and get information.

We co-hosted with the GAPSARC program here on campus. Provost’s fellows as well as students from (inaudible) college so they could learn more about Tufts and about what would be needed in order to apply to the programming here.
Finally, I think I'd say that most importantly we work closely with the dean's office. I'll let you talk about the yield. But we work closely with the dean's office in trying to market Tufts to the undergrad population here as well as right outside of Tufts. The TuftsPlus program, the 4+1 program that we just talked about, we worked with them to try and reach out to recent alumni to think about the opportunities that they might have to do a graduate program here at Tufts. We've increased the social media outreach that we've done through Instagram and Twitter and LinkedIn, and also the regular advertising that's been happening through the dean's office. So I'll turn it back over to Bob.

DEAN COOK: So clearly we've been very busy doing a number of things both on the application side and on the yield side. The question is does all of this begin to pay off? I believe that we can see elements of it that show you the effect of this effort.

This is a number of doctoral applicants we have in 2015. It gives you a historical comparison for this. We have our second biggest applicant pool ever of Ph.D. students to GSAS. The only year that it wasn't exceeded by was 2011. Graduate admissions during the whole recession were at an all-time high. There's been actually a slight decline since then. So the fact that this number has gone up I think is a very positive sign and we're hopeful this year will be even better. We had last year seventy-six new Ph.D.'s joining our various graduate programs, and we were able to yield 41.7 percent of the offers that we made.

The picture on the master's level is a little more complex. I've divided it up here by two kinds of programs, the MA programs and the masters of science programs. The first thing to note is that the masters of science programs were at an all-time high. We have more applicants to those programs than we've ever had before. It looks like that will continue to increase.

Masters of arts programs are suffering a little bit in terms of the number of applications from their peak during the recession. But this seems to be a national trend in terms of the number of applicants to these kinds of programs. What I do take is encouraging after a five-year decline we were able to hold steady last year in terms of the number of applicants. So it will be interesting to see how these things move with our increased attempts at recruitment. But we have seen some effects in terms of our yield. Last year we had 273 new master students join the program. That was our largest recruiting class in four years. During the three year average part of that we were yielding about forty-two percent of our offers and last year we hit 44.7. So I think that both in terms of the number of applications and the amount of students that are being recruited to the university we've begun to see some success, and that's really only after one year. So hopefully we'll be able to grow those numbers.

So the next topic I want to turn to is another area distinctive to Tufts and that is the fact that we're concentrating very hard not only on trying to train people through their disciplines but prepare them for careers broadly outside of that and also advance that. So for that I want to turn to our associate dean, Sinaia Nathanson, who's been in charge of this effort and talk about some
of our recent developments.

ASSOC. DEAN NATHANSON: I'm going to use my notes. So this is quite an important area of development and a lot of students will end up here, in fact, it will be less than fifty percent will end up here. So we have to think about the two areas. We have to think about transition between these two areas. We have to think even about the part-timers who are teaching here who might need to supplement their salaries and therefore they need to have some transferable skills up to let's say a Ph.D. I want to use a cliché. The cliché is that it takes a community to prepare students for life. The community in our case is at least sixty-two professors from GSAS and nine professors from the School of Engineering who devote time to be penniless in order to equip our students with some professional skills. They devote time to become lecturers, speakers, and all kinds of workshops, all kind of (inaudible). It's so appreciated. You don't find it often in many cases.

So of course we count on the various resources that exist at Tufts. We rely on the generosity of the faculty members. We rely on the counseling center, the library, the career office, the international office. Even HR that serves you is now servicing our students by providing some interesting workshops such as influencing people. So there are wonderful organizations here.

Now, the main effort goes into three domains. The summer boot camps, as we call them. The GIFT, the GREAT programs, and then the workshops that exist throughout the year. This year we have about forty workshops, which is more than double than we had last year. The first one all of you I think are familiar with the GIFT program. I'm not going to go into much specifics here. I do want to mention is a two-faced problem to prepare Ph.D.'s for academic teaching or part-time teaching if they have to. Since 2007 we had about 180 participants in the GIFT program. We are considering expanding it next year to twenty-five. That's as much as we can take part-time. Again, most of the contribution comes from people like you. People are willing to engage in the sessions, teach them about competitive aspects of learning, how to trigger your interests, how to teach in large classrooms, how to assess, how to teach science, how to engage in group projects, how to teach a diverse population, how to write a syllabus, how to assign effective writing. We also have them write their own teaching statements, which is very important with respect to the last final statement of preparing one's self for career engagement.

The second program was piloted last year. We had about fifteen students into disciplinarian programs helping them to maximize their potentials as researchers. The focus was really on five domains. Generally, how to be creative, how to write and be innovative in your writing, how to manage your group and lead other people in your team, how to engage in craftsmanship, how to obtain grants, how to manage grants, and finally, what is research ethics, everything that has to do with ethical issues, even issues about copyright and stuff like that.

It was quite successful last year and very efficiently we are modeling it for this year because we are learning from the feedback from our students. Again, we gave them some help and teach them about writing their own research statement, so they can add it to their portfolio and enhance
their chances to be accepted into some kind of a career.

In the new website you will find a description of all the workshops as depicted by a wheel, which describes five domains. Now, that is not to say that these domains do not overlap with each other. Nevertheless, the purpose of reminding our students which workshops exist we'd be glad to take them to five domains, scholarly expertise, personal development, communication skills, leadership, and leadership and operation, and career preparation. Now, all of these are becoming more and more popular due to a new engagement called NOD, where we promise students who complete four workshops throughout their stay at Tufts that we will put a notation on their transcript, notation of development. Why is that? It's really to engage them in self-assessment. Something that many of the federal grants are now demanding. It's called IDP in some areas. But often more we want to teach each one of us to engage in some self-monitoring and assessment and identify which areas they need to solidify or get more information about.

All that for the purpose, again, to create some better transferable skill sets, which will help them function in the world. I just want to say that the NOD is already showing some impact. Last year we had about sixty-eight percent show in workshops. In other words, people register through wonderful advertising that Ariana does in our office, the website, the visual emails, the famous magnet, which you've all seen I hope. And sixty-eight percent showed up. This year eighty-four percent are showing up, which is really encouraging. A total number of unique attendants where 256. This year the projection for this semester is already 155. So in other words, many kids already finished their NOD for this semester, two to four workshops, and we are very impressed by that.

So that's basically what I wanted to tell you about professional development. I think I'm moving it back to Bob.

DEAN COOK: Let's talk about the last topic, innovating in the future. I've got some, you've probably heard me say some of this already, but I'm going to repeat it. One of the things we need to do as a graduate school is try to be as innovative as possible. Because there are numerous other graduate schools out there like BC, BU, and Northeastern offering a very similar kind of outcome as we do. And what we need to do is be able to have some way of distinguishing Tufts from those programs. So when you think of creative innovative ways that we can enhance our programs and educate our students and make our signature more distinctive.

We've done this in a couple of different ways already. One of the things we've been doing over the last two years is that we've been advertising on the radio for the first time. We've also been advertising on the internet radio on Spotify. This has been highly successful and has increased the amount of traffic to our website considerably especially from targeted areas. This year we've expanded that to include four urban areas beyond New England; New York, Washington, Philadelphia, and Atlanta.

The other thing we're doing for the first time this year is we're doing local outreach. If any of
you take the T, starting as of a couple of days ago, you'll see some ads riding along on the red line, the green line, and the orange line. All of these are to reach our target audience of students interested in master's level education. We've found through our analysis that, in fact, a lot of our students come from the Massachusetts and Boston area and this is an attempt to motivate them to action.

The other thing we're trying to do is to develop new programming, new educational degrees, and certificates that also could be attractive to students. What we have here, I emphasize tentative, especially to this group, new programs in various stages of development from full-fledged proposals that actually exist to discussions that happened in hallways. So they're at various points and you should understand that. But we have several Ph.D. programs that we're thinking about. One is that we're having extensive discussion with Fletcher about possible joint international economics Ph.D. program. We also have a proposal that's already come from the music department for a (inaudible) musicology Ph.D. program. We're trying to find a donor to try and help support that one.

We've also talked about possibly expanding the cognitive science Ph.D. in to philosophy as well. A new master's programming. Again, various groups have already met to talk about growing in digital humanities, scientific computing versus science. Plus also this group will be informed. As well, we've talked about possible certificate programs ranging from biology to chemistry all the way up to UEP and sports analytics. So we're trying to offer a much broader caliber of courses that we currently do, all of them trying to focus on things that will be useful to students in the future.

Finally, I'd like to make GSAS a center for educational innovation. There are several connections here that we need to think about. The first one is that we want to probably develop more integrated professional development leadership curriculum into our programming. Right now we have strong disciplines with specific kinds of curricula and programs. We have a little, as I call it, professional development sugar that we sprinkle on top. One thing that we might think about developing a more full-fledged curriculum to try and teach and prepare students for careers across a wide variety of disciplines. So thinking about this, I think it's something we want to give very serious thought to.

The other thing we want to do is try and identify and make new partnerships with the business community, developing internships that students might be able to engage in to find new programming that would be of interest. For example, Wire Magazine just set up a new online master's program with USC on communications and they're working together. Those kinds of partnerships I think are right for us especially in the areas that Massachusetts is very strong. I'd also like us to start thinking about having regular organized conferences and activities promoting exactly the idea of innovation in graduate education to try and get the top scholars across the world to come here and to discuss what are the best ways for us to prepare students in the future.

I think we also need to think about updating our current curriculum to make sure that the
scholarship and the skills we're teaching prepare them for the world that they're going to enter. The world that we grew up with, you know, graduate school as we experience it is going to be very different than what they experience. The world that they're going to face is different than the world we face. We all have nice tenure-track jobs. We've all only ever had one job. They're probably going to have five or six jobs in a network world that's very different than anything we've ever experienced.

Then finally we want to make sure that we're prepared for an increasingly digital world. Make sure that we have a good online presence. We're way behind on that. Also, the fact that our international marketplace for education is extremely strong and we need to find a way as a graduate school to tap into that as well.

So I think these are all places that we need to think seriously about how we're going to advance and innovate in those areas. Then finally, if we get to this point and none of the board of advisors have asked the question I'll be shocked because this is not a group that's shy about talking to you. But if they have, I do have some questions I do want to ask them and try and get their input. You know, what are the best ways for us to become better recognized as an academic school both nationally and internationally? What's the best way to reach out to alumni to reconnect them to the graduate school? What are their thoughts on how higher education connects with the business industry and corporations.

Then finally, and I encourage and I'll say this to anybody here. I think we also need to think about how we can innovate just in graduate education period. One of the things we need to do is to somehow distinguish Tufts from Northeastern, BC, or a BU Ph.D. because at the moment, other than the fact that we're better people, morally correct, I can't tell you why a BC Ph.D. is any better or any worse than the Tufts Ph.D. We need to think about how to make that signature very clear so that people come here and not there. So I want to try and get us to start thinking innovatively about that kind of thing.

So that's about where we're at. I'll get in stronger at the end now that I've said it once. Open for feedback.

PROFESSOR POTT: Two things. One is the choice of the word "leaders" feels like business to me rather than something academics. I would prefer a different word.

DEAN COOK: What would you prefer?

PROFESSOR POTT: Well, it could also be handled if you had a slide after leaders to just define what you mean by leaders because I think I know what you mean by it. But without saying that, you know, how can you be a leader if you are getting a degree in philosophy, for example, or something else. (inaudible) than a degree in philosophy, but it doesn't feel like leader to me. It feels like something else like expert, or thinker, or something like that. So anyway, that's just my own personal advice. But more importantly I think perhaps where are the males? Virtually, all
of these images were full of females and the website is full of females. As a feminist I care about attracting graduate students who are female, but certainly in our department we have mostly females, those are the people who are interested in doing the work that we think is important. But we would like more males. And I think that I would like the numbers on how many graduate students are male and female in various departments and also in the graduate school as a whole; you may already know that.

DEAN COOK: We do know that.

PROFESSOR POTT: I'm concerned about it. Is it concerning?

PROFESSOR RUSSINOFF: Not in philosophy.

PROFESSOR FREUDENREICH: I sent you a photo of a male doing the lab work. You can switch it out with the female doing the lab work.

PROFESSOR POTT: Well, for the GIFT program, there are sixteen bodies in that photo and fourteen of them are female.

PROFESSOR NATHANSON: Because that's the group that applied.

PROFESSOR POTT: That's what I'm talking about.

DEAN COOK: I'm uncomfortable getting up in front of a group saying, “You know, we need more males in leadership positions.”

PROFESSOR POTT: Well, I can see moving in that direction where males are going to be an endangered species in higher ed.

DEAN COOK: There's no doubt that there are a lot of females in our graduate programs. That's great.

PROFESSOR ROGERS: I think overall it's clearly a lot of pieces that all fit together. I have no idea why you have those arrows that say graduate study to academics when I bet the majority of students in our graduate programs are going for professional development programs. I'd really like to know that we have more Massachusetts professional students than Ph.D. students. You have an opportunity here to do the same thing for your Ph.D. minority student, you have a minority of students there, that you're trying to do with showing the seamless relationship of undergraduates and graduates. You could emphasize -- we already have a strong body of students who are preparing for professional development who engage in internships. We have programs that support and sponsor communication and collaboration skills, personal professional development, development of professional goals, and tracking and meeting those goals. Program meetings that are designed to -- that are outside the curriculum and responsive to great practice.
issues. Like we have a wealth of resources here. If you're trying to say the one program, the one initiative that you really care about is finding professional avenues for your Ph.D. students, I think you're kind of misrepresenting Tufts and missing a great opportunity.

DEAN COOK: Point well taken.

PROFESSOR KRITZER: I think we might address that point, something you said, off the cuff was that the number of career changes that people have, whether they're masters or Ph.D.'s is, you know -- I'm from the chemistry department training someone to be a bench chemist (inaudible) whether or not they're masters or Ph.D.'s but many of them will have ambitions about going on to other things and doing professional development and all these different ways. A different way of attacking that point and supporting the NOD and those sorts of professional development opportunities just so the pipeline to academics or Ph.D.'s is (inaudible) way our students change their careers. Just a suggestion.

PROFESSOR LUZ-ALTERMAN: My comment stands the presentation on the 4+1 program and the presentation on GSAS. The goal of strengthening the quality and diversity of the graduate student population. I know that in the past generation of the 4+1 and I understand it's being re-branded, that the tuition was reduced to fifty percent for students in the TuftsPlus program, and I just wonder if it's possible to revisit that in the re-branding in terms of promoting students (inaudible) and being able to take advantage of a graduate degree.

DEAN COOK: Yes. Actually, you won't find that fifty percent statement anywhere anymore, but trying to come up with a tuition model that will generate some revenue and also will be fair to the students I think is an important thing. I agree with that.

PROFESSOR FREUDENREICH: So I think it might be useful for you to give an overview of the kinds of graduate programs there are here. Because until I became a member of the politics and programs committee, I actually didn't realize the number of more professional development master's programs and the size of them that we have at Tufts. So maybe to list a couple of those master's programs and also point out the fact that we have all those Ph.D. programs. I don't know, maybe a little bit of an overview of what we have because it's not so clear.

Then the second thing would just be a little small point. I like the presentation about the admissions but your slides were lots of lists of tiny words, and I think maybe a couple of those slides with fewer words, a few major points, instead of a huge list of twenty points and, you know, maybe focus on the big points, not things like SLATE, which is kind of a tiny detail that I doubt this body will be interested in.

DEAN COOK: Well, certainly those lists I think are --

PROFESSOR PARMENTER: You could do a word cloud or something.
DEAN COOK: That's an interesting idea.

PROFESSOR FREUDENREICH: What you said was great, but the slides didn't match very well.

DEAN COOK: We can talk afterwards.

PROFESSOR PARMENTER: Just to second Laura's point, just to again emphasize that there is this professional graduate education too. It's always been a little bit confusing. When we talk about graduate education it always seems to be about academic preparation and we do have the resources. But one thing kind of related to that is when you say business I would suggest you add non-profits because at least in UEP, we have so many great new partnerships within the community.

DEAN COOK: Yes. I'll tell you exactly why I didn't put non-profits in there because I already used non-academic, and I really hate the concept of non-things because this is non-food and then this is a non-gavel and then -- I hate defining things by what they're not so I tried to avoid putting in that word. It's a good point.

PROFESSOR BEDELL: Maybe you shouldn't call it non-academic. Maybe you should call it what it is, the specific, like professional or just -- I'm actually fine with non-academic, but when you brought it up maybe we should call it what it really is. Maybe two or three categories within it.

DEAN COOK: So what categories would you put: professional, business?

ASSOC. DEAN NATHANSON: I would put outside academia. That's what some organizations use.

DEAN COOK: I'd much prefer calling it what it is than what it isn't. Good suggestions.

PROFESSOR BEDELL: The other thing is you had the slide in terms of the jobs and the professional was actually higher in terms of more jobs and less unemployment. So it's a theme here and I'm just being a little selfish again and just piggy-backing off of other people's thoughts around professional development. I did see that it was only career planning for academic appointments. I think in the past there had been more of others, but on your slide it just said academics and not for professional kinds of things too. So I would just maybe add that.

DEAN COOK: I mean the challenge of this presentation is trying to condense all the things that are going on, all the positive things that we've done which is partly why we have those lists and trying to condense that to like a half hour, forty minutes.

PROFESSOR FREUDENREICH: I think you have to pick a few of the main points and say
these are examples, and we're doing this whole list.

DEAN COOK: Thank you very much for your feedback. We really appreciate it. We will take all your suggestions to heart and improve things.

MEETING ADJOURNED

Respectfully Submitted,

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