

The GSAS Bulletin

HARVARD GRADUATE SCHOOL OF ARTS AND SCIENCES
MAY 2012 VOLUME XLI, No. 8

“All things seem possible in May.” — Edwin Way Teale

Your Summer To-Do List

► Get a Job

Academic job seekers, prepare for the fall market by readying your CV, general cover letter, teaching statement, and research statement. Line up recommendations and start planning your job talk.

► Get Funding

Deadlines for Fulbrights and other fellowships come early in the fall, so use the summer to write proposals. Make an appointment with director of fellowships Cynthia Verba by calling 617-495-1814.

► Get Some Class

Bolster your teaching prowess — and portfolio — by enrolling in one of the Bok Center’s two summer seminars, *Theater of the Classroom: Performance Techniques for Teachers* and *This I Believe — Or Do I? Developing and Stating Your Teaching Philosophy*. (See page 4).

► Get Away

Even if your research promises no exotic destinations, you can still take quick breaks from your campus routine. Grab the ferry to Provincetown (www.baystatecruisecompany.com). Rent a ZipCar (www.zipcar.com/crimson) and head out to the Berkshires to visit MASS MoCA (www.massmoca.org), an amazing contemporary art venue. Take the commuter rail (www.mbta.com/schedules_and_maps/rail) north to explore the arty seaside nook of Rockport, the preppy charms of Newburyport, or the pleasures of Manchester’s Singing Beach.



MARTHA STEWART

Mentoring Award winner Angela DePace and her PhD students (from left) Tara Martin, Ben Vincent, and Max Staller at the Dudley House ceremony in April.

The Power of a Good Mentor

THE WINNERS OF THE 2012 EXCELLENCE IN MENTORING AWARDS SHOW THE CRITICAL DIFFERENCE A GOOD MENTOR CAN MAKE IN THE SCHOLARLY SUCCESS (AND SANITY) OF GRADUATE STUDENTS BY JOANNA GROSSMAN

PROFESSORS AMANDA CLAYBAUGH IN ENGLISH, ANGELA DePace in Systems Biology, Carol Oja in Music, and Arthur Spirling in Government are the recipients of the 2012 Everett Mendelsohn Excellence in Mentoring Awards. They were among 54 faculty members recommended by their GSAS students in a total of 104 nomination letters.

The awards, presented on April 4 in a Dudley House ceremony attended by winning and nominated faculty mentors, have been given each year for the last 14 years by the Graduate Student Council. They are named for Professor of the History of Science, Emeritus, Everett I. Mendelsohn, a former master of Dudley House, and they celebrate faculty who go out of their way to mentor GSAS students, supporting them professionally, academically, and personally in ways large and small.

“Mentoring graduate students and guiding them in their growth is among the most important things we do as faculty members,” said GSAS interim dean Richard J. Tarrant at the

ceremony. “Yet there is little training, no roadmap, and not much in the way of publicity” about how to fill the mentor’s role productively and effectively. The winners of this award, Tarrant suggested, are helping to write that roadmap, illustrating how — in their different ways, and across their diverse disciplines — faculty are essential community builders.

Professor Jennifer Hochschild, a 2007 Mendelsohn Award winner herself (she calls it one of the most meaningful awards she’s ever received), delivered opening remarks that reinforced the idea that faculty set the tone for a productive work environment for students. The tone-setting often happens in simple, day-to-day, unintentional interactions that can wield an outside influence, said Hochschild, the Henry LaBarre Jayne Professor of Government and professor of African and African American studies. Having surveyed former students and colleagues on the matter, she cited a range of examples of off-the-cuff or incidental

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GALLERY

Spring Swing



A photo collection from Dudley proves GSAS students can step it up. p.2

EXTRACURRICULARS



Public Service

Showing prospective students what grad school looks like. p.3

DON'T MISS

May at Dudley



A literary and musical flowering, and a farewell party. p.5

CAREERS



A New Path for Humanists?

Testing the nonfaculty waters. p.6



Spring Swing

More than 170 GSAS students and guests donned their fine attire for a traditional swing dance at Dudley House in late March. With expert accompaniment from the Dudley House Jazz Band, and the benevolent tutelage of swing instructor Richard Downey (with mic, above), students enjoyed a dash of glamour and a chance to unwind.



PHOTOGRAPHS BY RISA KAWAI

End-of-term issues?

Are there academic or personal issues that you wanted to address this term but did not know where to turn for help? As the director of student services for GSAS, Ellen Fox is available to discuss any concerns and make referrals to other sources of assistance, if necessary. She serves in an advisory role and provides ongoing support, during the summer and throughout the year. Conversations are confidential.

Contact Ellen at 495-5005 or efox@fas.harvard.edu.

THE HARVARD COURSE IN READING AND STUDY STRATEGIES

Bureau of Study Counsel

5 Linden Street
617-495-2581
bsc.harvard.edu

Through readings, films, and classroom exercises, students in this summer session offered by the Bureau of Study Counsel will learn to read more purposefully, selectively, and with greater speed and comprehension. A 10-day course, for one hour a day over a period of two weeks.

Cost: \$25 for GSAS students.

The summer session will be held: July 9 to July 20, Monday to Friday, 3:30-4:30 p.m. To register, please come to the Bureau at 5 Linden Street, or call 617-495-2581 for more information.



From left, Knatokie Ford (PhD '11), Carol Martin (program manager of Harvard Catalyst's Faculty Development and Diversity initiative), and students Whitney Henry, Ann Fiegen, Rachel Yunck, Frank Conyers, Stephen Allsop, and Calvin Williams.



Role Modeling

GSAS STUDENTS PARTNER WITH HMS PEERS TO WELCOME A DIVERSE GROUP OF UNDERGRADS TO HARVARD **BY BARI WALSH**

WHEN UNDERGRADUATES FROM AROUND the country descended on Boston to attend the Boston Science Careers Symposium (March 30–31) and the New England Science Symposium (April 1), they were welcomed by one particular audience of influential supporters: PhD and MD students from Harvard. For the second year in a row, members of the GSAS student organizations Minority Biomedical Scientists of Harvard (MBSH) and Science in the News (SITN) collaborated with the Office for Diversity Inclusion and Community Partnership at Harvard Medical School to host a series of special events for these visiting undergrads, many of whom come from regions or backgrounds traditionally underrepresented in research education. The students held a dinner meet-and-greet for their visitors, a panel discussion, and

tours of the Longwood Medical Area, all in conjunction with the larger symposia.

According to organizer Rachel Yunck, a PhD student in biological and biomedical sciences, the offerings symbolize the ongoing commitment of both MBSH and SITN to community outreach. “By providing an opportunity for visiting students to talk to current PhD and MD students, we hope that we can help expose interested college students to the ample number of career options in science and advise them on how to prepare for the path ahead. For some, this is also their first opportunity visiting a large research institution. We hope we can make their visit a more enjoyable and welcoming experience by giving them a chance to interact directly with current students, network, share stories, ask questions, and explore all of the exciting prospects of a career in science or medicine.

“We were all in their shoes once,” Yunck continues. “For myself and many other current students, having an opportunity to talk to grad and med students in a welcoming environment made all the difference, especially when similar opportunities may not have been available at our home institutions. Sometimes a career in science can feel out of reach, and the path may not be clear.”

This can be particularly true for minority students. “It is widely accepted that many talented college students leave the science pipeline, but the loss is disproportionate among underrepresented minority students,” says Flavian D. Brown, MBSH steering committee member. “As a member of an underrepresented community, I can personally attest that the feeling of academic and cultural isolation can be a major performance-limiting factor for minority

students attending majority-populated institutions.

“MBSH’s involvement in recruitment events like this reflects our belief that improving diversity in an academic field cannot be done without investing in personal relationships, support systems, and leadership development,” Brown adds. “All of these elements are necessary in order to cultivate a true academic community that believes in a conception of sustainable diversity.”

The relationships formed at such events can have lasting value, Yunck says. “In fact, one of the visiting students from our first series of events, in 2011, found a summer internship at Harvard through the networking opportunities. This goes to show that outreach efforts such as this can have very direct and tangible impacts.”



Commencement 2012

ARE YOU TAKING PART IN COMMENCEMENT THIS YEAR? CONGRATULATIONS!

Remember to pick up your tickets!

May 21–23: Holyoke Center | Information Center | Lobby | 9 a.m.–5 p.m.

May 24 (Commencement Day):

GSAS Information Tent | Maxwell Dworkin (33 Oxford Street) | 7 a.m.–2:30 p.m.

See the full timeline for GSAS Commencement events:

www.gsas.harvard.edu/commencement



Harvard Group for New Music

► **Saturday, May 12, 8 p.m.**

John Knowles Paine Concert Hall

Ensemble musikFabric, an adventurous, Cologne-based soloist ensemble, performs new works by Harvard graduate student composers.

Free and open to all.



More information: hgnm.org

Introducing the 2012-2013 Dudley Fellows

CONGRATULATIONS TO THE GSAS STUDENTS SELECTED TO COORDINATE DUDLEY HOUSE'S BROAD RANGE OF EXTRACURRICULAR OFFERINGS FOR GRADUATE STUDENTS NEXT YEAR!

COORDINATING FELLOW

Anshul Kumar (Sociology)

ARTS

Tom Wisniewski (Comparative Literature)

Tina Liu (Biological and Biomedical Sciences)

ATHLETICS

Brown Christopher (fall term) (Romance Langs and Lits)

Seth Peabody (Germanic Lang and Lit)

Kelly Anne Miller (Applied Physics)

COMPUTERS AND WEBSITE

Oliver Hauser (Organismic and Evolutionary Biology)

FOOD LITERACY

Gregory Malecha (Computer Science)

GATO ROJO MANAGER

Bjorn Kuhnicke (Comparative Literature)

INTELLECTUAL/CULTURAL

Iaroslava Strikha (Slavic Langs and Lits)

Elena Fratto (Comparative Literature)

LITERARY

Donal Cahill (Psychology)

Marissa Grunes (English)

Daniel Wu (Sociology)

MUSIC

Aaron Kuan (Orchestra) (Applied Physics)

Elizabeth Craft (Chorus) (Music)

Rujing Huang (World Music Ensemble) (Music)

Sarah Politz (Jazz) (Music)

OUTINGS

Anna Leshinskaya (Psychology)

Edlyn Levine (Applied Physics)

Chris Brown (fall term) (Romance Langs and Lits)

PUBLIC SERVICE

Janine May (Chemistry)

Xiaoyu Zhang (Psychology)

SOCIAL

Sun Hee Bae (Linguistics)

Xun (Helen) Hou (Neuroscience)

Beth Smoot (Biostatistics)

The 2012 Summer Seminar Series

FROM THE DEREK BOK CENTER FOR TEACHING AND LEARNING

► **Theater of the Classroom: Performance Techniques for Teachers**

The seminar will meet Tuesdays and Thursdays, 1-4 p.m., July 3- July 19.

In this intensive workshop, we will use the Bok Center's Experimental Teaching Lab as a studio--a rehearsal space in which we work to develop our acting (i.e. teaching) skills through improv, vocal/physical training, and on-camera workshops. And since the drama of the classroom also requires the teacher to play the role of director, we will think about the ways in which we craft the space of the performance (the classroom) and shape the performances of our ensemble of actors (the students).

► **This I Believe--Or Do I? Developing and Stating Your Teaching Philosophy**

The seminar will meet Tuesdays and Thursdays, 1-3 p.m., July 24-August 9.

As those of you headed for the academic job market know, it is becoming increasingly standard for search committees to request that applicants submit a "Statement of Teaching Philosophy." Unfortunately, applicants often find themselves struggling to prepare such statements at the last minute, often while simultaneously attempting to polish writing samples to perfection or even to finish off dissertations. Moreover, as busy teachers and researchers, most of us find it quite difficult to carve out the necessary time and space during the academic year to arrive at insightful and original positions on teaching, and we can't very well offer a "Statement" if there's no philosophy to state.

Under these less than ideal conditions, we risk producing platitudinous clichés rather than original ideas, and doing nothing to separate ourselves from the 300 other applicants. We may claim to empower students to think critically for themselves, or to champion the role of debate and open discussion in the classroom, or to believe in active learning--but who doesn't? We all tend to grasp at the same low-hanging fruit, so we all end up sounding alike. And from the search committee's perspective this deadening repetition makes all of us appear several degrees less interesting as teachers than we actually are.

If you'd like to get ahead of the game, and to spend a couple of weeks during the summer thinking about teaching at a more leisurely and thoughtful pace with some like-minded colleagues, sign up for the Bok Center Seminar on "Teaching Philosophy." We will begin by reading and discussing some representative (but short!) selections from some major writers on teaching--from Socrates to Dewey--and by looking at some recent research on teaching and learning. We will then proceed to look at some sample Teaching Statements before drafting, workshoping and revising our own.

Contact Shelley Westover (westover@fas.harvard.edu) for more information.



Don't Miss!

OUR DUDLEY HOUSE PICKS OF THE MONTH. FOR MORE EVENTS, OUTINGS, AND GATHERINGS, GO TO WWW.GSAS.HARVARD.EDU/DUDLEY.

Dudley Review Launch Party

THURSDAY, MAY 3, 8-10 P.M., Fireside Room. Celebrate the launch of the 18th issue of the *Dudley Review*. We'll be toasting our 2012 prizewinners and contributors, handing out copies of the *Review*, and enjoying some wine and cheese.

FredFest 2012: The Annual Fred Astaire Birthday Festival

FRIDAY, MAY 4, BEGINNING AT NOON, Graduate Student Lounge. Our annual day/night celebration of Fred Astaire's birthday (he was born May 10, 1899) will follow the theme of "transformations" — and will, of course, feature the great dancing, singing, comedy, drama, partners, and music that make Astaire the pre-eminent American entertainer. Come in anytime for films and refreshments (including Fred water, Ginger floats, and birthday cake); visit the House Office for the complete schedule.



JONATHAN RUEL

Dudley Duo: Spring Concerts

SATURDAY, MAY 5, 7 P.M., Main Dining Room. The Dudley House Choir presents Americana! Choral Music from the Sacred, Folk, and Classical Traditions. Featuring pieces by Aaron Copland, Samuel Barber, Charles Ives, and others.

SUNDAY, MAY 6, 8 P.M., Main Dining Room. The Dudley World Music Ensemble presents an eclectic spring concert of musical stylings ranging from Irish folk and flamenco to 60s psychedelic rock and postrock. Brief reception follows.



Walk for Hunger

SUNDAY, MAY 6, 9 A.M.-1 P.M. Dudley House public service is participating again this year in the Walk for Hunger, one of Boston's largest fundraisers, supporting Project Bread. Please join the team! RSVP to dudleypublicservice@gmail.com.

House Master's Reception for Graduating Students

WEDNESDAY, MAY 23, 4-6 P.M. Masters Jim and Doreen Hogle invite graduating students and their guests to a festive reception at Dudley. RSVP by May 21.

Dudley House

Celebrating 20 years as the Graduate Student Center

Lehman Hall, Harvard Yard

www.dudley.harvard.edu ♦ 617-495-2255

HOUSE MASTERS

James M. Hogle and Doreen M. Hogle

HOUSE ADMINISTRATOR

Susan Zawalich



MARTHA STEWART

A New Path for Humanists

OCS SERIES HELPS SPOTLIGHT NONFACULTY CAREER OPTIONS

BY JOANNA GROSSMAN

“WHEN I DECIDED TO PURSUE A NONFACULTY CAREER, I had very little guidance, and I didn’t have many professional models available to me,” says Kate Stanton, assistant dean of undergraduate education at Harvard, who received her PhD in English from Rutgers University. “I worked incredibly hard and was lucky to find a terrific job after graduation, but the transition involved a real shift in my identity.”

Stanton wants to help ease that transition for Harvard PhD students who are considering a similar move. She moderated the first event in what the Office of Career Services hopes will be an ongoing series called Spotlight on Humanists, sponsored by OCS, the Office of Undergraduate Education, and the FAS Division of Arts and Humanities. That first event, held on March 27, was Career Paths for Humanists, a panel discussion featuring four speakers with PhDs in humanistic fields discussing their own experiences in finding and choosing nonfaculty careers. The panel was followed on April 3 by a workshop offering current PhD students strategies for identifying, applying for, and landing jobs outside the professoriate.

Laura Stark Malisheski, assistant director and coordinator for graduate student advising in OCS, echoes Stanton’s sentiment, noting that humanists “often have fewer resources to turn to because there are fewer alumni who have left academia.” But she adds that although nonfaculty positions are “often much less visible,” the skills that humanities PhDs develop during their graduate work can translate well to an “extraordinarily diverse array of opportunities for employment.”

At the panel discussion, several participants noted that their own transitions away from a faculty position came naturally and arose from activities they were involved with as graduate students. James Mancall, who received his PhD in history of American civilization at Harvard and is now associate dean of academic advising at Wheaton College, told students in the audience, “there are a lot of things you can do now; getting involved in the undergraduate houses was a turning point for me, but you can do work with other offices at Harvard and connect with other departments. This can lead to opportunities that you can present to employers to say ‘here’s what I did *along with* my PhD research.’”

“Everyone in this room is a **QUICK STUDY**, and employers appreciate the ability to adapt and learn.”

Emilio Gonzalez, who earned a PhD in historical musicology at Brandeis University, is now the manager of research and curriculum development for the Boston Symphony Orchestra and a dance accompanist at the Boston Conservatory. He affirmed the notion that graduate students possess skills and experiences that are desirable beyond the ivory tower. “I was hired as a curriculum writer, and anyone with teaching experience has done this kind of work. Moreover, as teachers, we’re accustomed to making presentations and leading discussions, all of which involve the type of skills that employers often single out in bullet points.” Jean-Francois Gauvin, who earned his PhD in the history of science at Harvard, is now the director of administration for the Collection of Historic Scientific Instruments here, as well as serving as a lecturer in the Department of the History of Science. He said that the experience of writing compelling proposals for grants, fellowships, and conferences — important graduate school assets — is directly transferrable to many nonfaculty positions.

The decision to pursue jobs outside the academy can



LEAH DAVIS

Kate Stanton, assistant dean of undergraduate education at Harvard, moderated a panel on nonfaculty careers for humanities PhDs.

seem daunting at first, because employers do not always know what getting a PhD in the humanities entails. To that end, Malisheski says that it is “incumbent upon humanists to make the connections between the day-to-day work that you do [as a graduate student] and how those concrete skills can be applied. That’s certainly a big challenge for PhD students in any field, but especially in the humanities. It’s crucial to be able to articulate your own skills and relate them to the problems facing employers.”

Malisheski says that “With humanists, people are sometimes less familiar with the type of problems and data they grapple with, but humanities PhD students not only have strong writing and language skills, they are highly adept at analyzing complex information, formulating arguments, and making sense of an ambiguous collection of information.”

When looking for positions outside of academia, Gonzalez encouraged his audience not to be deterred from pursuing job opportunities that involve unfamiliar tasks in areas where students may have had limited experience. “Everyone in this room is a quick study, and employers appreciate the ability to adapt and learn,” he said.

Several panelists noted that while they miss certain aspects of an academic research career, the trade-off has been worthwhile. “I really like being part of a team working toward a common goal; that’s not something you typically get as a humanities graduate student grinding away in the library,” Mancall said.

Gonzalez added that one of the things he enjoys the most about his current job is the “social interaction, because working in academia can be a solitary lifestyle.”

Although OCS’s job programming has always attracted many graduate students in the humanities, Malisheski notes that events that are specifically geared towards humanists are a new development at Harvard. In past years, Leveraging Your PhD in the Workplace — OCS’s most popular event (held on April 20 this year) — served as the chief source of information for humanists considering nonfaculty careers.

“Leveraging Your PhD is appropriate for all doctoral students, but — unsurprisingly — we typically have more scientists and social scientists represented at that event, since a greater percentage of them go on to nonacademic careers,” explains Malisheski. By putting the spotlight squarely on the humanists, Malisheski hopes that OCS can provide a more nuanced approach, one that will ultimately help humanities PhD students see that despite constrictions in the academic job market, their skills are valued, and increasingly valuable, outside of academe.

FAMILY EVENT

WATCH OUT FOR VULTURE VOMIT — AND OTHER ADVENTURES IN BIRD WATCHING

Saturday, May 26, 2 p.m.

Bird watching isn’t just for adults anymore. Kids and teens are getting hooked on nature through birds, and birders of all ages will enjoy this humorous and engaging presentation by Bill Thompson III, author of the new Peterson Field Guide, *The Young Birder’s Guide to Birds of North America* (Houghton Mifflin). While other field guides might overwhelm kids who are new to birding, *The Young Birder’s Guide* was created with help from Thompson’s own son and daughter and their elementary school classes. Regular admission rates.

Harvard Museum of Natural History
26 Oxford Street. www.hmn.harvard.edu
617-495-3045

In Residence

Congratulations to the following students, who were selected to be Resident Advisors in the GSAS Residence Halls for 2011–12!

Child Hall

Basement > Hirokazu Yoshi
First Floor > Cristian Proistosescu
Second Floor > Aileen Li
Third Floor > Oliver Kerr
Fourth Floor > Sujoyni Mandel

Richards Hall

First Floor > Arjun Nair
Second Floor > Tomo Lazovich
Third Floor > Rana El Hattab

Conant Hall

First Floor > Sebastian Akle Serrano
Second Floor > Tsione Wolde-Michael
Third Floor > Christine Zgrabik
Fourth Floor > Vera Baranova

Perkins Hall

First Floor > Mazen Elfakhani
Second Floor > Maria Devlin
Third Floor > Cian Power
Fourth Floor > Lisa Haushofer

Continued from page 1

advice that, in the end, had enduring value for the recipients — or, in some less helpful cases, provoked enduring dismay. Among the gems: “the only thing that counts as writing is writing” and “be passionate about your issue but neutral about the answer.” Faculty need to be aware of their impact, not to unduly burden their consciences, but to put it to good use whenever possible, Hochschild said.

2012 Everett Mendelsohn Excellence in Mentoring Award Winners

► Amanda Claybaugh



Professor of English Amanda Claybaugh, PhD '01, was praised for her ability to help students across a range of academic interests to become better scholars and better candidates on the job market. One student wrote that “Amanda modeled for us how a premiere scholar can and does prioritize working with students. And while

demonstrating how teaching and research can feed off each other, Amanda modeled, too, all the talents she was helping us to develop: the nuances of preparing grant, fellowship, and job applications; in-class best practices; clarity of writing; interview and lecture skills; elegance and consistency in professional self-presentation.” Another student noted that “her keen, incisive critical eye, coupled with her genuine excitement over what her students produce, keeps us motivated to continue producing. It is easy for students to work hard when we know that our advisor is rooting for us.” Still another student, who had been struggling with her dissertation, remarked, “I can remember three distinct occasions during the placement seminar when someone would bring up an intellectual problem he or she had been struggling over for months, and Amanda would just swiftly and incisively solve it — right there before our eyes, moving its parts around and clicking it into place like a Rubik’s cube. On these occasions the awed members of the seminar were literally struck dumb, so that Amanda was actually provoked to ask ‘What’s wrong?’”

► Angela DePace



In nominating, Angela DePace, an assistant professor of systems biology, her students commended her candor and dedication to fostering a supportive environment. “By paying close attention to lab culture, Angela has crafted an environment where people feel like they are part of a family that tackles the challenges

of science together,” a student wrote. Another of her students said that “she actively encourages us to spend valuable time following our passions outside of science. Too many advisors want their students to spend all their time in lab; Angela wants us to balance our lives so that we have the energy necessary for real inspiration. She believes that happier scientists are better, more creative scientists and subscribes to the idea that science is a form of art — that experiments are a form of self-expression. She encourages us to develop our diverse perspectives on life so that we may have diverse perspectives on science.” One student commended DePace for her “vision to recognize that the same social ties that people develop when they each lunch together carry over into their lab work to create a mutually supportive culture where people help each other interpret data, troubleshoot experiments, and collaborate on projects.” Another student said that “Angela makes areas of struggle feel like opportunities to improve” — creating “an atmosphere where people can admit mistakes or problems and get help, which I believe improves the quality of science.”



Arthur Spirling, an award-winning faculty mentor from the Government Department, stands with several of his PhD students at the ceremony.

MARTHA STEWART (5)

“She believes that happier scientists are better, more creative scientists... He goes to every single practice job talk given by a graduate student in our department... She modeled all the talents she was helping us to develop... She challenged me to work to my highest ability.”

► Carol Oja



Carol Oja, the William Powell Mason Professor of Music, was lauded for her constant support and encouragement both inside and outside of a scholastic setting. “Professor Oja has without question challenged me to work to my highest ability, and she has helped me become a stronger thinker and writer. She sets an example in her passion for

her work and her dedication. Yet I perhaps most appreciate her ability to hold her advisees to a high standard while also treating us holistically, caring about us as people. She is a role model in her humanity as well as her scholarship,” wrote one student. Another said, “I have looked to her not only for advice and encouragement, but also as an example of how to conduct myself professionally. From my perspective, she has been an example of strength and inspiration as a professional woman, a mother, and a friend.” A third student wrote, “Professor Oja is also a strong advisor because of the unique way in which she nurtures her students’ personal and academic growth. Although she wants us to succeed academically, her first interest is that we are thriving on a personal level. She listens closely to our interests and our research findings, and she fosters our independence by asking questions rather than telling us outright whether one research or professional path is the ‘right’ one.”

► Arthur Spirling



In nominating Arthur Spirling, an assistant professor of government, students consistently cited his dedication — “unique among junior faculty,” said one — to graduate student training and placement. “Like many other PhD students, I have faced many struggles during my years of researching and writing my dissertation,” one

nominator wrote. “Throughout, Arthur has been a reliable source of support and encouragement. From the very beginning, Arthur has reached out to me to check in with me about my progress and offer his counsel. He has been the one to raise the toughest questions about my work, but he is also the one to think about many alternative answers to those questions.” Another student wrote, “Arthur has been a fantastic mentor, someone whom I can e-mail or stop by at any time to ask questions, small or large. I was on the job market in the fall, and despite the fact that Arthur is not on my committee and does not even work in the same subfield, he was incredibly helpful, over and over again. What sticks out even now is how responsive and thoughtful he was, particularly during the moments of most severe stress.” A third student said, “Arthur is second to none when it comes to providing graduate students with feedback on talks and presentations. Indeed, Arthur goes to every single practice job talk given by a graduate student in our department. He asks insightful questions, takes detailed notes, and stays after for the Q&A and critique.”



<\$10

CHEAP FINDS IN FOOD AND FUN

▶ **Drawing in the Galleries: Wednesdays through June 27, 6–9 p.m.**

The Museum of Fine Arts, Boston, offers the chance to sketch from live models or from the collections, as a facilitator shares insight on technique. Free with admission (i.e., free for Harvard ID holders). www.mfa.org/programs

Job Talk

PERIODIC UPDATES ON CAREERS, PROFESSIONAL DEVELOPMENT,
AND LIFE AFTER GRADUATE SCHOOL

■ **Science Policy Careers Symposium**

Wednesday, May 2. Longwood: 9:30 a.m.–12:30 p.m., Armenise Amphitheater; Cambridge: 3 p.m.–6 p.m., Biolabs, Room 1080. Designed to help PhD students and postdocs understand how to prepare for a career in science policy. With a keynote address by Norka Ruiz Bravo of the United States Agency for International Development (USAID). To register, visit www.ocs.fas.harvard.edu and find “Professional Development for Life Scientists.”

■ **Talk Your Way into a Great Job**

Tuesday, May 15, 3–4:30 p.m., OCS Conference Room (54 Dunster Street). The best way to find the perfect job is to gather information from people already working in your field of interest. This workshop will demystify the process of networking and give you practical tips on how to actually get out there and do it.

■ **Save the Date**

* **Analytics Academy, Wednesday June 6, Harvard iLab.**
* **The Business Mindset, Monday June 11, Office of Career Services**
Check the OCS web site for more details!

■ **Stay Connected**

Subscribe to the OCS lists for academic and nonacademic career opportunities. Visit www.ocs.fas.harvard.edu and click on “For Students,” then “Join OCS ListSers.”



Read more career news and full event descriptions:
www.gsas.harvard.edu/careers

Connect to GSAS Online

More News

Bookmark the GSAS news site for features about graduate student life at Harvard and timely information about careers, fellowships, teaching, and deadlines!

www.gsas.harvard.edu/news

Follow HarvardGSAS

Find us on Twitter and Facebook.

All About You

As you move through your degree, keep track of your grades, status, and outstanding requirements by using the Graduate School’s Student Progress Database.

<https://asperin.fas.harvard.edu/progress>

Your faculty advisor can also view your information, and your department administrator can update it if anything looks erroneous or incomplete.