GSAS Announces New Family Policy

PHD STUDENTS CAN REQUEST PAID TIME OFF FOR CHILDBIRTH AND ADOPTION

GSAS has announced a new policy that will allow greater flexibility for PhD students planning to become parents.

Starting this fall, female and male GSAS students in PhD programs can request a “time off” period of six weeks for the birth or adoption of a child. Students who are receiving financial support, such as a stipend, TAship, RAship, or external fellowship, will continue to receive that support during this time off period. They will continue to be fully enrolled and will be eligible for benefits such as health insurance and university housing. Students who take advantage of the so-called Paid Time Off for Childbirth and Adoption Policy, which was formulated in collaboration with the Graduate Student Council and Harvard Graduate Women in Science and Engineering, will have their departmental G-clocks adjusted by one year.

“We are pleased that we’ve been able to come up with a solution that fits the many and varied needs of our PhD students,” said Dean for Student Affairs Garth McCavana. “This is an issue we’ve worked on for quite a while, and something we’ve been committed to doing.”

“GSAS will continue to develop policies and resources that will help students balance family needs with the demands of graduate programs,” added senior financial aid officer Bob LaPointe, who was instrumental in developing the new policy.

Because requirements and funding sources differ widely from one field to another, and from one year of a program to the next, the specifics of each student’s situation will be unique. To navigate the particulars, McCavana and LaPointe will meet with each student requesting Paid Time Off. Their aim will be to ensure that every student is aware of his or her options and can structure the time off in a way that is most beneficial.

GSAS also has an existing Family Leave of Absence Policy, which allows any GSAS student, male or female, to take a leave of absence for the birth or adoption of a child, child care, or care of an immediate family member with a serious health condition.

PhD students who are expecting a baby, planning an adoption, or dealing with other family issues should contact the Graduate School as early as possible (at least four months before the arrival of your child) to discuss the options.

Expanding Horizons

CELEBRATING ESSENTIAL RESEARCH AND COMMUNICATION SKILLS AT GSAS; HARVARD HORIZONS PLANS THE NEXT STAGE

Last spring, the Graduate School of Arts and Sciences launched Harvard Horizons, a competition to support the professional development of Harvard PhD students. The inaugural Horizons initiative concluded last May with a symposium at Sanders Theatre, featuring short, TED-style talks by eight selected Horizon Scholars.

Watch the videos of their talks! www.gsas.harvard.edu/harvardhorizons

The goal of the Horizons initiative is to showcase Harvard’s accomplished PhD students and to provide training and tools for communicating the substance of important academic work to a broad audience. As the initiative prepares to launch its second annual competition, the aim is not only to select a new class of Horizon Scholars, but to develop best practices for mastering the communication skills that all graduate students need to describe their topic to funders, hiring committees, interviewers, and the general public.

Stay tuned for your chance to apply to the 2014 Harvard Horizons competition! The application — including a short research statement and a one-minute video of you describing your work — will open in early December, with an application deadline December 16.

www.gsas.harvard.edu/harvardhorizons

GSAS Family @ fas.harvard.edu

Welcome!

Glimpses from the start of a new GSAS year. P.2

Science Out Loud

PhD student Nathan Sanders spreads the word about science. P.3

Class Acts

Profiling winners of the Bok Center’s teaching excellence award. P.4

October at Dudley

Opportunities for public service and spooky treats! P.5
A GSAS Welcome

On August 28, GSAS welcomed a new class of 650 PhD students and 92 master’s students at Orientation ceremonies at Sanders Theatre — the same venue in which most of these students will one day receive their degrees. Words of inspiration were offered by Harvard president Drew Faust, FAS Dean Mike Smith, and GSAS Dean Xiao-Li Meng, among other student and faculty voices. After lunch under the big tent at the Science Center, everyone went over to Dudley House to meet the Fellows and hear about resources, opportunities, and upcoming events.

Harvard Hospitality
One of the Graduate School’s most festive opening events is the gala dinner held to welcome new international students. The dinner is part of the Host Student Program, an initiative that matches those new students with current GSAS students who’ve volunteered to offer friendship and advice on acclimating to Harvard.

In Any Language
The Graduate School’s English Language Program is an intensive summer cultural and academic immersion for incoming international students. Dean for Student Affairs Garth McCavana joined the students and shared a laugh over a casual dinner in August.

Summer Stars
GSAS students played key roles as mentors for undergraduate researchers who came to Harvard for internships this summer. The GSAS Summer Research Opportunities program gave the accepted undergraduates, many of whom came from underrepresented groups, a chance to work alongside faculty and graduate students. At left, students led a panel discussion about the humanities and social sciences.

Celebrating Scientists
The Harvard Integrated Life Sciences program held its annual welcome dinner at the New Research Building on the Longwood campus in early September.
FIFTY GRADUATE STUDENTS IN ALL FIELDS OF SCIENCE and engineering gathered in Cambridge on June 13–15 2013, for a first-of-its kind workshop, convened by PhD students at Harvard and MIT, that aimed to empower young scholars to persuasively communicate and advocate for their research.

Communicating Science 2013, as the workshop was called, was convened and organized in partnership by the same group of Harvard PhD students who run Astronomers, an ambitious blog devoted to building a community of young astronomy researchers and fostering interest in astronomy as a career. Nathan Sanders, a Founder of Astronomers, was the conference co-chair, working in partnership with fellow co-chair Shannon Morry, a PhD student at MIT who founded Chembies, a sister site to Astronomers. The organizers were assisted by faculty advisors Marcia Bar- tusiak from MIT and Alyssa Goodman from Harvard.

The goal of the conference was to equip graduate students “to act as ambassadors for their fields,” Sanders said, and to give them opportunities to learn from experts, get intensive and instant feedback on their writing, and interact with their peers from across the country.

The attendees were selected from more than 300 applicants, chosen on the basis of their achievements and their enthusiasm for communicating science to diverse audiences. The conference, sponsored in part by the Graduate School of Arts and Sciences, was held at the Microsoft New England Research and Development (NERD) Center in Kendall Square, Cambridge.

The organizers brought in 21 expert communicators from journalism, publishing, and even theatre to discuss their work, answer questions during panel sessions, and provide feedback on student writing. Every session opened with one-minute “pop talks” by attendees about their research. Audience members wielding “awesome” and “jargon” cards provided live feedback to the speakers. In the end, each of the 50 participants composed an original work of writing, many will seek publishing outlets and plan to stay in touch to build momentum.

“Even before the workshop, as we sifted through more than 700 applications for the 50 student spots, it was clear that there was more enthusiasm for professional development in science communication than one workshop could handle. We hope to continue and extend ComSciCon programming in the future,” the organizers’ summary report states. They aim to offer a national ComSciCon workshop annually, as well as a January version for graduate students at Harvard and MIT.

More: www.comscicon.com
Follow: @ComSciCon

OCTOBER 2013 | GSAS BULLETIN 3
Saluting Our Top TFs

THE 2013 WINNERS OF THE BOK AWARD FOR EXCELLENCE IN GRADUATE STUDENT TEACHING

SOMEBWHERE AROUND 1,400 GSAS students serve as teaching fellows in Harvard classrooms every year. In recognition of the central role that they play in the University’s undergraduate teaching mission, the Graduate School joins annually with the Derek Bok Center for Teaching and Learning to present the Derek C. Bok Award for Excellence in Graduate Student Teaching of Undergraduates. Five TFs receive the award, selected from a long list of students nominated by their departments. Winners receive a $3,000 prize, made possible by a gift from David G. Nathan, AB ’73, MD ’79, the Robert A. Stranahan Distinguished Professor of Pediatrics at Harvard Medical School, and his wife, Jean Louise Friedman Nathan.

Meet the 2013 winners, who were honored alongside other talented TFs, preceptors, and instructors by the Bok Center’s Faculty Director, Robert Lue, and GSAS Dean Xiao-Li Meng at a ceremony at the end of the spring term.

◆ Trevor Baca, Music

Trevor Baca is known throughout the Music Department — and beyond — as an extremely enthusiastic and knowledgeable TF who has developed something of a cult following among undergraduates. In nominating Baca for the award, Professor Alexander Rehding wrote that his background as an electrical engineer and his mastery of “a colorful array of languages, from Japanese to Czech,” give him unique strengths as both a composer and a teacher. He is one of the few Music TFs who has taught across the board, from composition to music history to theory. He was even asked to TF for physics.

His success has helped to stimulate interest in courses that are normally small, such as Music 153: Post-tonal Analysis, whose enrollment — usually 310 — reached 8, an all-time high, when word circulated that Baca was the TF. And he won accolades for teaching the sophomore tutorial in music history, an assignment rarely given to composers. One student later wrote, “He creates an environment that facilitates interesting discussion, because no one is afraid to speak their mind. As long as we are both at Harvard, I plan to seek out and bend my schedule around those courses in which Trevor is involved.”

◆ Erika Loïc, History of Art and Architecture

Faced with the problem of being a Spanish medieval manuscript scholar leading sections for a course covering 2,700 years of Roman art, Erika Loïc took a broad view. Rather than infusing sections with still more specialized information, she helped students “develop a toolkit that every budding art historian should have,” reported Professor Joseph Connors in the Department of History of Art and Architecture. She gave them an understanding of key biblical stories, a large-scale chronology, a definition of technical terms, and the ability to master library tools to improve research skills. She fostered their development not just as students in her course, but as scholars in training.

Students embraced Loïc’s holistic approach, and their evaluations praised her for doing more than teaching the course material — though a number of students were delighted that she had done that so well. They commended her for teaching them how to be better students in general: for improving their writing, their presentation skills, their love for art history, and their confidence in themselves. Her advisor, Jeffrey Hamburger, wrote in his nomination that it had been a delight to watch a student whom he had mentored now become “an excellent, even exceptional, mentor in her own right.”

◆ Ainsley Morse, Slavic

Ainsley Morse “is a born teacher, one who will succeed in bringing new students to the study of the humanities,” wrote Professor Stephanie Sandler of the Department of Slavic Languages and Literatures in her nomination. Morse “knows what she is talking about, and can share her knowledge in ways that are infectious and memorable,” Sandler wrote.

Serving as a TF for Sandler’s General Education course “Poetry Without Borders,” Morse showed two great strengths as a teacher. The first was her rigorous and thorough preparation — worn so lightly as to always leave spare for students’ own views, questions, and theories.

And the second was her “genuine, relaxed interest in the students as individuals,” Sandler wrote — “her intuitive grasp of where each one was as a reader and thinker.” Making connections for students with visiting poet-translators; providing extensive, helpful comments on papers, following up with links or articles even after he term has ended — these are some of the tangible ways that she inspires students and transmits her own passion for her subject.

◆ Kevin Rader, Biostatistics

To his peers and faculty colleagues in the Department of Statistics, Kevin Rader is an exemplary, influential teacher whose enthusiasm and dedication are apparent every day.

As the leader of large, popular sections of the department’s core undergraduate courses, and as a key contributor to the pedagogy course for first-year graduate students, Rader has touched every aspect of the department’s teaching program. He is as effective in the classroom as he is a mentor to other teachers.

Students call him a “natural-born teacher” and praise his calm manner and his ability to guide them through difficult problems — not by giving them the answers, but by giving them the tools to reach the answers on their own, in their own way. His organizational skills and course management expertise are unsurpassed, and his ability to recruit and train new TFs is one of the reasons that the Stat 104 course was able to double its enrollment each semester — from 150 to approximately 300 — without a hitch. He has supervised more than 100 TFs during his time at Harvard, in the process producing section materials that all TFs can draw on.

◆ Jacob Sanders, Chemistry and Chemical Biology

Faculty in the Department of Chemistry and Chemical Biology report that Jacob Sanders is one of the most outstanding teaching fellows they have encountered. He has excelled in every class he has led, wrote Gregg Tauss, co-director of undergraduate studies in the department, and the accomplishment is made more remarkable by the diversity of subjects he has taught and the varying levels of students he has engaged.

Sanders began to teach in the department when he was still an undergraduate, and he remained a teacher for several gap years before entering the PhD program. Even then, he volunteered time to mentor new TFs as they prepared to encounter Harvard undergraduates for the first time. He has amassed an impressive pedagogical history, collecting endorsements as he goes. As one student wrote, Sanders “single-handedly convinced me to be a chemistry concentrator. His vast knowledge of organic chemistry, his ability to clearly explain complex topics, and his extreme dedication to this class made Chem 31, in some ways, the easiest class to take.” Praising his dynamic contributions to Physical Sciences I, Professor Alan Aspuru-Guzik wrote, “Without his constant interaction, I would not have done so well with the course.”
Don’t Miss!

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

Take a Breather
WEEKLY DROP-IN MEDITATION, TUESDAYS THROUGH NOVEMBER 26, NOON–12:30 P.M., Graduate Student Lounge. Come to this drop-in session to learn how to cultivate awareness and compassion, reduce academic stress, and improve self-esteem. Meditation will give you new tools to deal with everyday situations and increase your ability to cope with stress.

◆ Contact Thenesoya Martin (dudley.intellectual@gmail.com).

The Perfect Apple Galette
A BAKING GATHERING, WEDNESDAY, OCTOBER 9, 5:30–7:30 P.M., Private Dining Room. Join us for this first in a series of sessions aimed at discovering the pleasures of baking. We’ll learn all the secrets of success while creating the perfect apple pie! ◆ Contact dudleyhouse.food@gmail.com.

Give What You Have
BLOOD DRIVE, TUESDAY, OCTOBER 22 10 A.M.–2 P.M., Dudley Graduate Student Lounge. Your donation will go directly to Mount Auburn Hospital to save up to three lives. Bring a photo ID. Plenty of snacks and juice on hand!

◆ Contact dudleypublicservice@gmail.com.com to sign up.

Bring the Kids
HALLOWEEN GAME DAY FOR KIDS, SUNDAY, OCTOBER 27, 3–5 P.M., Dudley Game Room (3rd floor). An afternoon of pumpkin-decorating, music, snacks, and games — be sure to wear your costume! Open to the entire Harvard community and designed for families with children ages 2 through 12.

◆ Contact dudleypublicservice@gmail.com.

… And speaking of Halloween:
* SPOOKY CLASSICS, THURSDAY, OCTOBER 31, 9 A.M. – 5 P.M. We’ll be running The Mummy, Dracula, Frankenstein, and The Wolfman all day outside the 3rd Floor Office. Come up and eat some candy with us and relax with the great movie monsters of the past!

Sumptuous Intellectual Fare
SENIOR COMMON ROOM DINNERS, MONDAY EVENINGS. Our first fall dinner will be on OCTOBER 7, when our guest will be Professor Scott Brewer from the Harvard Law School, giving a talk entitled “How Can We Assess the Role of Logic and Reason in the Life of the Law?” Our second event will take place on NOVEMBER 4, when our guest will be Doris Sommer, Professor of Romance Languages and Literatures, who will talk about the concept of cultural agency. She is the founder of the Cultural Agents Initiative, which promotes the arts and humanities as social resources and drivers of civic engagement. Both evenings begin with a reception in the Graduate Student Lounge at 5:30 p.m. Dinner follows at 6 p.m. in the Common Room. Free tickets available for Dudley House members in the House Office.

Dudley House Your Graduate Student Center since 1991
Lehman Hall, Harvard Yard ◆ www.dudley.harvard.edu ◆ 617-495-2255
HOUSE MASTERS James M. Hogle and Doreen M. Hogle ◆ HOUSE ADMINISTRATOR Susan Zawalich
Mentoring Comes Full Circle

HGWISE CELEBRATES A FOUNDING CONTRIBUTOR WITH MENTOR OF THE YEAR AWARD BY AMY GILSON

THE INCORPORATINGLY POPULAR MENTORING PROGRAM RUN by Harvard Graduate Women in Science and Engineering capped off a successful year with a dinner on May 8 to honor Meredith Fisher as its 2012-2013 Mentor of the Year. Fisher received her PhD from Harvard in organic and evolutionary biology in 2007, later earning an MBA from MIT’s Sloan School of Business. She now leads business development for Bracebridge Capital, LLC, a career path that made her an ideal match for mentees Laura Strittmatter and Miriam Huntley, PhD students who wanted to learn more about possible careers outside of academia.

“From our first meeting after the welcome reception, Meredith started connecting me to numerous ex-PhD friends and acquaintances who have pursued a variety of non-traditional career paths,” wrote Strittmatter in her nomination. “Without Meredith, I never would have met these people and been able to appreciate the wide variety of options available for PhD scientists.”

For Fisher, becoming an HGWISE mentor was something of a homecoming: she was one of HGWISE’s founders while at Harvard. The mentoring program was launched after she graduated, but mentoring was an area that Fisher was interested in during her time at Harvard. The mentoring program was launched in 2008–2009 to 78 mentors and 113 mentees in the 2012–2013 academic year. The program is seeking to recruit new mentors from the ranks of Harvard faculty, postdocs, and alumnae, recruiting in particular to Boston-area alumnae working in or outside of academia. See www.hgwise.org for details.

HGWISE’s end-of-year dinner also honored the other nominees for Mentor of the Year: Emily Bakalis, Connie Chow, Suzanne Gaudet, Neva Haider, Jenny Hoffman, Uma Karmarkar, Maria Kontaridis, Caterina Stamosilis, Elena Porro, and Anne Wang. Nominating mentors cited a range of factors, describing thoughtful career advice, help finding an internship, and less tangible, but still vital, benefits of their mentoring relationships. As one of Karmarkar’s mentees put it, “Her office has been my safe space on campus — a place that I feel safe to be vulnerable, express my ideas, doubts, worries, hopes and red-dreams.”

The current co-chairs of the HGWISE mentoring program, PhD students Allison Provost and Julia Rogers, also recognized the achievements of former co-chairs, Carolyn Eng and Heather Poon-Barry. Under that former leadership team (which also included Provost), the program was expanded to include mentors in industry, education, and publishing in order to serve more students and recognize their diverse career interests.

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**The W. E. B. Du Bois Graduate Society**

**The Conundrums of Fair Hope**

**The W. E. B. Du Bois Graduate Society** is proud to present a panel discussion and screening of the documentary **The Conundrums of Fair Hope**

**October 8, 6 p.m., Harvard Hall 202**

Narrated by Whoopi Goldberg, The Conundrums of Fair Hope tells the story of an understudied chapter in American history, when newly freed slaves formed “benevolent societies” to respond to the challenges of their newly freed state. The film explores the moral contradictions that arise when a society-hosted morality program is compromised from within; when the good meant to be done becomes the evil it was meant to stop. The film uncovers the real story of the Washington, D.C.,-based fair hope movement, culminating in a nation-wide debate about race and religion that still reverberates today.

**Featuring a roundtable talk by:**

S. Epatha Merkerson, producer, an actress best known for her portrayal of Lieutenant Anita Van Buren on NBC’s long-running Law & Order (for which she won the 2006/2007 NAACP Image Award).

Rockell Metcalf, producer, Vice President and Chief Content Officer at Amtower Financial, Inc. He received his LL.M from Columbia Law School and his J.D. from William Mitchell College of Law.

Judith Casselberry, Assistant Professor of Africanica Studies at Bowdoin College and a Visiting Scholar in the Women’s Studies in Religion Program at Harvard Divinity School.

Scott Poulson-Bryant, PhD candidate in American studies and the author of Hung: A Meditation on the Measure of Black Men in America and The VIPs.

Contact Funlayo Wood (ezwood@fas.harvard.edu) for more information.

**You’re Teaching. Are They Learning?**

**A NEW CONVERSATION ABOUT LEARNING ASSESSMENT AT HARVARD**

With funding from an Alfred P. Sloan Foundation grant through the Council of Graduate Schools, as part of an initiative called “Preparing Future Faculty to Assess Student Learning,” GSAS has launched an exploration of new ways to assess teaching and learning. This initiative explores a rapidly changing classroom experiences. Dedicated to finding innovative approaches for enhancing graduate student skills in the assessment of undergraduate learning, the initiative hopes to find new answers to questions as old as education itself. Are my students actually learning? How can I tell?

With emerging pedagogical trends — everything from project-centered learning to multimedia assignments to MOOCs — further muddying the often-opaque waters of student assessment, new tools and techniques have become essential. But it’s not only that teaching has changed, students are learning in new ways through information and knowledge in dramatically new and autonomous ways, and teachers need to understand how learning itself is changing.

“GSAS students are among the most dedicated and creative teachers at Harvard, and they often far exceed the expectations of the teaching fellow role in their commitment to the practice of pedagogy,” says Xiao-Li Meng, GSAS Dean and Whipple-V. N. Jones Professor of Statistics. “This grant will help us support them in their professional development by equipping them with tools to increase their effectiveness.” Partnering with the Derek Bok Center for Teaching and Learning, GSAS aims to develop programing that translates students’ innovative and successful practices into quantifiable assessment methods.

These topics were the subject of a daylong retreat in May, hosted by Meng for a group of pedagogically engaged faculty, students, and postdocs. This was a cross-University effort, organized by GSAS assistant dean Sheila Thomas, John Girash from the Bok Center, and Johanna Guilmant from Harvard Medical School. The goal was to share best practices and make connections across Harvard that would foster new collaboration and encourage better training for current graduate students.

More than 100 attendees took part in discussions and case studies oriented around five broad questions. What do I want my students to learn? What’s the evidence that my teaching is effective? What can we learn from student evaluations? How can we evaluate 40,000-plus students (which detailed the experiences of David Malan, Abt ’99, PhD ’07, the driving force behind Coursera, and C510, the popular computer science course now offered through HarvardX)? and, finally, How can I know that my teaching has lasting impact?

Meng plans to build on the fruitful conversation of that day by creating additional opportunities for cross-school dialogue, both among current faculty leaders and among the faculty of the future. And he and the core organizers will produce a white paper that lays out a roadmap for how learning assessment at Harvard should evolve.
Harvard Museums of Science and Culture

We welcome you to explore the collections of the Harvard Museums of Science and Culture (HMSC) — a consortium of the museums in the Faculty of Arts and Sciences that together hold more than 28.5 million objects representing Earth’s history, life, and cultures.

From meteorites and mummy cases, to large Maya monuments and Ben Franklin’s experimental gear, these museums offer unparalleled resources to aid your teaching and research at Harvard. Get to know their holdings, and visit the exhibitions that showcase them!

The Collection of Historical Scientific Instruments
The Harvard Museum of Natural History
The Harvard Semitic Museum
Peabody Museum of Archaeology and Ethnology

FALL HIGHLIGHTS:
Ongoing: Time and Time Again, an exploration of the tools and tricks people have used through the centuries to tell, preserve, and outrun time. Collection of Historical Scientific Instruments

October 10–11, 18–19: Ethnographic Film Series at the Harvard Film Archive, with filmmaker Robert Gardner and film scholar Scott MacDonald. Peabody Museum

October 17: Discovering the Egyptian Queen Nefertiti’s Artist: The Tomb of Thutmose at Saqqara. Harvard Semitic Museum


November 21: Day of the Dead family event (noon–4 p.m.) and fiesta (6–8:30 p.m). Peabody Museum

Admissability to all Harvard museums is free for Harvard ID holders and one guest upon presentation of their valid Harvard ID card. Reduced rate household memberships are $50 instead of $85 for Harvard staff, students, and faculty.

Learn more: http://hmsc.harvard.edu

Job Talk

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

All About Big Data
Explore Big Data & Analytics Careers!
Friday, October 4, 2–3 p.m., 59 Shepard Street Cambridge (SOGCH). Shuttle buses provided. Are you intrigued by the prominence of “big data” in the recent news? Analytics is a burgeoning field with growing opportunities for those with advanced quantitative, analytical, and computational skills. Explore this exciting new world and talk with data scientists from a variety of firms. Registration (through Crimson Careers) is required for the panel presentation.

2013 Big Data, Engineering & Technology Fair
Friday, October 4, 3–5 p.m., 59 Shepard Street Cambridge (SOGCH). Shuttle buses provided. This networking event will feature employers who are looking for job candidates with advanced quantitative skills.

Exploring the Nonacademic Track Career Jump Start: Assessment, Skills, and Options. Wednesdays, October 16–November 6, 10 a.m.–noon, 54 Dunster Street, Cambridge. Considering your next step after the PhD? Are you on the fence, debating between academia and a career beyond the ivory tower? Join this four-session series for PhD students and investigate whether a nonacademic career is right for you. Learn the skills you’ll need to begin the transition, through in-depth self-assessment, brainstorming, and exploring career options. Registration is required (RSVP to lstark@fas.harvard.edu); please make every effort to commit to all four meetings.

Evaluating & Negotiating Job Offers. Friday, October 25, 10–11:30 a.m., 54 Dunster Street, Cambridge. Can you still negotiate in a tough economic market? Yes! Evaluating compensation packages and determining whether and how to negotiate is often the most stressful part of the job search for students. Lack of negotiation experience, unfamiliarity with the expectations and assumptions, and the commitment inherent in accepting an offer all present an imposing situation. In this workshop, we will discuss what you should look for in a compensation package and how to negotiate with confidence.

Becoming Faculty Series
The View from the Search Committee. Tuesday, October 29, 4:30–6 p.m., Dudley House. Anyone applying for academic jobs wants to know what search committees look for in candidates — and what they don’t want to see! Come to this event for advice, perspective, and stories from experienced professors. Register through Crimson Careers.

Read more career news:
www.gas.harvard.edu/careers
Office of Career Services:
www.ocs.fas.harvard.edu
Get Out
EXPLORATIONS AND ADVENTURES ON AND OFF CAMPUS

An Apple a Day

It’s a banner season for apple picking, the experts say; get out and go for the gold! (Or the red.) Explore your options at PickYourOwn.org. We’ve had success at Shelburne Farm and Honey Pot Hill Orchard in Stow, at Cider Hill Farms in Amesbury, and at Russell Orchards in Ipswich. A Zipcar rental will help, but you could also take your bike on the Ipswich or Ayer commuter rail lines and plot a local ride!

SURVIVING GRADUATE SCHOOL:
THE CONTEST

Welcome to the Bulletin’s monthly contest!

We ask readers to answer a question or share a trick of the trade — a survival skill you’ve picked up during your Harvard years, or a shortcut that makes the burdens of grad school a little less heavy. We pick the best answer(s) and print the winner in the next edition, and you win a GSAS totebag!

THE OCTOBER CONTEST

What is your favorite cheap lunch destination that is less than 10 minutes from your lab, office, or campus home-base? Play foodie and describe your favorite dish.

The best answer will be printed here next month — and will earn its author a totebag.

E-mail your answer to bulletin@fas.harvard.edu.

The contest is open only to students at the Graduate School of Arts and Sciences. When submitting, include your full name and your department/program. We allow only one submission per person per contest.

OUR MAY 2013 WINNER:

We were inundated with correct responses to what we thought (erroneously) would be a toughie!

The photo is a closeup of the whale skeleton in the Northwest building.

We’ll do more photo-based contest questions later this year!