

**Tufts University GSAS and SoE  
Teaching Assistant (T.A.) Handbook  
2018/2019**

# Table of contents

Page

## Contents

Welcome to Tufts!.....	4
Part I: Tufts University’s Vision & Mission.....	5
<i>Teaching Assistantships at Tufts University</i> .....	7
Part II: Access to Resources for Teaching and Learning.....	10
<i>There are many resources to support teaching at Tufts online and in this handbook, some of which are detailed below. We encourage you to reach out to faculty or veteran TAs for further resources.....</i>	11
<i>Teaching at Tufts</i> .....	11
<i>Getting Started</i> .....	12
<i>Practical Tips</i> .....	14
Part III: Tips for dealing with students .....	15
<i>Working with student mental health challenges</i> .....	16
<i>When students cheat</i> .....	19
<i>Upholding Academic Integrity</i> .....	22
<i>Privacy of Student Records</i> .....	25
Part IV: Policies and contact information.....	26

*Important University Policies* ..... 27

*Academic Integrity* ..... 27

*Equal Opportunity* ..... 27

*Accessibility Services* ..... 28

*Grading policy* ..... 29

*Plagiarism* ..... 29

*(Amorous) relationships with students* ..... 29

*Important Resources* ..... 31

*Undergraduate Associate Deans* ..... 33

*Last updated: 8/1/16*

# Welcome to Tufts!

We are happy to welcome you as a Teaching Assistant, where you will join the Tufts teaching community critical to the Tufts graduate experience. This Tufts Teaching Assistant Handbook will be a primary resource throughout your time as a Teaching Assistant.

In addition to this resource and other online resources, there are many colleagues and administrators who are available to support your growth in this position. The Center for the Enhancement of Learning and Teaching (CELT), which publishes this handbook, and Educational and Scholarly Technology Services (ESTS) make many resources available for students; the Academic Resource Center (ARC) and Counseling and Mental Health Services provide individual meetings as well as group trainings; and the Office of the Dean of your graduate school provides workshops and is always available for your questions.

This handbook provides a brief overview of the Tufts University Teaching Assistant Program and expectations, offers some guidance and inspiration for your teaching career, and lists the main University policies and resources most important to teachers at Tufts.

We hope that your Teaching Assistantship is the beginning of a positive and fruitful teaching career, and wish you all the best in the coming years.

Robert Cook, Ph.D.  
Dean  
Graduate School of Arts and Sciences

Karen Panetta, Ph.D.  
Dean of Graduate Education  
School of Engineering

## Part I: Tufts University's Vision & Mission

Adopted by the Board of Trustees, Fall 2013:

Web address:

[http://www.tufts.edu/home/get\\_to\\_know\\_tufts/vision\\_mission/](http://www.tufts.edu/home/get_to_know_tufts/vision_mission/)

Tufts is a leader in American higher education, distinctive for its success as a moderately sized university that excels at research and is committed to providing students with a personal experience. Tufts is a blend of both a research university and a liberal arts college, a unique combination that attracts students, faculty and staff who thrive in our environment of curiosity, creativity and engagement.

The core of Tufts is captured in our mission and vision statements, which exemplify the spirit of what Tufts is, as well as the values and priorities that will guide us over the coming years.

#### Vision

To be an innovative university of creative scholars across a broad range of schools who have a profound impact on one another and the world.

#### Mission

Tufts is a student-centered research university dedicated to the creation and application of knowledge. We are committed to providing transformational experiences for students and faculty in an inclusive and collaborative environment where creative scholars generate bold ideas, innovate in the face of complex challenges and distinguish themselves as active citizens of the world.

## *Teaching Assistantships at Tufts University*

### *What is a Teaching Assistant?*

Teaching assistants are graduate students enrolled in the graduate school who, as part of their training, are awarded a stipend to provide part-time support to faculty who are teaching a course at the university. This can be among the most fruitful aspects of the TA experience, and simultaneous with evaluation with your faculty members you can expand your teaching skills to the fullest extent possible.

Students who are teaching assistants receive resident credit for, and are charged tuition for, the fraction of the program spent fulfilling degree and residence requirements outside of their teaching assistantship responsibilities. Thus, the holder of one of these teaching assistantships spends up to twenty hours per week in activities associated with instruction, and typically takes two courses per semester. Teaching assistants are eligible for awards unrelated to their assistantship, including scholarships and fellowships.

Teaching assistants normally have instructional responsibility related to most aspects of the courses to which they are assigned, such as recitation or laboratory sections, grading papers and examinations, and other related responsibilities. Appointments to these assistantships are based upon the recommendation of a student's department chair or graduate director and are effective for one academic year or one semester, but are renewable. Teaching assistants with appointments of 10 or more hours per week should register for 405-TA each semester. All newly appointed teaching assistants are required to attend the Teaching Assistant Orientation.

The opportunity to serve as a teaching assistant is an important

part of the professional development and training that the university offers graduate students. Feedback from faculty mentors helps identify strengths, encourages performance improvement, as well as prevents, mitigates, or helps resolve academic disputes.

The university reserves the right to terminate an appointment at any time for due cause. Inadequate degree progress as defined by departmental or program standards may constitute cause. Academic dishonesty may also constitute cause. In all instances of dismissal, the student will be notified in writing of the reasons for the termination and may appeal the decision to the appropriate dean.

As a TA, you are in a unique position within the teaching cycle at Tufts. You have the opportunity to act as a liaison between students and faculty, and ensure that greater understanding, comprehension, and communication occurs on both ends.

We hope that this handbook will support you in this endeavor throughout your career at Tufts, and that it will continue to be helpful to you as you embark upon your professional journey after graduation. Some resources within this document may not seem relevant during your first semester as a TA, but their pertinence will become clearer as you assume additional responsibilities and autonomy, and when you eventually teach courses of your own design.

### *How do you prepare to be a Teaching Assistant?*

Each year, the Graduate School of Arts and Sciences and School of Engineering hold a Teaching Assistant Orientation mandatory for new TAs. This orientation will introduce students to key university policies, ethical issues they may face in the classroom, and give them an opportunity to discuss being a Teaching Assistant with veteran TAs.

Many departments also offer or mandate further departmental orientations and/or trainings; please check with your department or

program for further information. Departments may also have electronic, area-specific teaching resources or repositories available for TAs. Please ask a faculty member or more experienced TA in your department if such resources are available.

Further resources and teaching advice is available at Teaching at Tufts, a collaborative project through the Center for the Enhancement of Learning and Teaching (CELT) and Educational and Scholarly Technology Services (ESTS). The Academic Resource Center (ARC) also offers coaching in public speaking, while the Graduate School offers many workshops to hone your skills.

For those of you planning to embark on a teaching career, Tufts offers another resource: The Graduate Institute for Teaching (GIFT). GIFT is a competitive summer program for doctoral students across all schools at Tufts, in which they receive in-depth training and the opportunity to co-teach as a Teaching Fellow with a faculty mentor in a course during the following academic year.

These resources and many more may be found at the end of this handbook or online.

## Part II: Access to Resources for Teaching and Learning

There are many resources to support teaching at Tufts online and in this handbook, some of which are detailed below. We encourage you to reach out to faculty or veteran TAs for further resources.

### ***Teaching at Tufts***

<http://sites.tufts.edu/teachtufts/>

This web site provides teaching and learning resources for faculty at different stages of their careers and across diverse disciplines and fields at Tufts (including all Teaching Assistants).

Sections of this resource include: The Teaching Cycle (Design a Course, Teach a Course, Assess Student Learning, Assess and Revise a Course); Teaching Challenges; Tufts Teaching Profiles, examples of teaching across all schools and departments; and Educational Technologies.

We invite Tufts faculty, as well as the broader academic community, to explore and make use of these resources, and hope that they will enrich your thinking about teaching and learning at Tufts and beyond.

Here is an example of a page from the *Teaching at Tufts* website about the **First Day of Class**:

*“The first day of class can be exciting but also nerve-wracking. Even seasoned faculty members can become anxious and leap directly into course content without introducing themselves personally, establishing rapport, and taking stock of how class members relate to each other and to the instructor. The first meeting of a new class lays the foundation for the new semester, however, and is critical for promoting student retention. You have the opportunity during the first class meetings to create an atmosphere that will encourage student participation and engagement, enriching everyone’s experience.”*

## ***Getting Started***

### **Take attendance**

- If class is a reasonable size, confirm those in attendance correspond with your list of enrolled students.
- Pass around a sign-in sheet to obtain relevant information that might be useful to you in communication with your students (telephone, email, background, learning issues, other concerns they might have upon beginning the course.)
- Decide whether you prefer that students keep the same seats throughout the semester or not. If so, prepare a seating chart to make it easier for you to call on students by name. You can use name tents if it is a large class, and challenge yourself to remember as many student names as possible.

### **Establish rapport through introductions**

- Introduce yourself and perhaps tell a short personal story. Specify how you want students to address you.
- Establish your credibility in relation to the course topic—describe your academic background, research accomplishments, and interests
- Share your enthusiasm and identify what drew you to the field, what is exciting about the subject matter, why it might matter in the broader scheme of society and students' lives and careers
- Have students introduce themselves and share something about themselves – for example, where they are from, why they chose the course. Even in a large class, you can ask them to do this in small groups. These types of introductions give you an opportunity to learn students' names and foster a welcoming atmosphere

**Provide information about class expectations and logistics**

- Hand out an informative, user-friendly syllabus that includes the class objectives, your expectations around attendance and work, dates of scheduled exams, due dates of papers, and a reading list. Spend a few minutes describing what the books and readings listed are about and how they relate to the theme of the course.
- Convey expectations regarding appropriate amounts of study time and homework assignments. Provide, in writing, policies regarding attendance, grading, late assignments, make-up exams, and explain the differences between academic dishonesty and legitimate collaboration.
- Announce your office hours and location (then hold them without fail) and the best way to contact you, and how quickly you will respond. Help them understand that they should not expect an answer to their emails within the hour, but give them an idea about how quickly they can expect a response. Let them know how you prefer to contact the class members.

**End on the ‘same page’ and move on**

- Assign homework and suggest an approach for the assigned reading. For example, ask students to keep in mind certain key points when completing their assignments, to connect their work to a current event, etc.
- End class ten minutes early in order to pass out an evaluation card for students to provide informal feedback regarding the class (e.g. Is there anything unclear?). Collect the cards and use them to transition to the beginning of the next class
- As an alternative to first day evaluation cards, ask students to write a ‘One Minute Paper’ where they write their thoughts for one minute on the topic or lingering questions. If you want to

learn more about “one minute papers” and other quick assessment techniques, feel free to come and browse the CELT library (an annotated bibliography of the books we make available can be found on our website)

Visit the *Teaching at Tufts* site for access to these and other online and downloadable resources:

### **Technologies to Consider**

- Trunk – Tufts Online Learning Environment
- Clickers & Other Classroom Response Systems (CRS)
- Online Survey
- Presentation Tools

### **Additional Resources**

- (2004) Getting to Know You. *CELT Resources Tip Sheet*.
- More, R.S., & Sheridan, H.W. Questionnaire for the First Day of Class.

### ***Practical Tips***

- When you prepare a course, make sure you know the AV information for your classroom. Practice ahead of time.
- Put the emergency numbers for AV support in your phone

## Part III: Tips for dealing with students

## ***Working with student mental health challenges***

Tips from Tufts University Counseling and Mental Health Service (CMHS)

### *What to Look for*

The following list identifies symptoms, which, *especially if repeated or severe*, may suggest that the student is distressed and would benefit from assistance.

- Behavior or Appearance
- Depressed or lethargic mood
- Deterioration in personal hygiene or dress
- Unusually disruptive behavior
- Strange or bizarre behavior indicating loss of contact with reality
- Exaggerated emotional responses obviously inappropriate to the situation (e.g., unexplained crying or outbursts of anger, unusual irritability)
- Expressions of apathy or feeling worthless
- References to feelings of helplessness or hopelessness (verbal or in an assignment)

References to suicide or homicide: All such references need to be taken seriously. A judgment about the seriousness of the suicidal thought or gesture should not be made without consultation with a professional counselor.

### *When is it an emergency?*

If a student mentions suicide intention or a plan, an immediate response is critical.

An emergency situation may include any of the following behaviors:

- Reference to suicidal intentions, suicide plans, or recent suicide attempts
- Imminent threats or aggressive behavior towards others

- Incoherent or disjointed speech
- Loss of contact with consensual reality, including hallucinations and delusions
- Extreme panic

*What to do in an emergency*

- Tell the faculty member teaching the course immediately.
- Do not leave the student alone.
- During business hours (M - F; 9am-5pm), call CMHS at x73360
- Evenings/weekends: Call TUPD at x73030 and ask to have the on-call counselor paged. Give the police your name, the name of the student in question, your phone number, and your location.

*When it's not an emergency, what can you do to help?*

- Involve the faculty member teaching the course as soon as possible.
- **Talk** with the student in private when both of you have the time and are not rushed or preoccupied. If you have initiated the contact, express your concern in behavioral, non-judgmental terms.
- **Listen** to thoughts and feelings in a sensitive, non-threatening way.
- **Give hope**, and help a student realize there are options. Suggest resources: friends, family, clergy, or professionals on campus. Refer students to the Office of the Dean of Student Affairs (617-627-3158) or to Counseling and Mental Health Services. Point out to students that: (1) help is available, (2) we all need help at some point or another, and (3) seeking help when needed is a sign of wisdom. Leave the option open, except in emergencies, for the student to accept or refuse counseling.
- Follow-up with the student later to see how they are doing and

whether they followed up with a referral you suggested.

- Consult: You can always consult with your Department Head, Dean of Student Affairs, or Counseling and Mental Health Services. Don't worry alone!

*How to make an appointment at Counseling and Mental Health Services*

- By phone at 617-627-3360 or in person at 120 Curtis Street.
- During the school year CMHS is open weekdays, from 9 a.m. to 5 p.m.

*A note about confidentiality*

People often have a natural interest in whether someone they referred to counseling has come in and how they are doing. However, ethical and legal mandates dictate that mental health counselors keep all information related to their clients confidential.

We do encourage students to follow up with the person who referred them.

For more information contact Tufts Counseling and Mental Health Service and request this guide: *How to Help Students in Distress: A Guide for Tufts Faculty, Staff and TA's.*

### *When students cheat*

Per a 2006 policy update, professors and instructors at Tufts are required to report all incidents of academic misconduct to the Dean of Student Affairs Office. Detailed policies are described in the Academic Integrity Policy available on the Student Affairs website. Teaching Assistants should alert faculty for their courses to any instances of academic misconduct in their courses.

### *Academic misconduct includes:*

- Cheating on an exam or violating exam policies (e.g., accessing unauthorized materials during an exam, “texting” on a cell phone during an exam).
- Submitting another’s academic work as one’s own. Buying, stealing, or “borrowing” a paper or lab report written by someone else.
- Plagiarism. Failure to adequately cite, document, or paraphrase sources of incorporated text, even if the student claims carelessness, ignorance, or no intent to deceive.
- Inappropriate collaboration on graded work, including lab reports, take-home exams, papers, problem sets, projects, and homework assignments.

### *Why do students cheat?*

- Poor time management, which results in last-minute panic.
- They do not realize they are committing plagiarism or collaborating inappropriately.
- They think others are doing it, so they need to cheat to keep up with the competition.
- They think no one cares. They think the rules are not actually enforced.
- They think that high standards do not apply to low-

stakes assignments.

- They think they cannot live up to the standards set by a favorite professor.

*If you catch cheating or suspect academic dishonesty . . .*

- Gather the evidence immediately. Keep formal notes on dates, times, and your observations. Inform the professor, a faculty advisor, or department chair immediately.
- *Always maintain the student's privacy:* never make an accusation in front of other students and don't mention the student's name to colleagues (except, of course, to the professor teaching the class or to the Dean of Students).
- If you feel comfortable, calmly inform the student that you suspect academic misconduct and will be referring the incident to the Dean of Student Affairs Office. Do this by email, over the phone, or in a private place where other students cannot overhear. The incident can also be reported to the Dean of Student Affairs Office *without* the TA or professor informing the student.
- If you are not sure what to do, or if you are not sure if the student's actions constitute academic misconduct, contact the Dean of Student Affairs Office for guidance: 617-627-3158.

*Use the university's Student Judicial Process*

- Submit evidence of cheating and a description of the incident to the Dean of Student Affairs Office using the online reporting form available on the Judicial Affairs website.
- The Dean's office will conduct an investigation, and if academic misconduct is found, will determine a disciplinary consequence. If disciplinary action is taken, you will grade the student's work according to the grading guidelines for academic misconduct.

- The student may NOT drop your class while an investigation is pending! Students found responsible for academic misconduct have a right to continue in the course, unless they are immediately suspended or expelled.

## ***Upholding Academic Integrity***

### *Know your department's policies and procedures*

- Your department may have policies in place to prevent some forms of academic misconduct. Learn your department's guidelines or “best practices” for giving exams, grading exams, re-grading policies, student collaboration, and assigning writing.
- If you are TA-ing for a professor, talk to the professor about ways to prevent academic misconduct in the course and what to do if a student is caught cheating.

### *Anticipate problems*

- Anticipate ways that students could engage in academic misconduct in your class, and devise rules and procedures to prevent it from happening.
- Be aware that various electronic gadgets, such as iPods and cell phones, can be used to cheat on an exam, as can good-old-fashioned crib notes hidden in a bulky winter coat.
- Modify exams and assignments to make them cheat-proof. *Never give the identical exam semester after semester, or year after year!*

### *Communicate with your students*

- Include warnings about cheating, inappropriate collaboration, and/or plagiarism in your syllabus or on a handout. Remind students that you are required to report all suspicions of academic misconduct to the Dean of Student Affairs.
- Repeat your rules in class, especially before exams, labs, or when assigning papers.
- Clarify your expectations for each assignment. If you assign group projects or labs, carefully delineate appropriate

collaboration and inappropriate collaboration.

- Hold a class discussion about the importance of academic integrity and research ethics in your field or discipline.
- **IMPORTANT:** Offer to answer questions students may have about whether or not they are within the rules. For example, offer to answer questions about appropriate citation on drafts of assigned papers. Students should feel comfortable approaching you for clarification about whether they are meeting your expectations for the assignment.

*Reduce pressure on students without lowering standards*

- Assign several short papers due at various times over the semester instead of one long paper due at the end of the term.
- Devise a late-paper policy, and put it on your syllabus. For example, your policy may allow late papers, but will reduce the grade by so many points for each day the assignment is late. Or, you may allow students to submit one paper late during the term, no questions asked.
- If you give multiple quizzes and tests, consider a policy that allows students to drop their lowest test grade. Alternatively, you may allow students to rewrite one paper for a (potentially) higher grade.
- If you assign take-home exams, be sure that you are measuring application of knowledge and students ability to critically think, not the recitation of facts and information from class notes. Be clear about the parameters of the assignment – can students use class notes, the text, and other resources on the internet. Knowing that students will probably contact each other, be sure that you specify that every answer must be unique. If you are not comfortable in devising such an exam, then do not assign a take home.

- Allow your students to use Turnitin.com to scan their papers for accidental plagiarism before they submit the final version of the paper to you for a grade.

### ***Privacy of Student Records***

Federal law provides for the confidentiality of student records. Each instructor must ensure that student records are not revealed to anyone other than the student.

If you post grades of any kind, be certain to establish a special ID number for each student (perhaps the last four digits of their Tufts ID). If using electronic grade book, be sure to set the privacy settings so that a student may only see their grades. In accordance with the Family Educational Rights and Privacy Act (FERPA) access to student educational records are available to the student and the right to limit or prevent their disclosure to third parties. Further information is available at:

<http://provost.tufts.edu/institutionalresearch/tuci/general-information/ferpa>.

## Part IV: Policies and contact information

## ***Important University Policies***

There are a number of University Policies that you should be aware of as a Teaching Assistant. Here is a brief description, with links to the full policies on-line:

### ***Academic Integrity***

- If you have not had a chance to explore the Tufts policy on academic integrity in your role of student, it is a good idea to review it in your capacity of TA. The most up-to-date version of the Academic Integrity booklet can be found on-line at:  
<http://uss.tufts.edu/studentAffairs/documents/HandbookAcademicIntegrity.pdf>.

### ***Equal Opportunity***

- “Tufts University is committed to the fundamental principle of equal opportunity and equal treatment for every prospective and current employee and student. It is the policy of the University not to discriminate on the basis of race, color, national or ethnic origin, age, religion, disability, sex, sexual orientation, gender identity and expression, or status as a veteran, in the administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, and athletic or other university-sponsored programs.”
- These policies are reaffirmed annually by President Anthony P. Monaco in a signed statement that can be found on the Office of Equal Opportunity and Affirmative Action website at <http://oeo.tufts.edu>.

### ***Accessibility Services***

The Student Accessibility Services (SAS) Office is committed to providing support and equal access for students with disabilities. The office provides reasonable accommodations to all qualified students. The SAS office works with students who have a wide array of disabling conditions including learning disabilities, attention deficit hyperactivity disorder, sensory and mobility impairments, and chronic illnesses (physical and psychological).

As a Teaching-Assistant you will work with students who have disabilities, but you will rarely know what the student's condition is, or how it impacts him/her? What you will know is that the student is registered with our office, and what accommodations we are recommending for him/her. Registered students are expected to have on-going communication with their professors and TAs about the implementation of their accommodations, and, what actions they can take to assist in the process.

We may ask for your assistance in coordinating/locating note-takers in one of your classes, or, we may work with you in advance about arranging exams for students. Please be aware we expect students to meet with you or the professor 7 days in advance of any planned in-class assessment. Because we are quite limited for space, we are only able to consistently proctor extended time exams when a student needs a distraction reduced setting.

Information about resources to assist students and the process for arranging reasonable curricular and co-curricular accommodations can be obtained through the Director of Student Accessibility Services by calling 617.627.4539, through email [Accessibility@tufts.edu](mailto:Accessibility@tufts.edu), or by accessing the website [uss.tufts.edu/arc/disability](http://uss.tufts.edu/arc/disability).

### ***Grading policy***

- Grading policies are department and program specific, so we cannot provide a comprehensive review here. Make sure that you are informed of your course's grading policy before you start teaching. Chances are that no matter what course you TA for, at least one student will have questions about the grade that they receive.

### ***Plagiarism***

- In addition to the section devoted to Academic Integrity in this booklet, you will find many resources related to plagiarism on the website maintained by the Academic Resource Center (ARC), including descriptions of different forms of plagiarism, tips for helping students prevent "accidental" plagiarism, and a self-quiz to test your own knowledge of what is and what is not considered plagiarism. All these resources can be found here: <http://uss.tufts.edu/arc/>

### ***(Amorous) relationships with students***

- In your role as Teaching Assistant, you are subject to the same university policy on dating as faculty members and other staff and instructional personnel, no matter whether your students are undergraduates or fellow graduate students. The policy applies as long as you are in a position of power over the student. If a romantic interest develops, the least you must do is to wait until the end of the semester (until grades have been submitted!) or find a way to teach a different group of students. Remember however that if there is a possibility that you will be in a position of power again in the future (TA another class, be asked for a letter of recommendation, etc.), a relationship should be avoided.

Here is what the policy states:

*"Tufts University seeks to maintain a professional educational*

*environment. Actions of faculty members and academic administrators that are unprofessional or appear to be unprofessional are inconsistent with the university's educational mission. It is essential that those in a position of authority not abuse, nor appear to abuse, the power with which they are entrusted.*

*“Faculty members and academic administrators exercise power over students, whether by teaching, grading, evaluating, or making recommendations for their further studies or their future employment. Amorous, dating, or sexual relationships between faculty members, academic administrators, and students are impermissible when the faculty members and academic administrators have professional responsibility for the student. Voluntary consent by the student in such a relationship is suspect, given the fundamental nature of the relationship. Moreover, other students may be affected by such behavior, because it places the faculty member and academic administrator in a position to favor or advance one student's interest to the potential detriment of others. Therefore, it is a violation of university policy for a faculty member or academic administrator to engage in an amorous, dating, or sexual relationship with a student whom he/she instructs, evaluates, supervises, or advises, or over whom he/she is in a position to exercise authority in any way.”*

(see <http://oeo.tufts.edu> for this text and further information on the topic)

## ***Important Resources***

Detailed and current information provided by each of these resource offices or services is available on the Tufts University website.

Access these resources through one of these three primary means.

- Tufts Directory, Offices and Services:  
[http://www.tufts.edu/home/offices\\_services/](http://www.tufts.edu/home/offices_services/)
- The Tufts University Main page, search box (Far upper right)
- Tufts Graduate School of Arts and Sciences and School of Engineering:  
<http://asegrad.tufts.edu>

### **Graduate School of Arts and Sciences**

Dean of the Graduate School of Arts and Sciences, Robert Cook

Email: [gsas@tufts.edu](mailto:gsas@tufts.edu)

Main Phone: (617) 627-3106

### **School of Engineering**

Dean of Graduate Education for the School of Engineering, Karen Panetta

Email: [enggradstudies@tufts.edu](mailto:enggradstudies@tufts.edu)

Main Phone: (617) 627-3237

### **Academic Resource Center**

<http://uss.tufts.edu/arc/>

Center for the Enhancement of Learning and Teaching (CELT)

<http://provost.tufts.edu/celt/>

Counseling & Mental Health Services, Medford campus

<http://ase.tufts.edu/counseling/>

Accessibility Services

<http://uss.tufts.edu/arc/disability/>

Educational and Scholarly Technology Services, (ESTS)

<https://it.tufts.edu/ests>

Graduate Institute for Teaching

<http://asegrad.tufts.edu/academics/professional-development/graduate-institute-teaching-gift>

Office of Equal Opportunity

<http://oeo.tufts.edu/>

Chief Diversity Officer and Associate Provost (Medford/SMFA), Rob Mack

<http://provost.tufts.edu>

Student Affairs

<http://uss.tufts.edu/studentaffairs/>

Technology Services

<https://it.tufts.edu/>

Tisch Library

<http://tischlibrary.tufts.edu/>

Canvas Course Management

<https://canvas.tufts.edu>

Tufts Police

<http://publicsafety.tufts.edu/police/>

***Undergraduate Associate Deans***

Each undergraduate is assigned to a dean who helps the student with questions and issues relating to academic and intellectual direction, academic difficulty, course work, extended absence from class, choice of major, change of advisor, and leave of absence, among other things. If you have concerns about a student, the first person to contact is that student's dean.

**Engineering** undergrads: Jennifer Stephan  
Email: [jennifer.stephan@tufts.edu](mailto:jennifer.stephan@tufts.edu)  
Main Phone: (617) 627-2000

**Arts & Sciences** undergrads with last names  
**A - G** Kendra Barber  
Email: [kendra.barber@tufts.edu](mailto:kendra.barber@tufts.edu)  
Main Phone: (617) 627-2000

**H - O** Carol Baffi-Dugan  
Email: [carol.baffi-dugan@tufts.edu](mailto:carol.baffi-dugan@tufts.edu)  
Main Phone: (617) 627-2000

**P - Z** Robin Olinsky  
Email: [robin.olinsky@tufts.edu](mailto:robin.olinsky@tufts.edu)  
Main Phone: (617) 627-2000

**SMFA** undergrads: Leah Gadd  
Email: [leah.gadd@tufts.edu](mailto:leah.gadd@tufts.edu)  
Main Phone: (617) 627-2000

**Orientation and Student Transition:** Robert Mack  
Email: [robert.mack@tufts.edu](mailto:robert.mack@tufts.edu)  
Main Phone: (617) 627-2000

**Special undergraduate populations assigned to specific deans:**

**Kendra Barber:** REAL Program (Resumed Education for Adult Learners)

**Kendra Barber:** Initial Contact for new Transfer Students

**Carol Baffi-Dugan:** Post-Bac Program; Pre-Health Dual-Degree Programs