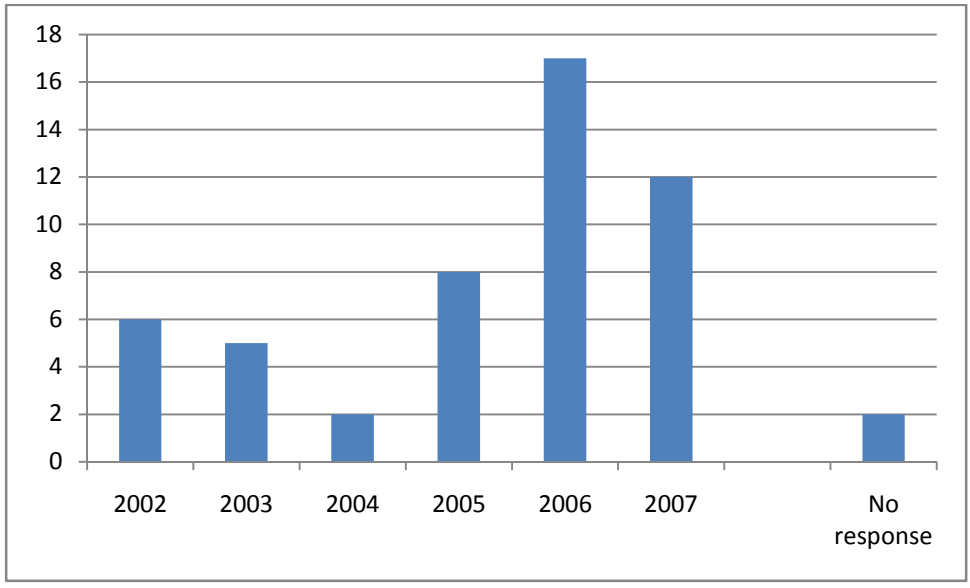
1. GENERAL INFORMATION

1.1. Please select your **BE graduate program track**.

Bioengineering: 40 / 52
Bioscience: 12 / 52
No responses from Toxicology, CSB, M.Eng

1.2. Please enter the year in which you started your BE graduate program. (For example, new 2nd-years who joined the program at the beginning of September 2006 would enter '2006'.)



2. BEFORE JOINING BE

If you are a student in the graduate entering class of 2005 or earlier (i.e. a 3rd year or later) you can skip this section and resume with Section 3.)

2.1. Rank the **reasons** that made you choose **to join** MIT's Biological Engineering Department.
Please rank in terms of importance, **1 = most important, 9 = least important.**
Please use each number only once.

Potential Advisors	2.43	1.88	37
MIT Prestige	3.21	2.34	38
Course Curriculum	3.54	1.71	37
Specific Advisor	4.24	2.51	37
Location	5.03	2.23	37
Social	5.19	2.05	37
Financial	5.67	2.40	36
Advisor Selection Process	5.83	2.17	36
Other	6.19	3.33	21

"Other" reasons people chose to join MIT BE:

Unique feel and focus of the MIT BE department really distinguished it from other programs I'd seen.

Encouragement/support by Doug Lauffenburger

Ability of significant other to find employment

This is somewhat included in the above responses, but the main reason I came, 'other', was that I felt I could really study anything I wanted, that I could design a project addressing what to me are the most interesting issues in this field, and that the faculty would treat me as a peer, helping to guide me along. The other places I was considering, the standard is to join a lab, and work on what that specific professor would like you to do. There's so much more freedom here, and that was a huge draw for me.

Research emphasis and vision of department

Research emphasis and vision of department

How friendly and welcoming the dept was at interview weekend.

I was excited that BE was a brand new department- where students can give a lot of feedback in the way the program is set up. I was excited to take part in the adventure of "defining" the new field of biological engineering.

2.2. It was easy **to find information** about the BE graduate program.

3.62 ± 1.5 (S.D, count 37)

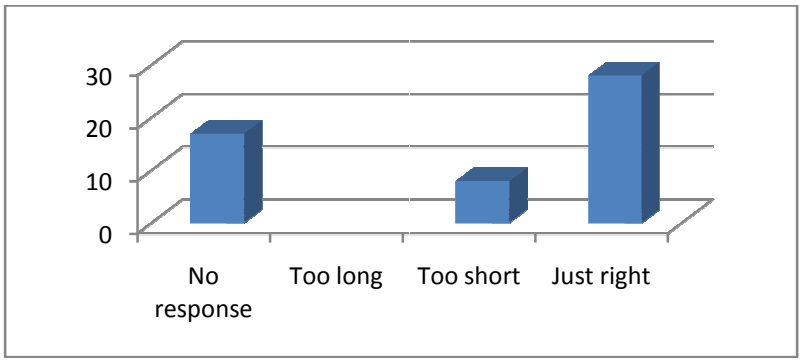
Where did you find information about the BE graduate program?

(no responses)

2.3. Having a graduate student advisor was helpful.

3.25 ± 1.18 (S.D, count 36)

My interaction with my graduate student advisor was:



2.4a. If you attended the **recruitment weekend**, please answer this section (2.4a). *If you did not attend the recruitment weekend, please proceed to section 2.4b if you were able to arrange an on-campus visit at a later time, or section 2.4c if you had a telephone interview.*

There were enough opportunities to talk to specific professors.

3.46 ± 1.27 (S.D, count 26)

The informal activities (campus tour, dinner, post-dinner party) with current students affected my decision to attend MIT.

3.69 ± 1.35 (S.D, count 26)

What about the weekend stood out as particularly good?

Meals with current students.

Social Interactions

I liked that I was able to interact with both faculty and students in a good ratio.

I found several of the faculty interviews to be really enjoyable. Noteworthy in my mind is the interviews I had with Dr. Endy and Dr. Dedon.

lots of opportunities to talk to students about the program, which was really a very valuable source of information

Getting a chance to talk to professors one-on-one.

The weather, the people, Doug and Al and everything

The "interviews" with professors, socializing with current students, attending dinner with students and Al. Al's the man!

Lots of interaction with current students. One on one time with faculty.

faculty research presentations

The one on one interaction with professors.

Overview of department's goals and philosophy.

various profs giving talks; talking with students in the program; demonstrations of collaborations

I liked that the evening dinner was broken up so not everyone was going to the same place and trying to talk to the same people.

Meetings with the faculty

Lunch with professors. Dinner and party with grad students.

-Dinners with students -Lab tours -Boston tour

overview of the program and philosophy of it meetings with individual professors talking to graduate students at dinner, etc

The intellectual climate in Cambridge; ***Faculty who treated me as a potential peer***; Informal interactions with Faculty; The tremendous attention to detail during the weekend (every meal was taken care of, if we needed something, someone immediately found it for us, when I got lost, *Faculty* walked me to where I needed to be) and the enthusiasm of the people I met, esp. of Dalia. This was the one school where I felt I was being recruited. Despite MIT's considerable prestige, I felt that the department went out of its way to earn my trust. I left with the impression that the department wanted me, rather than just saying "we're a great school, clearly you want to come, here are some of the things about us," which was my experience elsewhere. The other thing that really impressed me was that many of the current students friended me on facebook within days of having

left, and at least three students wrote me emails, offering help if I needed it, advice, etc. !

Dinner with current graduate student and faculty presentation. Boston tour was really nice too.

student panels, dinner, informal dinner 2nd night

the positive environment and amount of involvement by faculty and students

Ability to meet with a variety of people and get a good idea of the atmosphere of the department

What about the weekend would you change?

Certain professors weren't able to meet with me.

would have liked to have more appointments with faculty members (I think we only had two or three set up)

I would have liked to have gone somewhere nicer for the formal dinner.

Greater accessibility to individual faculty.

I would have to liked to have more control over which professors I met with

Nothing

More time to talk with faculty (more time per faculty meeting, and if possible, more meetings also)

The evening that I arrived in Boston, it would have been helpful to have a packet left at the front desk and something informally organized for people who had checked in already. I happened to know Emily, so we went to dinner together, but having an informal meeting of prospectives to go to dinner together would have been helpful.

Pair up 1 grad student with each recruit to help them get around to faculty meetings, give an opperutnity for 1 on q questioning, etc. Several interview weekends at other places did this.

Could be more casual interactions with grad students.

-Make the faculty meetings less like interviews and more like regular meetings to reduce potential stress -The weekend conflicted with UCSD's Bioengineering visit weekend

cater food instead of going to restaurants to avoid time loss to travel

The weather

I was assigned to speak with a professor I knew nothing about, and I was not given a chance to speak with a professor I mentioned prominently in my application letter. It was unclear why this was arranged in this fashion, although it later appeared to have been an organizational oversight. This caused some difficulty in optimally presenting myself to those responsible for admissions.

nothing

Too little down time. It was exhausting

2.4b. If you did not attend the recruitment weekend but did arrange a separate campus visit, please answer this section.
My visit to campus affected my decision to attend MIT.

3.73 ± 1.68 (S.D, count 11)

Campus visit was a reasonable substitute for recruitment weekend.

3.27 ± 1.27 (S.D, count 11)

2.4c. Having a telephone interview was a reasonable substitute for on-campus interviews.

One response, 2/5

What about the recruitment process would you change?

The weather.

More communication from BE during the process (updates on application status, updates on review status, info on visit weekend earlier, just a stronger connection).

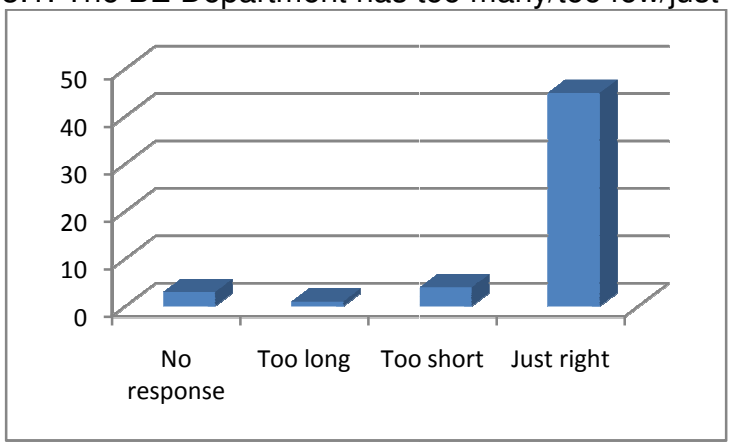
Invite international students to BE recruitment week end. Flying from some European countries costs less than flying from random places in middle of USA!

I think the recruitment process is well balanced- I really like the opportunity to come and visit the department and meet with potential advisors.

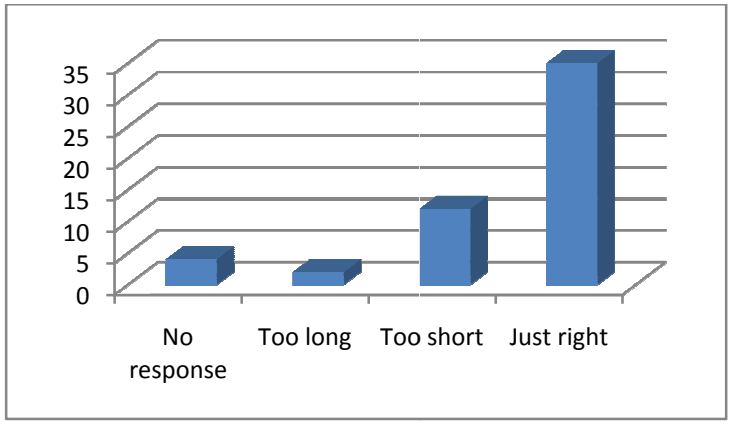
3. CURRICULUM & QUALS IN BE

Department Demographics

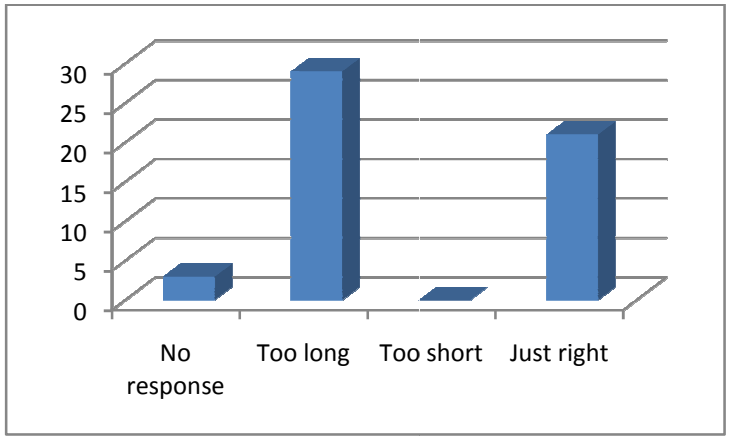
3.1. The BE Department has too many/too few/just enough graduate students.



The BE Department has too many/too few/just enough faculty members.

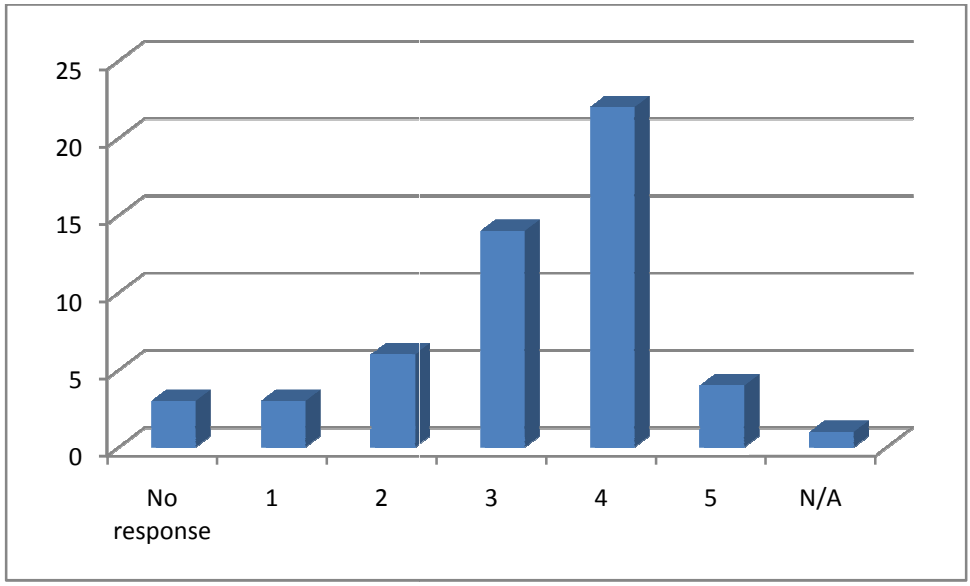


3.2. The **average time it takes to graduate** with a PhD in BE is approximately 5.5 years.



Course Selection

3.3. I feel that the four core courses are relevant to my research and/or future career goals.



3.4. I find the **elective requirements** useful for my curriculum in BE.

3.51 ± 1.21 (S.D, count 49)

I am offered a good selection of bioengineering electives.

2.96 ± 1.2 (S.D, count 47)

I do NOT have trouble taking electives because of schedule conflicts.

3.96 ± 1.36 (S.D, count 45)

3.5a List electives in other departments/programs that you have taken and found **especially valuable**

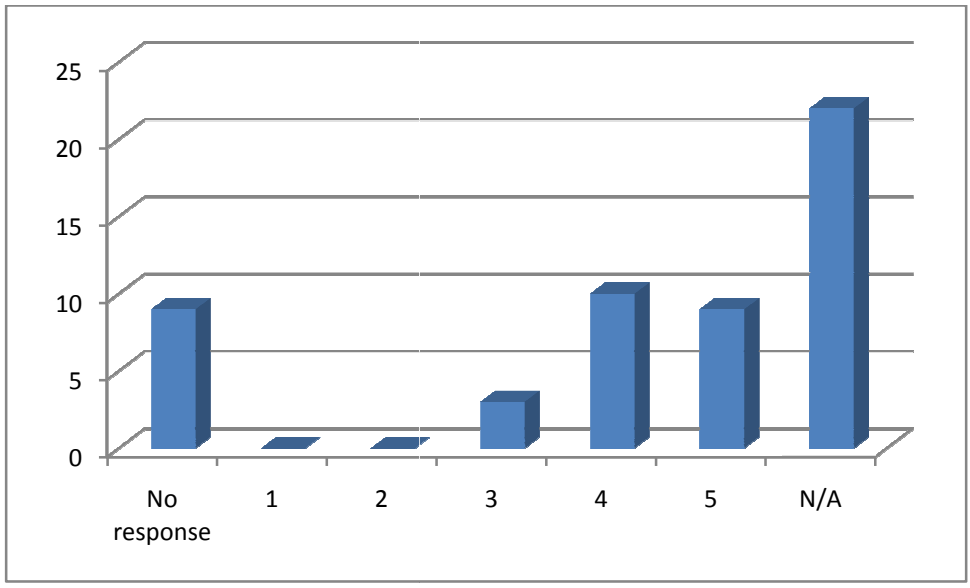
7.61, 7.95
7.61, 10.569
18.085
I enjoyed several of the course 3 electives on nanoscale materials such as 3.153 and 3.15.
Graduate cell biology, Nonlinear dynamics and chaos.
7.76, 7.61
1.961
7.58 Molecular Biology
7.81J, 6.241
Cell Bio
7.547 10.548 18.085
7.61 - Eukaryotic Cell Biology - This course was GREAT for learning to think critically about methodology and
how to design experiment and controls to answer the relevant scientific questions. The class is quite biology-
focused though. It would be great for there to be a similar class with more focus on bioengineering methods.
Immunology - Biology Department
7.81 Systems Biology 18.085 Mathematical Methods (linear algebra, transforms) OEB192 Microbial Evolution (Harvard) 1.89 Environmental Microbiology

3.5b List electives in other departments/programs that you have taken and found **not particularly valuable**

20.482J
18.085
Statistics for Applications
18.417
18.085 - Mathematical Methods for Engineers - While this was an interesting class, I didn't feel like the material was all that relevant for my research. But then I don't do any computational stuff, so all the math was probably lost on me.
3.320 -- atomistic modeling of materials
18.085 is not difficult but not particularly useful.
18.305, 18.085

Qualifying Exams

3.6a. I feel that I was well prepared for the oral qualifying exam.



3.6b. Please comment briefly on the structure and content of the **written qualifying exam**.

I remember one issue was that one of the problems on my written qual was recycled from a previous years' 20.430 exam. So while many of us had seen it before (and could copy down the solution exactly), I felt it was unfair to others who might not have studied that earlier exam.

Too hard

I thought that the questions were reasonable and the length of the exam was OK. I liked that we got breaks between each question.

I thought it was fine.

It was hard but not moreso than expected (though I expected the worst of the worst)

It is a stressful experience, but one that is absolutely essential for the program. It was an incredible feeling to complete it successfully and have a relaxing summer ahead.

Content was good, length was good.

fine in both structure & content. written quals in BE are very reasonable.

I think the structure and content of the written qualifying exam was fair and actually quite

good. It did a good job of testing our ability to apply the concepts learned in the core courses.

Despite all of my hard work and studying I felt that I was poorly prepared for the written qualifying exam. I think the worst part is that I never got any feedback on my performance.

The written qualifying exam was challenging but students were given ample materials to prepare for it. The coverage of the core classes was fair and comprehensive.

The written qualifying exam was challenging but students were given ample materials to prepare for it. The coverage of the core classes was fair and comprehensive.

Well organized. Didn't seem as comprehensive as I expected. Timing and length was good.

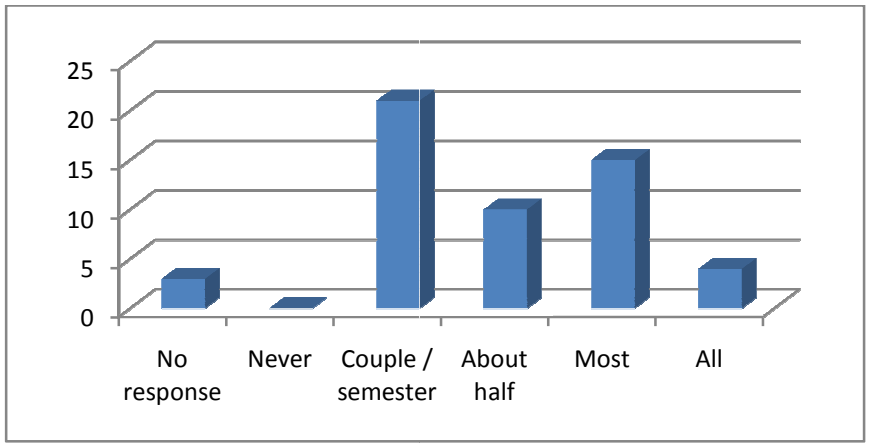
It was the right length and difficulty. The questions were interesting and fun to answer. I'm glad it's over.

I appreciate the fact that the qualifying exam is structured to relieve pressure and allow us to pursue our research more effectively. At the same time, I wish that our exam covered more material, was longer (a take home question for example)-I didn't feel that it was the hardest exam i'd ever taken in my life and somehow- I wish it had been. I didn't feel as accomplished as I hoped I would have after taking it.

I would like to have seen even more combination of core courses on the exam to emphasize how these classes come together and apply to a broad range of BE problems. Good format and content covered on exam.

Social Events

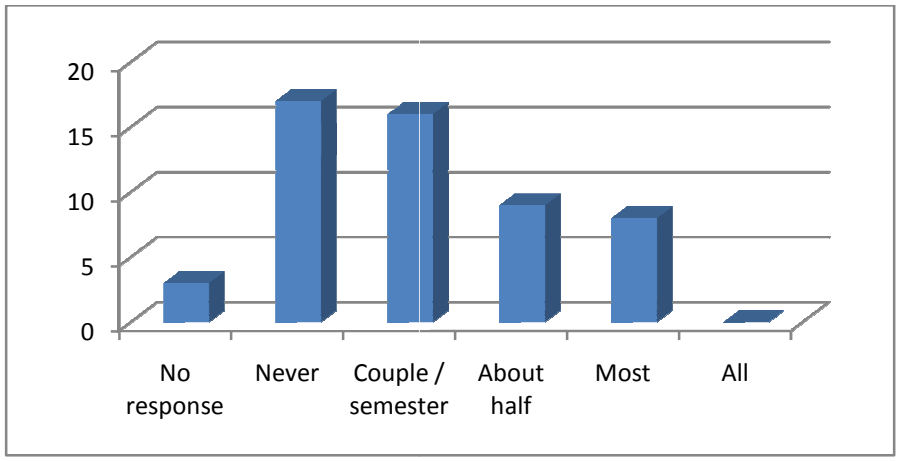
3.7. I attend the **BE Thursday seminars**:



Please select rank the factors that most often prevent you from attending the Thursday seminars (1 being most important)

Too busy	1.76 ± 0.9 (S.D, count 46)
Uninterested	2.18 ± 0.81 (S.D, count 45)
Schedule conflict	2.38 ± 0.91 (S.D, count 42)
Not enough publicity	3.5 ± 1.09 (S.D, count 42)

3.8. I attend the **Thursday social hour at the Muddy Charles**:



I would be more likely to attend if

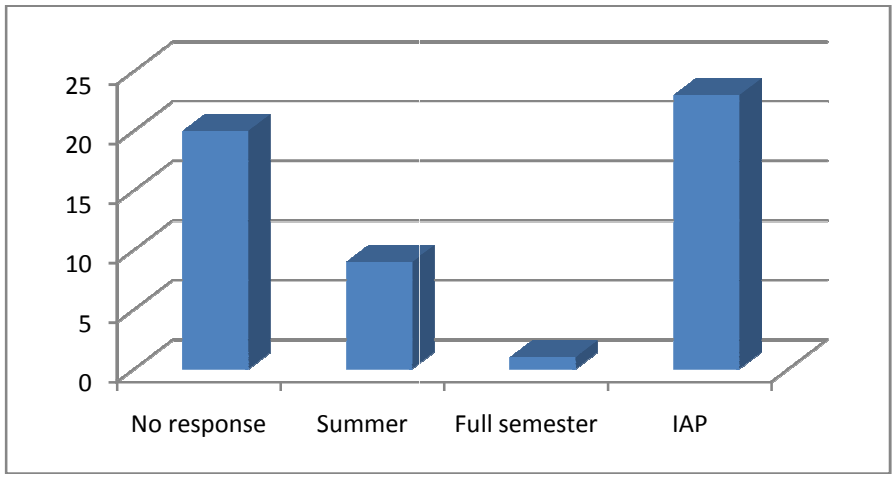
Food was better or more consistent	2.87 ± 1.44 (S.D, count 38)
Alcohol was provided or subsidized	2.66 ± 1.7 (S.D, count 38)
On a different time or day	2.43 ± 1.54 (S.D, count 35)

Summer Course on Lab Techniques

3.9. Are you aware of the August course on biology lab techniques(yes/no)?

Yes 33/51, No 18/51

Would you like this course to be Full Semester/IAP?



If you have taken the summer lab course please comment on its teaching, organization and relevance.

It is great! The labs were well prepared and very helpful.

excellent course, we can have a longer course, focus on other aspects, like optics, programming

I am not at all aware of this course

Other comments on graduate curriculum

3.10. What subjects are **lacking** in the **graduate curriculum**?

Biostatistics

I'd like to see more classes on industry applications for areas such as energy, environment, etc

Cell and tissue engineering

Biostatistics. The statistics classes offered in the math department are too theoretical. A synthetic biology lab crash course.

Subjects are generally not lacking, but sparsely available. For example, the Biomaterials class is available once every OTHER spring. This means that the class is taught once every TWO years. Unless my tenure in the department coincides exactly with when this class is available, it is unlikely that I'll be able to take this class at a time that would actually be relevant and helpful to my research.

computer science (not MATLAB) bioinformatics biochemistry

Evolution Microbiology Genetics/molecular biology Engineering of biological systems Ethics Statistics lab work

statistics

Evolution Microbiology Genetics/molecular biology Engineering of biological systems Ethics Statistics lab work

Statistics

Statistics, Design

Synthetic Biology

-need more math?

Signal/Image processing

Metabolism, industrial biotechnology, microbiology and microbial cell engineering, nutrition

Mathematical modeling, system biology, graduate lab course, seminar course on focused topics.

statistics!

Molecular Dynamics and other simulation techniques

Initially, exposure to biology is very limited for first years. I would recommend taking cell biology in the fall, since it provides more biology background than 5.07

For the ABS track students, I believe a straight out programming class is needed. I feel that 420 is not appropriate to learn this type of programming. It would be nice to change the content of 400 to cover many different aspects of bioengineering (imaging/ synthetic biology/ microfluidics/ tissue engineering). I enjoyed the way in which the techniques from different papers were discussed but I regret that the for our final project, we were limited to studying an aspect of cancer. I wish we could have had the option to chose any topic related to bioengineering.

Engineering Design Ethics and BE Statistics

What subjects are **over-emphasized** in the **graduate curriculum**?

Medical applications.

Transport

Systems biology

Signaling and Biomechanics and Computation

transport (less reliance on ChE principles, please)

Mechanics Enzyme kinetics

Mechanics Enzyme kinetics

400 and 440 are not beneficial and should be replaced by some other BE classes.

chemistry--reaction kinetcs. I know they're really important and germain to most of the faculty research, but I wish there were more flexibility for those of us whose research is a little more on the edge of the department

Molecular kinetics

Imaging, computation, animal systems, pharmaceutical applications

receptor-ligand signaling

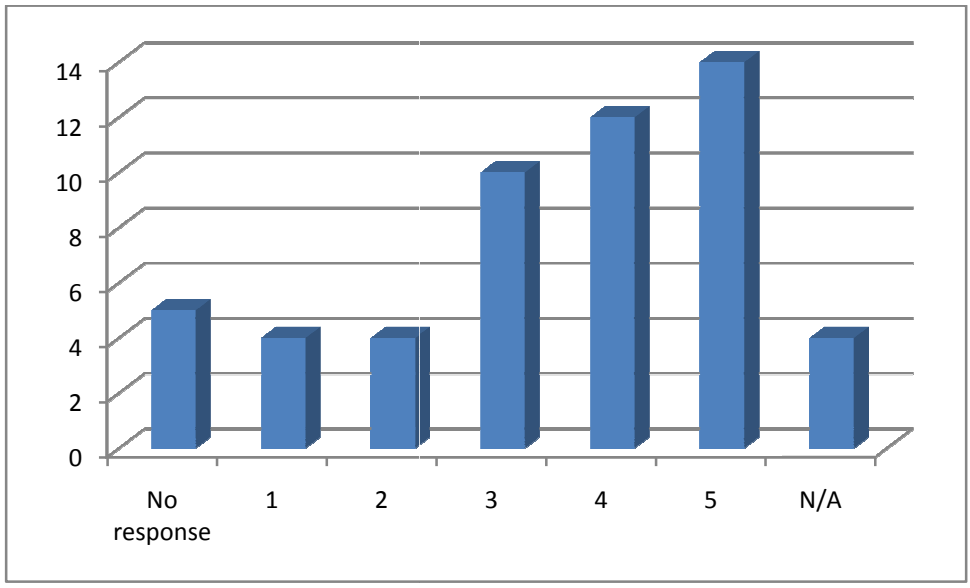
N/A

Being in the ABS program, three of the core classes focused on cancer to the disadvantage of many other topics that are relevant in bioengineering

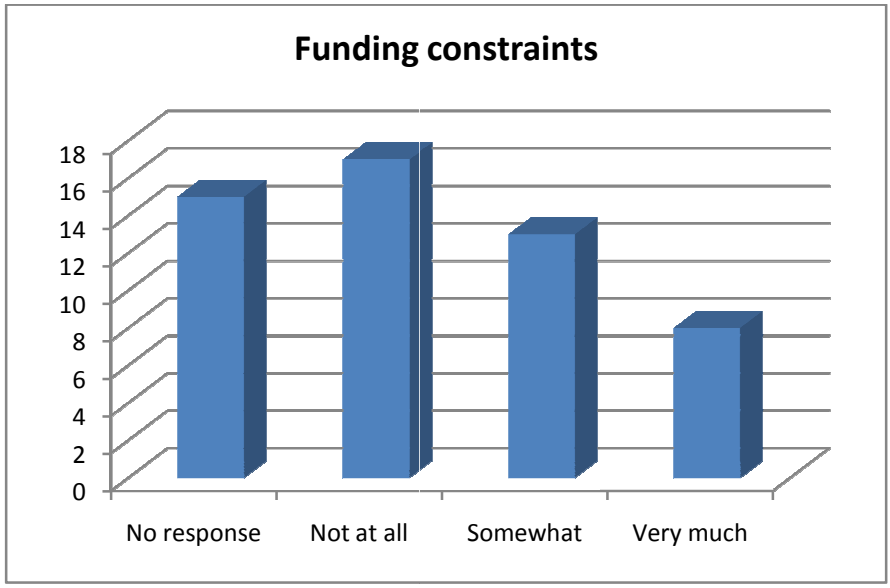
None in my opinion. A critical foundation in major topic areas is necessary for our broad, interdisciplinary program.

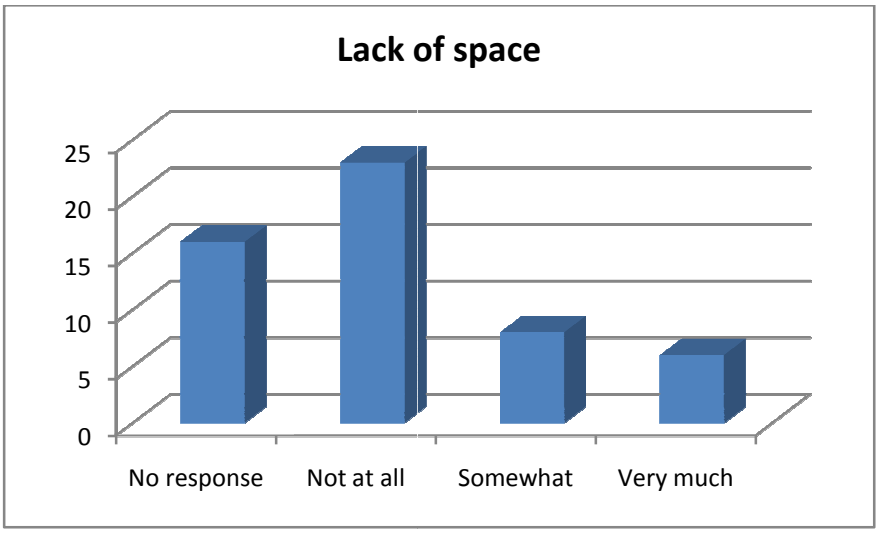
4. RESEARCH OPPORTUNITIES IN BE

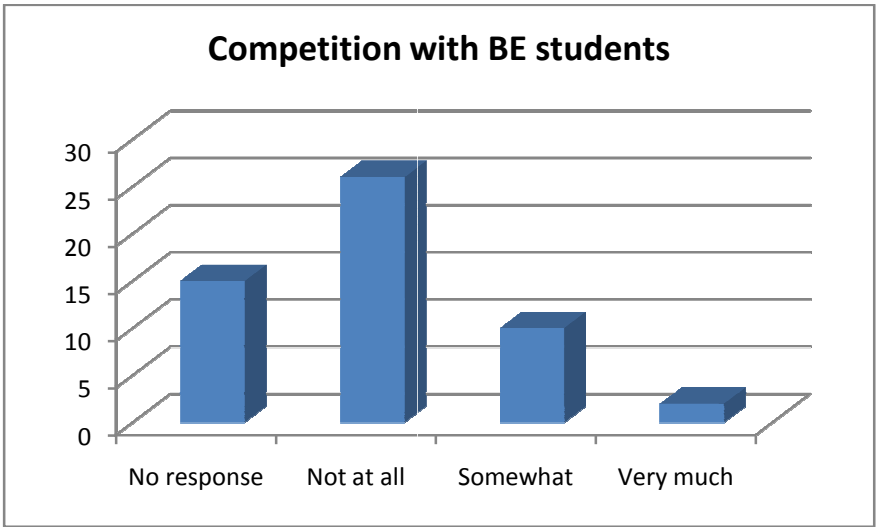
4.1. One semester was enough time to **choose an advisor.**

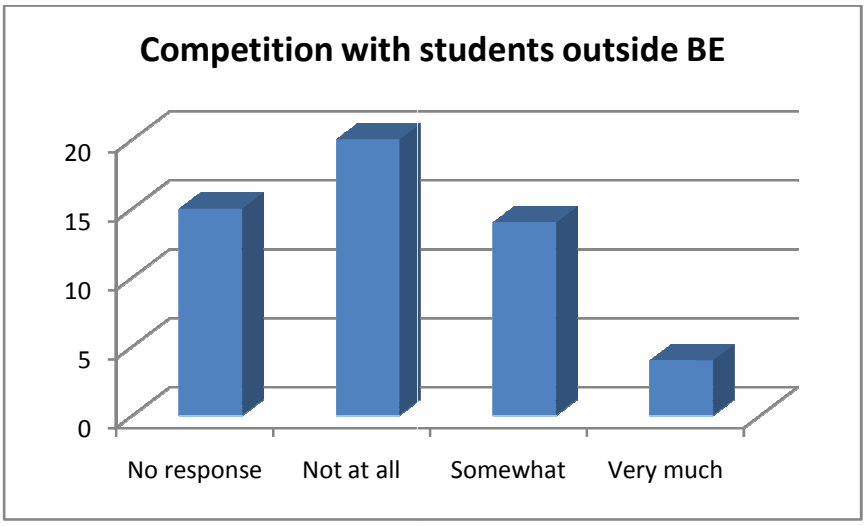


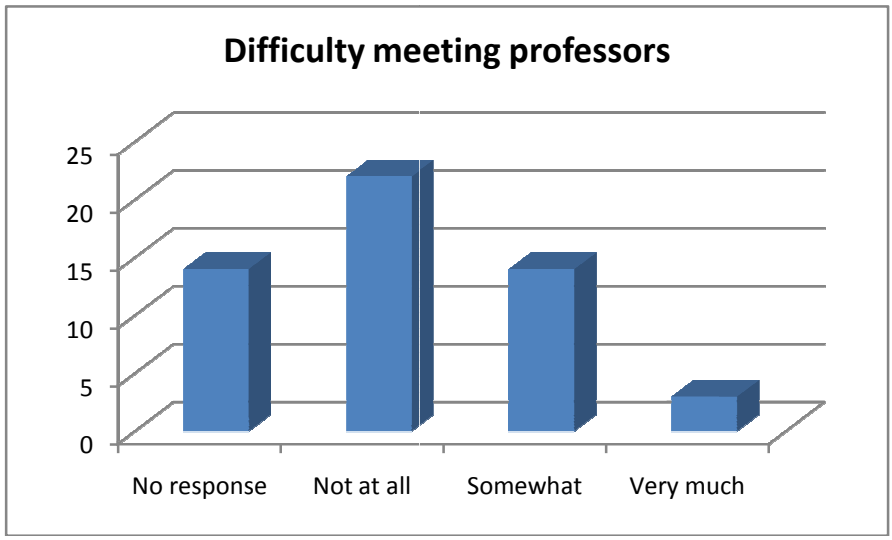
4.2 Please indicate whether your advisor decision was adversely affected by the following factors:



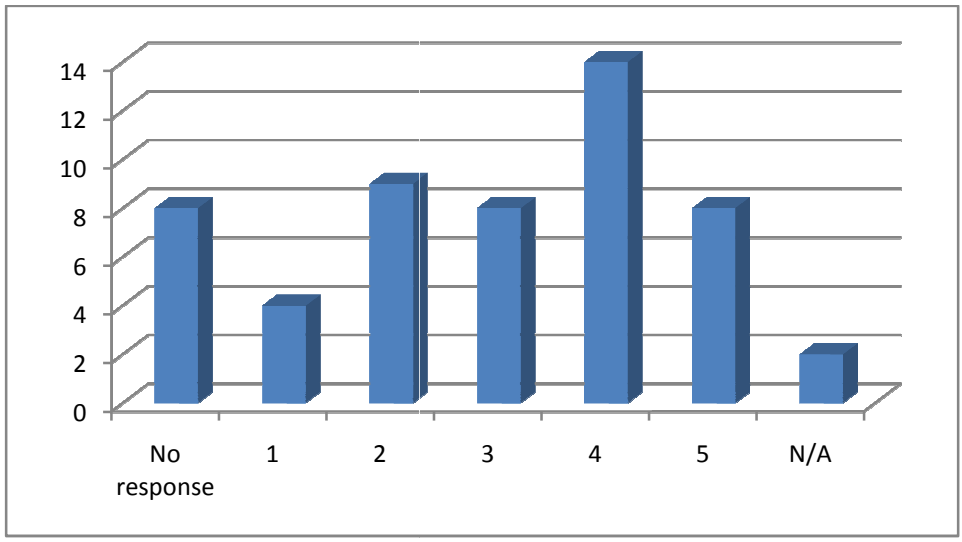

Lack of space
25
20
15
10
5
0
No response
Not at all
Somewhat
Very much


Competition with BE students
30
25
20
15
10
5
0
No response
Not at all
Somewhat
Very much


Competition with students outside BE
20
15
10
5
0
No response
Not at all
Somewhat
Very much



4.3 The faculty research presentations helped me choose an advisor.



4.4 I had the flexibility to pursue research opportunities with dual advisors.

3.78 ± 1.24 (S.D, count 36)

Please add additional comments on the advisor selection process.

Some things could be made more explicit, like which professors are accepting students and whether they want people for specific projects.

Doug Lauffenburger was very helpful, supportive, and encouraging throughout the entire process. Thanks!

My only gripe was that the faculty presentations were at 9am, so it was very hard to attend given that we were staying up so late completing 420/430 problem sets. This got changed after our class (be2004) and should STAY this way.

hard to find time to look at labs with classes

I still feel like it would be useful to do some sort of rotation, or to be given time for "shadowing" a graduate student. Maybe some opportunity could be provided for before classes start in the fall.

I found an advisor before he'd presented to the first years, but I like seeing those presentations, and find them useful for learning about what's going on in the department.

Faculty members who do not plan on accepting students in their labs should indicate this in their presentations.

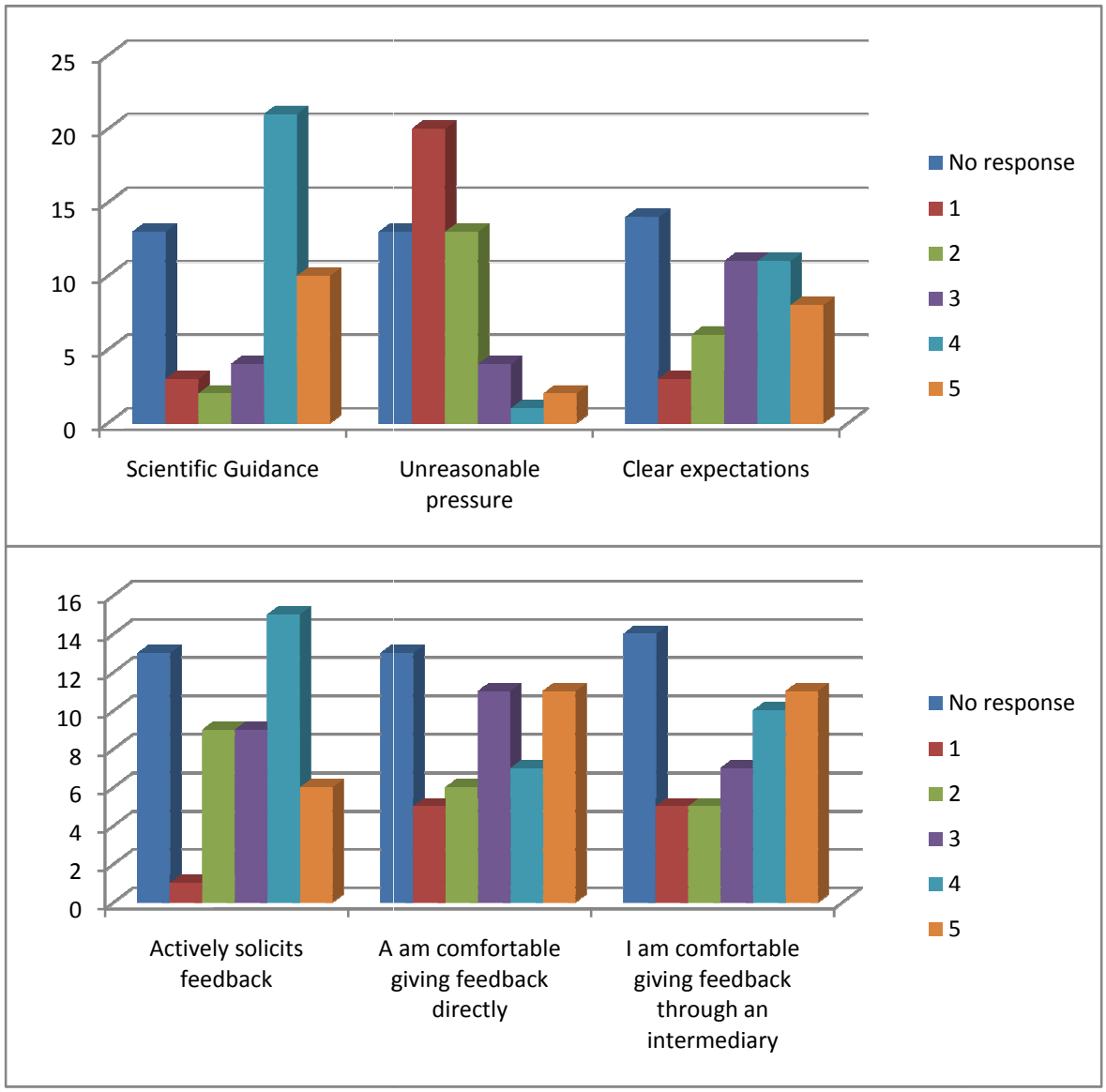
This is one of the very best parts of the BE program.

I found the faculty talks very very useful in getting familiar with what everyone in the department is doing. I found it a very disappointing that a couple of the advisors I was seriously considering did not have lab space (for example because Mech E students choose their advisors early in the fall- and hence spots fill up).

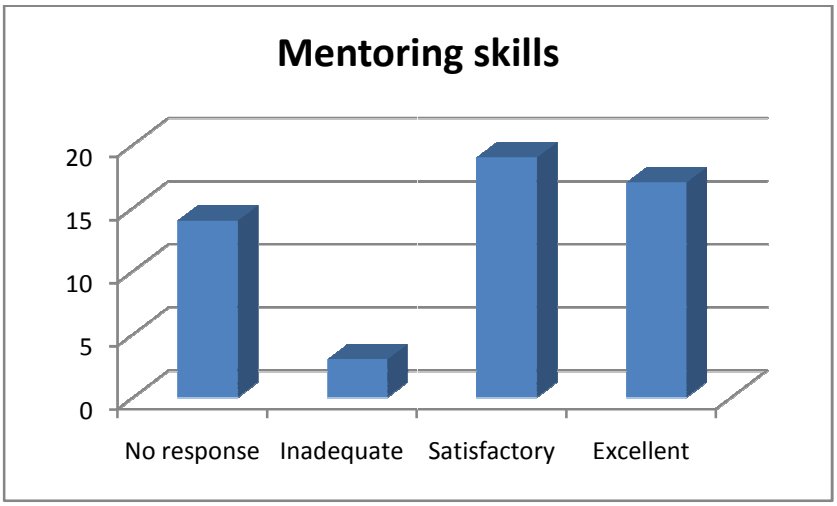
I think it has been addressed, but informing first year students that lab rotations are a possibility.

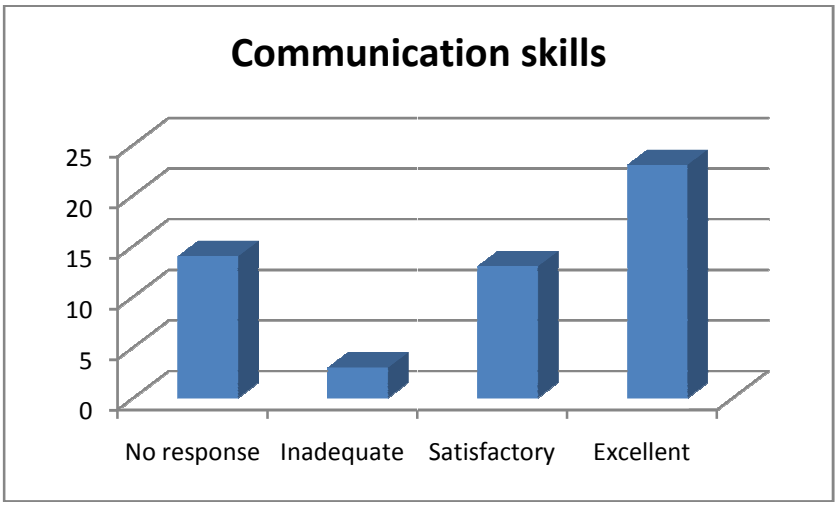
Advisor Interactions and Management

4.5. Please answer the following questions about interactions with your advisor (1 means the statement **does not** apply).



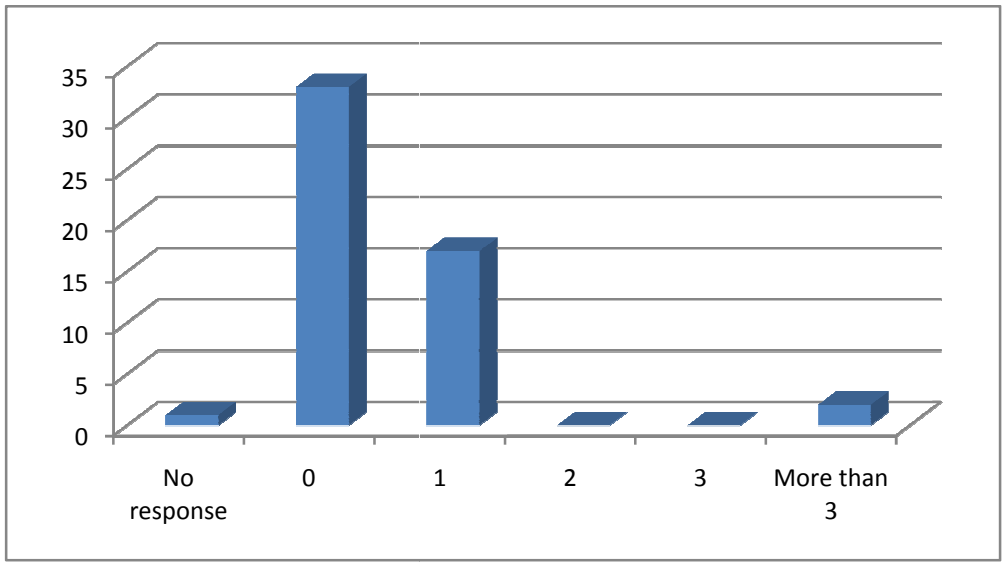
4.6. Please rank the following aspects of your advisor's management style. Choices are 1. Inadequate 2. Satisfactory 3. Excellent.





5. BE UNDERGRADUATES AND TA REQUIREMENT

5.1. How many required terms of TA service are reasonable for a graduate student (0/1/2/3/more than 3)?



5.2. I had a positive interaction with the professor(s) during my TA experience.

4.31 ± 1.11 (S.D, count 29)

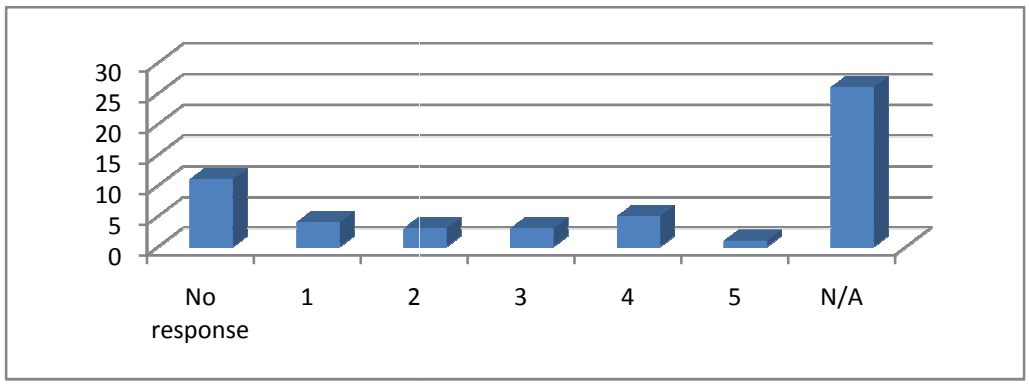
The time commitment during my TA experience was reasonable.

3.28 ± 1.36 (S.D, count 29)

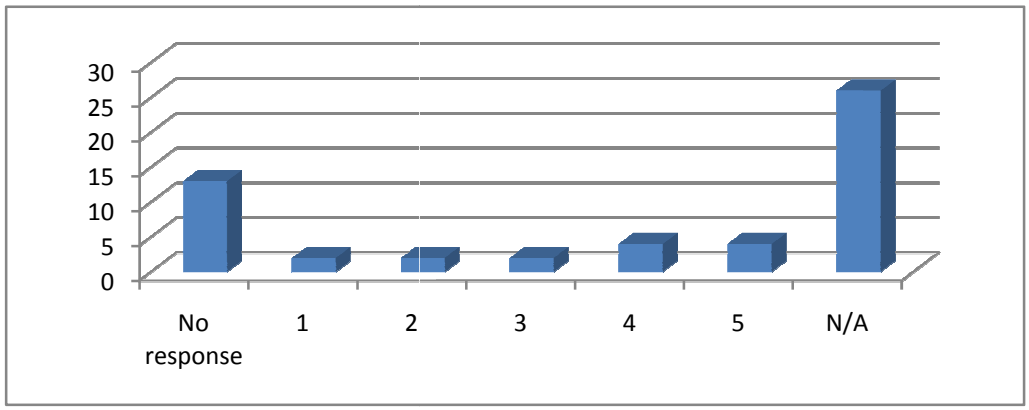
The TA experience will be useful in my future career.

3.6 ± 1.35 (S.D, count 30)

5.3 The department-specific TA training session was helpful in preparing to TA.



The School of Engineering TA training session was helpful in preparing to TA.



Comment of the effectiveness and usefulness of TA training.

I was assigned as a TA partway into the semester and didn't attend TA training.

I didn't know they were available

I did not know about it.

I think some sort of training is helpful, but I did not attend either the department-specific nor the SofE one, so I can't comment on those specifically.

I wasn't aware of TA training.

I received no TA training and was not aware of training until after I had TA'ed.

The department-specific training was not in fact unique to BE and was redundant with the School of Engineering's general TA training session.

The dept TA training was very redundant with the engineering session. It would have been more helpful to focus on BE specific issues

the two training sessions were a bit redundant. one of them would have been enough.

I Ta'd a lab course, and since a lot of the tips were given for recitation type of TA assignment, I did not use much of the tips given during the training. I did find it useful though, and will probably use some of the tips in the future when I teach.

Good teaching experience, lesson preparation, etc.

5.4. Do you feel that there is a disparity in the workload of TAs for different classes?

No response: 15/53
Yes: 37/53
No: 1/53

5.5. Please comment on the workload, course assignment process, or other aspects of the TA requirement.

Everyone seems content with their TA assignments.

n/a

TA'ed BE.109, which was a lot of concentrated work (with course time, prep work, and grading 40+ hrs a week) for a portion of the semester. I thought the assignment process was fair (it was one of my three choices), and TA'ing was fun and a valuable experience, but I certainly didn't get very much done in lab for that time

I was assigned a new course so there was a ton of work preparing new problems sets. I did not get much support from the professors.

BE 109 is a very heavy course, or all lab course in general

A 20.430 TA is a full time job. This class should have more TAs... the material is hard and students need alot of help.

20.420 and 20.430 clearly require a much larger workload than other courses, but TAing these classes can be rewarding.

I loved my TA assignment!!! I learned a lot about the topic and about my desire to teach. I thought the assignment was fair (but that's probably because I got one of my top choices). I believe TAing is an essential part of our training in grad school and am glad BE makes it a requirement. Since I TA'd a lab class, I would very much enjoy the experience TAing a lecture based class- where my assignment would not only be prepping for the lab and assisting the teacher during the lab, but also preparing my own lectures for recitation.

It's the way it has to be; some people get easy classes, others get 420 or 430 ;)

5.6. How much of a stipend for TA service beyond the required one semester would be enough incentive for me to TA as many times as necessary?

The opportunity cost of lost research time is too high to repeat my first TA experience. I would consider it for $4000 if the workload was specified and guaranteed not to exceed about 10 hours/week.

depends on the course and workload -- if it were only an additional 10 or so hrs a week, an additional $2-3 K would probably be ok (works out to $10-20 an hour, I think), but you couldn't pay me enough to

have to put in a significant amount more time than that

$10,000 per semester

$2000 minimum

Full funding for the semester.

4000

$15/hr

4000

2500

An additional $2000 a semester.

$100/week

I know Harvard is paying 6000 for graduate student to be TA, that's why

$33,000 (annual salary)

4000

5000

I would prefer not to TA beyond the required one semester. If I were required to do so, I would, but money would be of no relevance in my decision.

50% of my salary.

don't want to TA more than once

+500-800/ mo ??

Would this be on top of current stipend or in place of it? In general, I imagine about 10-20 hours per week is realistic, about $20 per hour is fair = $1000/month if this is expected on top of research activities.

5.7. I would be interested in hearing about the development and content of BE undergraduate courses and how they fit into the overall curriculum.

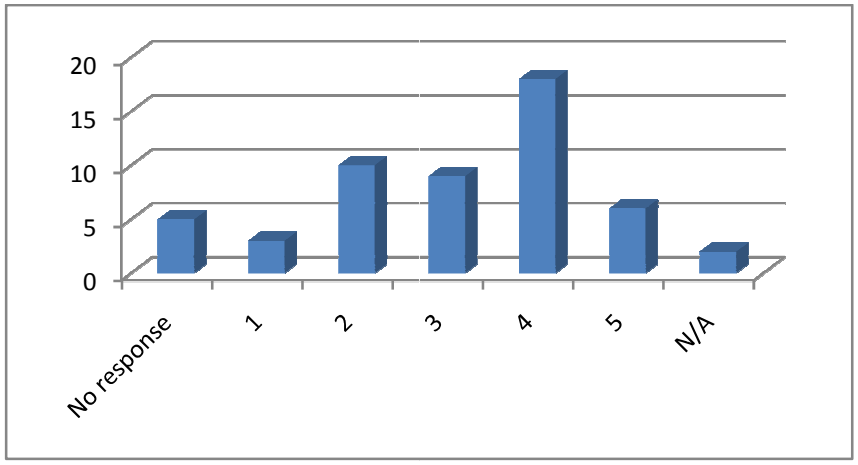
3.56 ± 1.19 (S.D, count 32)

6. SOCIAL INTERACTIONS IN BE

6.1. On a **social** level, I enjoy interacting with

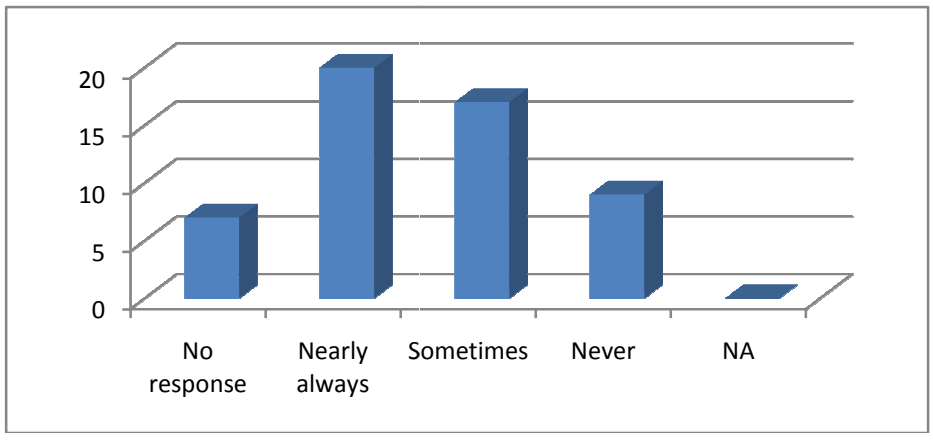
Labmates	4.16 ± 1.02 (S.D, count 43)
BE community	4.04 ± 1.28 (S.D, count 50)
Other MIT	3.48 ± 1.34 (S.D, count 48)
Outside MIT	3.89 ± 1.05 (S.D, count 45)

6.2. The physically non-centralized nature of the BE Department hinders social interaction.

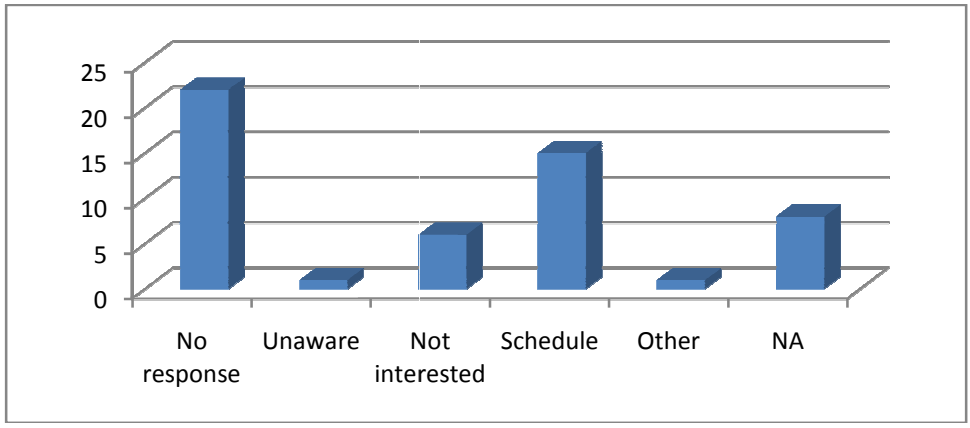


6.3. BE Social Events:

I attended BE TGIFs (monthly)



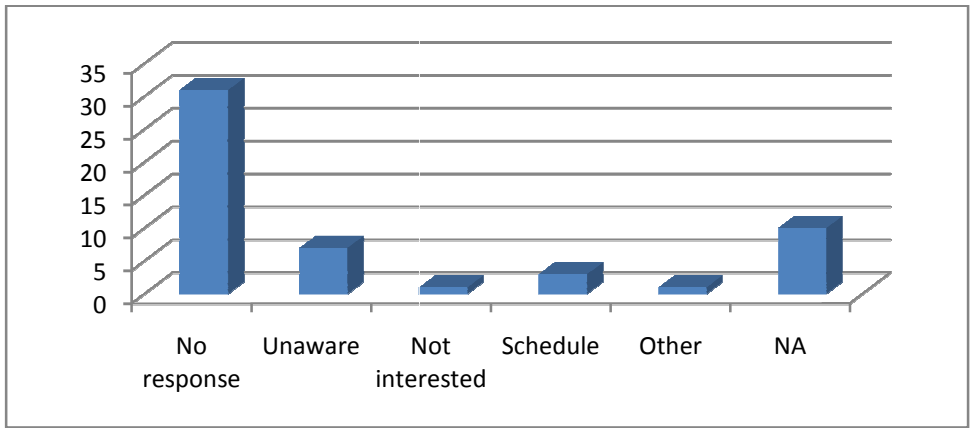
I did NOT attend TGIFs because of



I enjoyed TGIFs: 4.12 ± 1.17 (S.D, count 33)

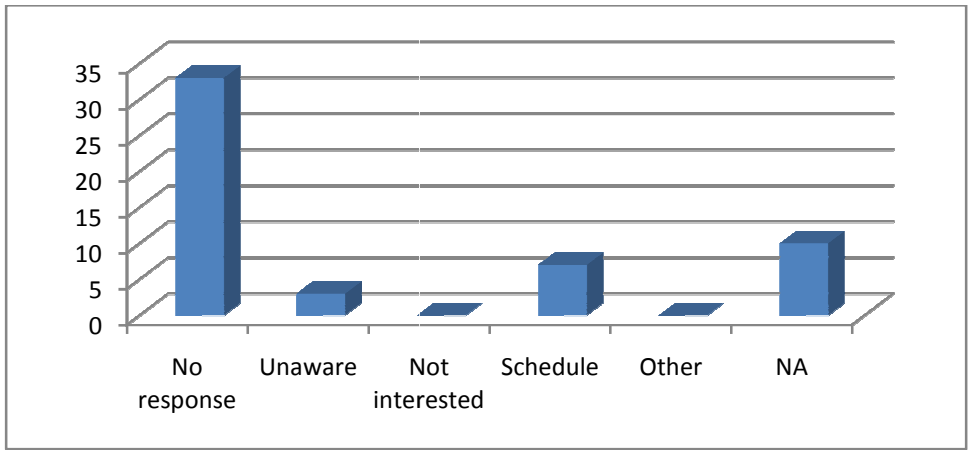
BE Halloween Lunch (October)

I attended: 25 yes, 10 no
I did NOT attend this event because



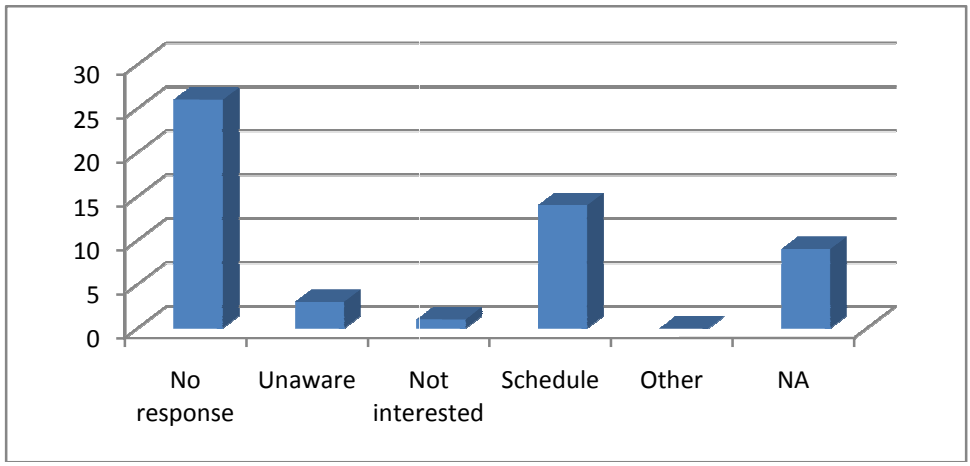
I enjoyed this event: 3.91 ± 0.68 (S.D, count 22)

BE Holiday Party (December)
I attended: 27 yes, 10 no
I did NOT attend this event because



I enjoyed this event: 4.15 ± 1.16 (S.D, count 26)

BE/ChemE BBQ (August)
I attended: 21 yes, 19 no
I did NOT attend this event because



I enjoyed this event: 3.5 ± 1.34 (S.D, count 22)

If you did **NOT** attend many of the above BE social events, what types of events would you attend?

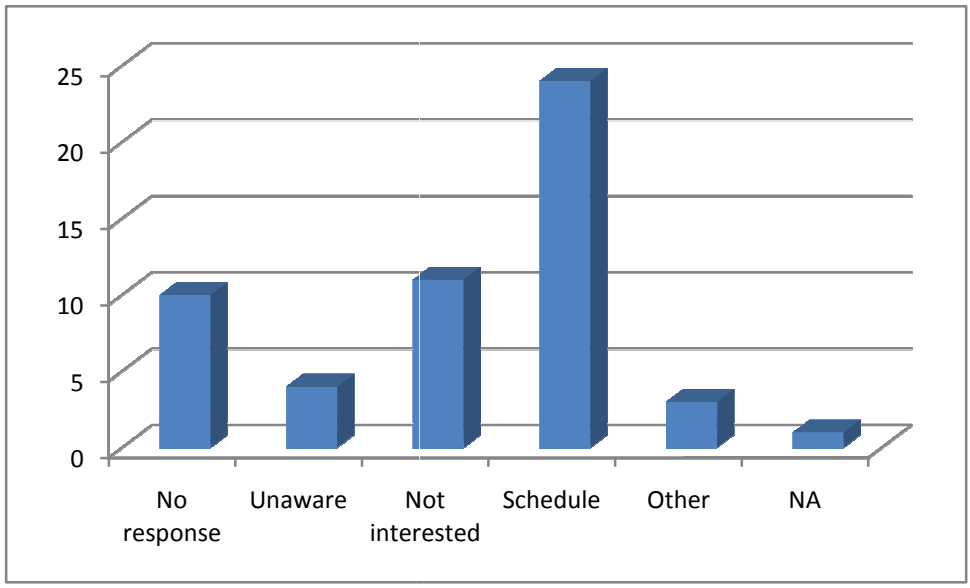
ice skating, apple picking, yard games day, movie night in LSC
I would attend these types of events if they were offered at times that coincided better with my schedule.

6.4. Community Service

I attended at least one BE Board community service last year (Bread and Jam Sunday Meal, Holiday Food Drive, Riverside Clean Up).

10 yes, 31 no

Please select the primary reason that most often prevents you from participating in community service events.



I would be more likely to attend community service events combined with other social events (5 indicates agreement)?

3.28 ± 1.21 (S.D, count 36)

Any comments about community service:

I spend enough time with BE people. When I volunteer, I want to branch out a bit.

Why doesn't anybody ever go? Maybe if there was transportation provided, or if it weren't in the morning on the weekend.

get some faculty out there to set a good example!

Great programs!

6.5. Social events with other departments.

I think we should join efforts more often with other MIT Departments for social events.

3.29 ± 1.54 (S.D, count 41)

Which department(s) would you most like to have collaborations with for social events?

ChemE
Biology, Chemistry
Chem E, Mech E
ChemE and Biology
The fun ones
ChemE, Bio, ME HST
chemE, MechE, EE, chemistry, biology
DMSE (materials science) Biology
All or any
Biology
Biology, Chemistry, Mech E, DMSE, HST
Biology, ChemE
Biology
Linguistics
biology chemE
ChemE, MechE, Biology
ChemE, EECS
Biology
We could have a rotation, like that we would get to meet people from many different departments..
Biology?
Environmental Engineering Material Science Mechanical Engineering Biology Chemical Engineering Electrical Engineering Brain and Cog. Sci. Chemistry ... Pretty much all of them have some aspect of BE

Based on previous BE surveys, the following events have been suggested as potential future BE social events. Please rank them 1-6, with 1 being the event you are more likely to attend.

River rafting	2.87 ± 1.73 (S.D, count 46)
Hiking	2.89 ± 1.68 (S.D, count 46)
Bowling	3.07 ± 1.61 (S.D, count 46)
Trivia	3.18 ± 1.71 (S.D, count 45)
Apple picking	3.65 ± 1.75 (S.D, count 46)
Formal	4.11 ± 1.72 (S.D, count 45)

Are there any other BE social events you would like to see organized?

Sporting event
how about some bar nights? bars generally have happy hour food specials. it'd be cool to just have one a month. they don't cost anything ... everybody gets their own drinks/food. it'd just be a way for people to get together as a department.
Sailing, movie night, theater, brewery tour, dinner
see above
F1 karting! PaintBall
Eating contest
Group biking, skating, rock climbing, kayaking, game night
Trip to a sporting event?
Science Museum? MIT Museum? IMAX?
I would like to see some informal academic/social events

6.6 IM Sports

6.6. I enjoy participating in BE **IM sports**: 4.13 ± 1.43 (S.D, count 31)

I prefer to participate in non-BE sports teams: 2 ± 1.17 (S.D, count 30)

7. DIVERSITY IN BE

7.1. What diversity issues concern you as a graduate student in BE that you think should be included in the BE Diversity group agenda? (rank)

Cultural / country of origin	2.08 ± 1.04 (S.D, count 39)
Academic / research background	2.36 ± 1.25 (S.D, count 39)
Race / ethnicity	2.53 ± 1.06 (S.D, count 38)
Gender	2.74 ± 1.03 (S.D, count 38)

Other (comment)

The diversity is great

BE tends to be low on # of international students. Why is that? I don't think we have lack of gender/race diversity, but it'd be nice to see more international students. Faculty academic/research backgrounds are getting more diversified, and I think that's definitely the right direction for our department. Student backgrounds however, are becoming more homogenized as more and more schools offer undergrad BE/BME majors. Most of our incoming students now have BE/BME undergrad majors whereas a few years ago, our students had pure engineering backgrounds.

Support for graduate students with families

Rather hard to get too diverse in the gender category ;)

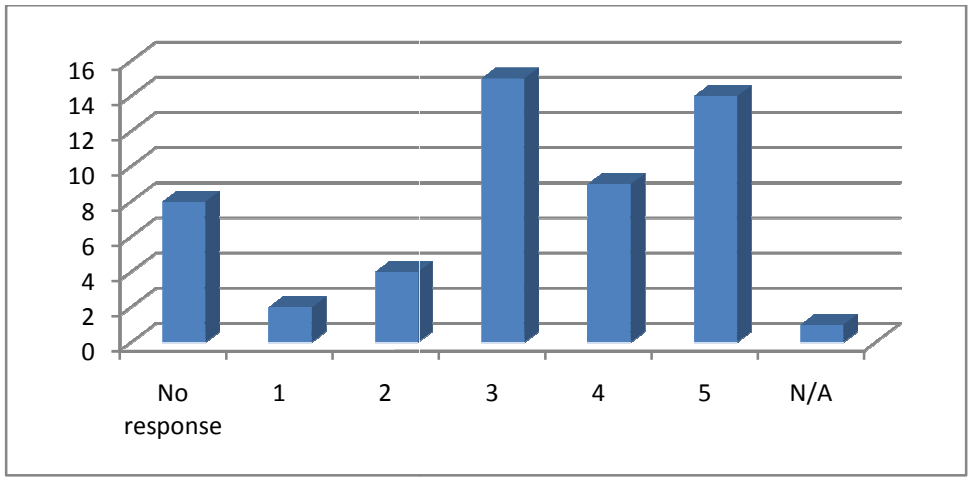
7.2.a. The graduate student/postdoc population in BE is diverse (yes/no).

Cultural/Race/Ethnicity : 30 yes, 14 no
Gender : 45 yes, 0 no
Academic Backgroud : 43 yes, 3 no

7.2.b. The faculty in BE is diverse.

Cultural/Race/Ethnicity : 18 yes, 27 no
Gender : 34 yes, 11 no
Academic Backgroud : 45 yes, 1 no

7.3. I do NOT see diversity as being an issue in BE:



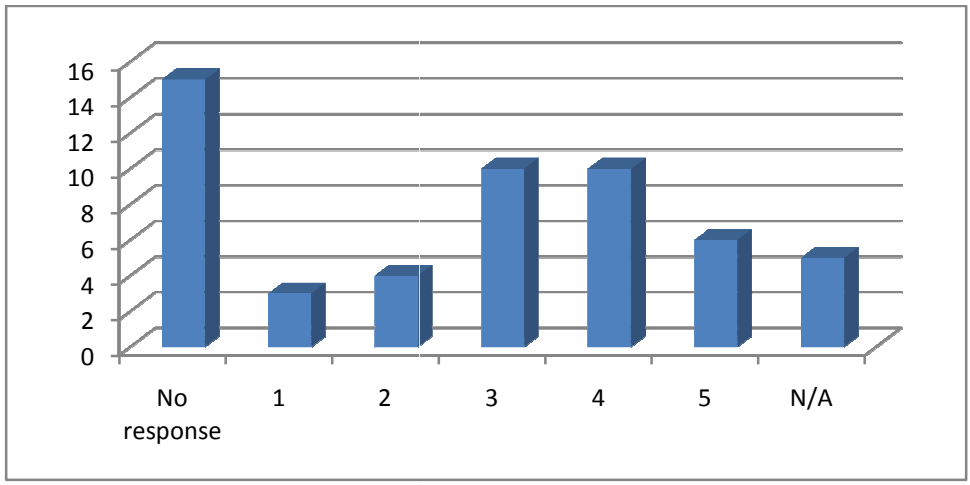
7.4. BE organizes enough diversity related events (yes/no).

33 yes, 4 no

7.5. There should be more structured diversity related discussions and interactions (yes/no).

9 yes, 26 no

7.6. The current diversity events (cultural luncheons, interlab luncheons, seminars) are effective in fostering awareness of diversity in other peoples' backgrounds.



If you want to suggest new activities or have any recommendations as to how to improve the Diversity initiatives in BE please comment.

maybe you could combine research, academic & cultural background by doing some sort of event about what research is like in various parts of the world.... what drives it, who funds it, what is the culture like?

Tough last year with diversity events put on hold for missing chair.

I would be interested in going on a BE Diversity recruiting trip or recruiting under-represented groups near my home. (yes/no)

15 yes, 19 no

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8. BE STUDENT BOARD

8.1. **BE Newsletter**

I saw the one-page BE newsletter that came out this fall (Sept/Oct). 32 yes, 15 no

I would like to see future newsletters. 3.98 ± 1.19 (S.D, count 47)

What additional types of articles would you like included in the newsletter?

Fellowship opportunities, alumni

"meet the faulty" not just for new faculty, but for everyone. help us get to know the faculty members a little better on a personal level (favorite food, hobbies, hometown, etc.)

It's pretty frivolous, and that's ok. It's nice to see it come out and spark a little discussion here or there about something that otherwise may not be talked about.

updates about students' published research and awards conference updates (who went, future dates)

State of the union from Doug

I like bios of people. Could also highlight big discoveries in labs.

If I can include a general comment here

Stories about success within the department... announcement of fellowship/award winners, featured publications, etc.

interesting/weird science fact / discovery

8.2. BE Board Website

I am aware that a BE student directory exists on the BE Board website (yes/no):

43 yes, 4 no

I have edited my directory page (yes/no): 31 yes, 16 no

I read/reference the following parts of the BE Board website:

Calendar of events: 2.95 ± 1.58 (S.D, count 41)

BE student directory: 3.48 ± 1.61 (S.D, count 44)

BE Board meeting minutes: 2.25 ± 1.41 (S.D, count 40)

BE Board FAQs: 2.22 ± 1.41 (S.D, count 41)

Pictures of BE Board events: 2.34 ± 1.3 (S.D, count 41)

BE Board Membership: 2.65 ± 1.31 (S.D, count 40)

Please list any additional information you'd like added to the BE Board website:

The photos are only thumbnail size...it would be nice to have access to the larger images.

IM sports results

Make the pictures from BE Board events actual pictures and not just tiny pictures.

The site can be confusing because it has parts that are more like a wiki and parts that are not. I thought I had edited my personal page but it turns out I have two of these, and I edited the wrong one.

Are the links to Thesis Proposal tips wiki pages up there. General resources for students like that.

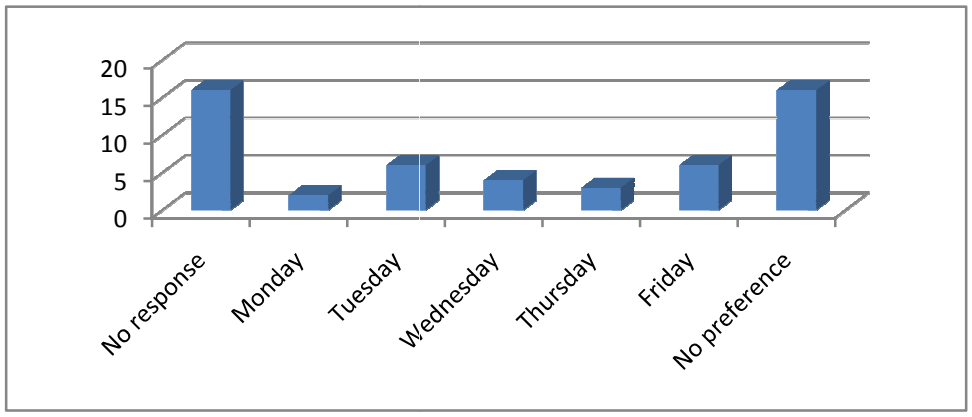
8.3. Scheduling BE events/activities.

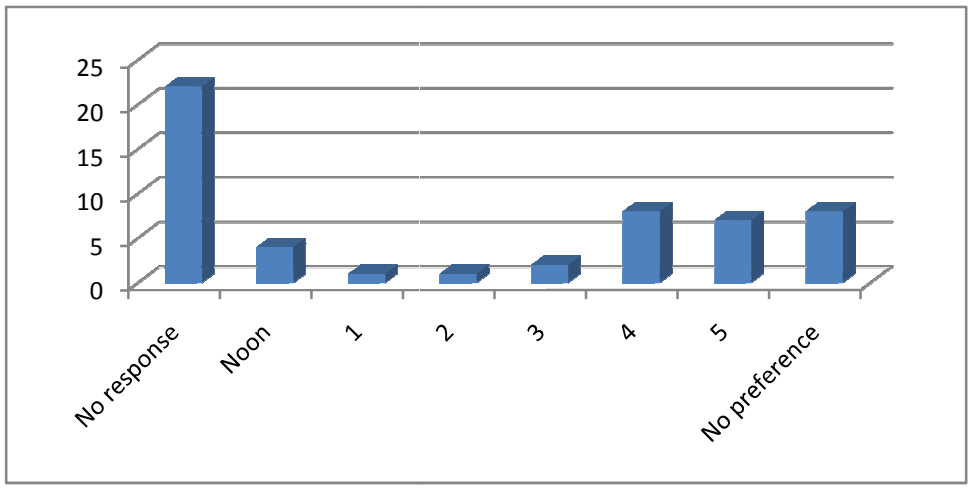
I prefer the following days and times for:
- BE social events (e.g., TGIFs):

1 Tuesday, 4 Thursday, 26 Friday, 6 no preference

3 people 3-5pm, 6 ppl 4-6pm, 12 ppl, 5-7pm, 8 ppl 6-8pm

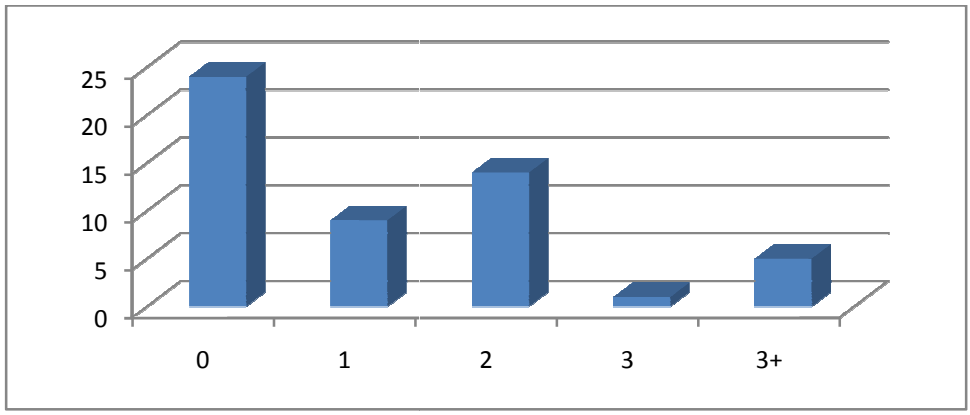
- BE academic and industrial seminars:





9. LIFE AFTER BE

9.1. I have attended 1/2/3/more than 3 Academic Career Talks.

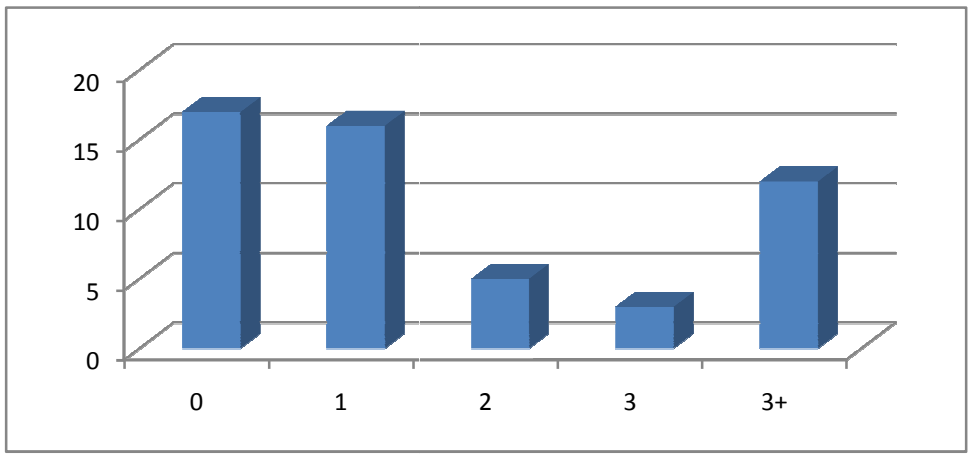


I think these talks have been informative: 4.22 ± 0.8 (S.D, count 27)

I would like a talk on:

Alternate careers in BE
Family and career
It would be nice to organize a talk about opportunities abroad- focusing on different regions (ie. Asia, Europe, Australia...)

9.2. I have attended 1/2/3/more than 3 Industrial Seminars.



I think these talks have been informative: 3.44 ± 1.19 (S.D, count 32)

I would like a talk on:

Speakers for industrial seminars could be given more specific prompts to keep them on track with interesting

material. Specific topics might be how they got their current job or asking about personal annecdotes (as opposed to general observations about industry vs academia).

enterpreneurship

Non-pharma/biotech work Policy Publishing/writing

Patent law; Science writing; other non-traditional careers.

starting a company.

Environmental biotechnology

9.3. I would benefit from having access to an alumni directory. 4.3 ± 1.04 (S.D, count 40)

I would be willing to have my contact information be made available once I graduate.

4.48 ± 1.13 (S.D, count 40)

What could the BE Department and/or the BE Board do to aid in career decisions?

Provide more interaction with alumni.

better directory, better advertising to companies so BE is listed as a department for recruitment on Monstertrak/Interviewtrak, recruitment events on campus (akin to Chemistry and ChemE)

informal dinner with people from various careers.

10. GENERAL

10.1. Please submit any **comments** (general or specifically applying to this survey) to the BE Student Board in the field below:

general comment about social events--the first year is super-packed with classwork. I am a social butterfly, but I'm averaging getting out about once a month. (I am accustomed to 1-2 times a week). It would be nice to have events scheduled that allow me to socially interact with other students, but not take up much time. Maybe just group lunch (we can bring our own), to pull me out of 26-007 and/or my room.

Keep up the great work!

BE Board Rules (even though this survey took 30 min, I'll send you the bill for $10)