

**ARTS, SCIENCES & ENGINEERING
FACULTY MEETING
COOLIDGE ROOM, BALLOU HALL
WEDNESDAY, SEPTEMBER 30, 2009**

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ANNOUNCEMENTS

PRESIDENT BACOW: Normal rules are in effect, which means if you want more food, go back anytime during the meeting and grab some more. We'd like to begin with announcements, and the first announcement comes from Dean Lynne Pepall.

DEAN PEPALL: I have an announcement. I would like to announce that next Wednesday, the Graduate School of Arts and Sciences will be holding a faculty meeting, and that meeting is not nested in an Arts, Sciences and Engineering meeting or an Arts and Sciences meeting. It's a stand-alone meeting, and I really hope that all of those who are interested in graduate education in Arts and Sciences will attend. We'll be discussing revisions to our bylaws. The Graduate School's bylaws haven't been revised for outside of 14 years, and there have been many changes. It would be a good time to get your input into these new bylaws that we're putting together. There are also some other agenda items as well. So, next Wednesday, here, light lunch. I look forward to seeing you.

PRESIDENT BACOW: Thank you, Lynne. Other announcements? Just a brief one from me. It's not an announcement. It's a thank you. A number of faculty members participated in Community Day on Sunday. It was soggy, but we still had 1500 members of our community who came out, and I want to thank our Geology Department, our Chemistry Department, and the Center for Engineering Education that were all out in force and engaging with the community, and it was a great opportunity for people to see the academic side of the institution, as well as for our students and others to engage with many of the younger members of our surrounding community. So, thank you very much.

RESOLUTION ON THE DEATH OF ROBERT GUERTIN

PRESIDENT BACOW: I'd now like to call on Roger Tobin to present a resolution on the death of our colleague, Bob Guertin.

PROF. TOBIN: The Department of Physics and Astronomy and the Graduate School of Arts and Sciences invites the Arts, Sciences and Engineering faculty to join us in remembering our friend and colleague Bob Guertin, Professor of Physics and former Dean of the Graduate School of Arts and Sciences, the Boston School of Occupational Therapy, the College of Special Studies, and of Research and Continuing Education, who died of cancer on June 12, 2009.

Born in Trenton, New Jersey in 1939, and raised in Winnetka, Illinois, Bob was educated at Trinity College in Hartford, Wesleyan University, and the University of Rochester before joining the Tufts faculty in 1968. He spent his entire academic career at Tufts, but his research took him to the Francis Bitter National Magnet Laboratory at MIT and its successor, the National High Magnetic Field Laboratory at Florida State University, as well as Los Alamos National Laboratory and the University of California, San Diego.

His ability to identify scientific questions that were both important and tractable, his leadership and interpersonal skills, and his remarkable energy led to long and productive collaborations with numerous distinguished scientists, including Simon Foner, Jack Crow, Brian Maple, and Zachary Fisk.

As a researcher, Bob was drawn to extremes. He specialized in measuring the properties of exotic materials in the highest magnetic fields, at the highest pressures, and at the lowest temperatures, often all three at once. He authored more than 130 refereed publications.

His experiments frequently provided stringent tests of prevailing theories relating to the properties of materials, such as superconductors, in which the electrons, rather than behaving as independent particles, are highly correlated. His research on high-temperature superconductors, for example, tested competing theories of the effects of impurities on superconducting behavior, and helped identify the unconventional nature of the superconducting state in these exotic and important materials.

But Bob's love of extremes did not extend beyond the laboratory. As a teacher, mentor, colleague and friend, he was a model of equanimity, modesty, good judgment, generosity, and good, though not always printable, humor. While he took his work very seriously, especially his research and work with students and younger colleagues, he could also look at the world -- physics, teaching, Tufts, politics, the Red Sox -- "with a mischievous twinkle in his eye", as a colleague put it.

After dealing with a complaining student, an unreasonable review of a paper, an aggravating faculty meeting, or a challenging physics problem, the best place to go was the couch in Bob's office, though it was occupied so steadily by students and colleagues seeking advice or just repartee that there was sometimes a wait. Whatever the annoyance or complexity, Bob's combination of careful thought and sense of humor always put it in perspective. No wonder, as President Larry Bacow put it, "there were few people who ever worked at Tufts who were as

beloved and respected as he was."

He served eleven years as Dean of the Graduate School of Arts and Sciences, enhancing its size and stature through his good judgment, leadership, and organizational abilities, and commitment to outstanding education and first-rate research. He was a passionate advocate for students and the driving force behind the 89,000-square-foot Tufts University Science and Technology Center, a multi-discipline research center. He involved himself in every detail, from securing funding through its design and construction. The flourishing research environment at this well-engineered and versatile structure is a testament to his vision and energy.

Somehow amidst his active research and administrative responsibilities, he found time to serve on numerous NSF panels, external review boards, conference organizing committees, and as chair of the Board of Governors of the University Press New England. He just had too much to give for Tufts to absorb it all, though we tried our best.

Bob was devoted to his wife June, daughters Lynn Kirby and Laura Impemba, brother Tom, and four grandsons. A classical music aficionado, he was a talented pianist, member of the Harvard Music Association, and longtime subscriber to the BSO, where he maintained the same first balcony seat for over 30 years. Among his other great loves were his annual vacations on Nantucket and the many dogs of his Back Bay neighborhood, all of whom he knew by name.

In his last few months, as his health began to fail and his growing pain was apparent, he devoted much of his remaining strength to teaching his class in Classical Mechanics. He was determined not to let his students down. Equally important to him was not to be a burden on the department or his colleagues. To the very end, he was always thinking of others and devoted to Physics, to Tufts, and to all the people who had come to love and depend upon him for selfless service and gentle wisdom.

Donations in his memory can be made to the Graduate Student Research Fund. We ask that this resolution be included in the minutes of the faculty of Arts, Sciences and Engineering, and that copies be sent to Professor Guertin's widow and children.

PRESIDENT BACOW: I'd ask that this resolution be accepted by a moment of silence.

(Pause.)

PRESIDENT BACOW: Thank you, and thank you, Roger. We lost a good one.

FAB REPORT ON REVIEW OF BOB STERNBERG

PRESIDENT BACOW: The next item on the agenda is the FAB report on the review of Bob Sternberg. I'd like to call on Bob Cook.

PROF. COOK: Good afternoon. I'm here to report on the FAB procedures regarding the review of Dean Sternberg we conducted last year. I know that people have questions about how things proceeded along. FAB is the Faculty Advisory Board. We're an elected committee with a fairly

wide-ranging charge. One of our most important functions over the last few years, though, has been to represent the faculty viewpoint in reviews of the administrators. As mandated by our charge, every fourth year we're supposed to review various administrators.

Last year, in 2008, we conducted a review of the Dean of Arts and Sciences, Bob Sternberg, by a vote of the faculty. What I can do in this report is to tell you about the process. I can tell you nothing about the content of the report. So, that's what I'll do. We conducted this review very similarly to the one we conducted the year before for Dean Abriola. I will point out a couple of variations in that review process, but none of them are very major. We collected, from a wide survey of faculty, opinions about Dean Sternberg's ability to articulate goals, his vision for Arts and Sciences, his accomplishments, and his strengths and weaknesses as a leader. You received a document that was a statement by Bob of his vision and accomplishments during his time as Dean of Arts and Sciences. Unlike our review of Dean Abriola, we did not have a list of questions, but let you more or less write as you felt, because we found that in the previous year you ignored our suggested questions anyway. These letters went out to all the individual members of the faculty and all the chairs of the departments. The chairs of the departments were asked to try and write a letter that reflected the collective vision of their department, and it also went to all the major program chairs that reported to Dean Sternberg. This resulted in approximately a response of 80 letters that represented virtually all the departments, and half the interdisciplinary programs in the university.

One other deviation from the procedure from the previous year is, in theory, these letters were supposed to go to the Secretary of the Faculty. Because Jillian had already had a relationship with the dean prior to that, we thought that was a potential conflict of interest. So in this case, we made a slight deviation from what's in our protocol, and they were sent to an ACE Fellow who was working within the Provost's Office, and she supervised and oversaw the copying of these various letters.

FAB then read these letters. We met approximately four times to summarize a report that would be given to the Provost. This report ended up being about eight pages long, summarizing the major themes that we saw in the letters. Probably, though, in the end, the summary is 95% your comments and about 5% FAB interpretation of those comments. We tried to keep our role in this to a minimum, but there were times where context and interpretation was appropriate. What we really tried to do was to make sure that we reflected your views about Dean Sternberg. The other thing that was critical in the report besides reflecting your views fairly was to make sure that confidentiality was maintained at all times. We carefully made sure that there was nothing in the report that could identify individual departments or individuals. So, those were our two major goals in the report.

That report was transmitted, then, to the Provost on April 10, and I know that since then, you have met with Dean Sternberg. Dean Sternberg has read that summary, although he has, of course, obviously not seen the confidential letters. The confidential letters are currently under lock and key and will be shredded in the next couple of weeks, and we will leave only the report -- a copy will remain with Jamshed.

One issue I was reading today that we need to figure out is it says, "A copy is to be left with the

Secretary of the Faculty”, but whether that creates a conflict of interest from your previous relationship with Dean Sternberg, I actually don't know the answer. But right now, the only copy is in the Provost's Office.

I'd be happy to answer any questions you have about the process of this review. Thank you.

PRESIDENT BACOW: Any questions for Bob? Thank you very much. These reviews have always been helpful to us when they were done for Linda, when they were done for Jamshed, and, I think, when it was done for me. So thank you, all who contributed to it.

ELECTRONIC VOTING

PRESIDENT BACOW: The next item on the agenda, I'm going to call on Steve Hirsch and Susan Ostrander in their capacities of co-chairs of the Arts, Sciences, and Engineering Executive Committee to talk about electronic voting.

PROF. HIRSCH: We want to propose to you doing a pilot test of a system for electronic voting in faculty elections, and I wanted to give you a little bit of context for this. The Executive Committee, as you probably know, has a kind of general responsibility to oversee and foster the process for faculty governance of the committee structure. Last year, and it was actually kind of late in the year, together with the administration, we had asked Jillian Dubman, the Secretary of the Faculty, to look into a number of aspects of how the committee process and the committee selection works at other institutions. Out of that sort of broader overview, one of the things that caught our attention was that a number of institutions, including Brown and Johns Hopkins, use an electronic voting system for elections to elected faculty committees. We had a brief discussion about the potential benefits of that and also possible concerns. We then asked Jillian to look into a number of ways in which this could be done, both internally and with the use of an outside service provider. Right at the end of the school year, she came back to us with a number of choices. There was one in particular, an outside service provider that had a lot of experience doing elections for faculty and students at colleges and professional organizations and looked to be quite reasonable as well. Then it was put on hold during the summer, and this year's Executive Committee has inherited this. We did have a meeting recently with the Committee on Committees, because they are, in the end, responsible for the selections, the nominations, and the elections to the elected committees.

We certainly saw a number of potential advantages. One of them was to involve more of the faculty in the actual vote, and we also talked about, wondered about, hoped that that might lead in the long run to greater involvement both in committee process and at faculty meetings, and also because when you do it online, you can link to information about the candidates for more informed voting. All of that seemed positive. Also, there would be some savings in the mass amounts of paper that are involved and some of the busy work that goes with it as well. All of that made it look like it was worth doing a kind of pilot. At the moment, it is our intention to, probably sometime later in the month of October, try to do a kind of pilot run with this system, and that would involve all of you, of course.

Rather than do a kind of fake election where you would be choosing between Miss Scarlet and

Colonel Mustard, we thought it might be better to have a couple of intriguing random-type questions. All of this would not amount to anything, other than an expression of opinion, but obviously, the more people that are involved in the pilot, the more useful the experiment is, and so we were thinking about going that route. We're actually open to receiving from you potential questions.

As things stand now, it's our hope to run such a pilot on the optimistic scenario in later October and then to come back and talk to all of you about it, have a larger discussion of how it went, the implications, and whether we want to go this route for our elections this spring or not. So, that's what we have in mind. We're here to inform you and to see whether you have any initial questions about this.

PRESIDENT BACOW: Questions? Thanks, Steve. By the way, Jillian did a tremendous amount of research on behalf of the Executive Committee -- taking a look at what was out there and sort of informing this whole process. So, thanks to Jillian.

H1N1 IN THE CLASSROOM

PRESIDENT BACOW: You all know that we have been dealing with the issue of swine flu, H1N1, on our campuses. Many of you showed up to get your flu shots. We had students show up in record numbers to get flu shots. These were for the conventional flu. We still are awaiting vaccine for H1N1, and we'll announce when it has arrived. Nobody has gotten it yet. We actually ran out of the flu vaccine for the conventional flu, even though we ordered more than twice what we have ordered in the past. We're assured that we can get more. It turns out we're still waiting for that, but anyway, we'll let you know.

We've invited both Jim Glaser and Margaret Higham to be with us today -- Margaret, as I think many of you know, is our Medical Director -- just to talk about expectations for how we deal with this issue in the classroom. We now have some experience, because we've had students who have been out. So, I don't know who's going to lead off, but Margaret, it's all yours.

MS. HIGHAM: Thank you. This is the one-two punch. It starts with me, and ends up with Dean Glaser.

To set the background, we are seeing H1N1 flu on campus now. In the last three weeks we've seen 38 students, as of last Saturday, with influenza-like illness. I don't think all of them actually had H1N1, but I know that some of them did. The number is increasing every week, and we expect it to go up pretty rapidly.

I'm certainly happy after we're done with our specific topic to take any general questions you have about H1N1, but what we want to focus on today is the illness notification policy, colloquially known as the 'class excuse'. I started meeting this summer with the academic deans and Dean Glaser to talk about how we might accommodate the needs of faculty and staff for class excuses, given the amount of illness we expect to be seeing, and with the background that the Center for Disease Control has recommended that schools and employers should not be requiring medical documentation from employees or students who miss work or school because

of influenza-like illness. That sort of tapped in well to a topic that's been on the back burner for a while, which is what our general policy is here and really how useful is it.

At Health Service, we see a lot of students daily who are coming in for a class excuse. They're coming in and reporting symptoms that they've had; they usually don't have any at the time that they're in the office. So then we write a note that says the student says he or she had symptoms. That would be okay if it were a really small percentage of our visits, but it's actually a large percentage. Sometimes students are really sick, and they do have identifiable symptoms, but most of the time they don't, or if they do, it's something that's actually pretty obvious, like they're already in a cast. I mean, we have students who are told to come see us because they have a cast on, and we need to write a note that they have a cast on. Those students take away time that we need to spend taking care of really sick people; we have a lot of really sick people who come in to see us.

Those two reasons together were the origin for the new policy that we've put together. This is something that I got wind of from Duke University. It's a policy that they've used for quite a number of years, and I've done a fair amount of benchmarking of other universities in the NESCAC area, and some use a similar system, although ours, I think, is more advanced than theirs. We would like to present to you what we've worked on with, I should say, the very vigorous help of Trish Sheehan and her staff at Dowling doing the computer legwork behind this. So with that, take it away, Jim.

DEAN GLASER: Thank you, Margaret. I would also note that students seeking excuses would visit with my colleagues, the academic deans, and the deans would also write notes saying that the student reports that they are ill. They also would visit the deans if there was a death in the family, and the deans, as you know from receiving those notes, wrote that the student reported that there was a death in the family. I just want to start off by saying that we also send a condolence note home to the families when students do that, and every once in a while a family gets back in touch with us and says, "We didn't know that Granny had passed away," in which case Dean Reitman calls that student into the office. But the fact of the matter is that that's a very unusual circumstance -- a very, very unusual circumstance. While it does happen, and we do have a mechanism in place for checking it, it's highly unusual, and our students do not abuse the system 99.9% of the time.

In order to comply with the CDC's recommendation and with the needs of Health Service to make sure that they have room to see students who really are exhibiting symptoms that need addressing right then, we've worked on a way for students to inform faculty of an illness. Trish Sheehan and her operation at Dowling have established a form which is going to be available, or is available, on the web center that students will be able to fill out and e-mail to their instructors indicating when they started feeling symptomatic and what the problem is. The form allows us to communicate some things to the students at the same time. It does indicate that this form is to be replacing the health notice that they would have gotten in the past from Health Service, with the exception of missed exams. If there's a missed exam, we still expect students to visit Health Service to write a note. But for all other class absences, we are hoping that this form will suffice for you in verifying that a student is ill.

There is an additional advantage in addition to allowing students to communicate with their faculty, in that it will allow us to track students who have serial illnesses, either because they are not healthy and need a lot of attention, or just as a check for somebody who might be using the system. We don't expect that is going to be there, but we will be able to keep an eye out on students who would be repeatedly using this form to miss classes.

A couple of other things that I wanted to note. As you'll see on here -- I actually don't see it on there right now, but this is what you will receive in your e-mail. One of the things that we note is that this does not necessarily excuse a student from a missed class; faculty have their own policies, but this is a way of communicating all this to a faculty member. I'm not asking everybody to have the same policies on how to deal with this, but we would be asking faculty to accept this as an excuse. We would be asking faculty to be flexible in dealing with students who report an illness, and we would ask you to anticipate ahead of time that this is going to come up, that it certainly is going to come up, and that you have a way in place to deal with it. So, if you have a paper that's due on a certain day, if you want to communicate that you will allow an extra two days, whatever it is that your policy is with regard to missed classes or with regard to assignments, that you think about it ahead of time so that when it comes up, as it will, you'll be able to respond easily.

Finally, we are not necessarily encouraging every student to send something to you every time they have the sniffles. I tell students -- I have a lecture course. I have 55 students in my class. I don't need to know when every one of them is missing a class. But I know for some of my colleagues, particularly in classes where class participation is very important -- lab courses, language courses, English 1 and 2 -- that class attendance is very important, and we would ask students in those cases to make sure to inform their faculty.

One last note. This is a pilot. I'm sure that there are bugs in it, and we will find out what those bugs are. We wanted to put something into place very quickly. Again, a real tip of the cap to Trish Sheehan and her outfit for making this happen quickly. It was announced to the students earlier this week, and I will be putting something out to the entire faculty this week as well with this basic information. Any questions?

PROF. FUHRMAN: Does the student choose whom to notify, and can we in some other way include RAs in that notification as a kind of reality check?

DEAN GLASER: RAs, meaning the resident advisor. The student can choose who to send this to. I don't know the answer to the RA question.

MS. SHEEHAN: The RAs aren't currently visible. There's a function for the students to notify faculty and the deans are also on there. They can also opt to send it to any other person who's not on that list. That haven't been instructions for them to send it to their RAs. So if they want to, they can send it to anybody they'd like. There's no limitation to whom they can send those forms.

PROF. FUHRMAN: I'm just wondering if that's an alternate way to validate --

DEAN GLASER: I'm just answering off the top of my head. Not all of our students are living in places that have RAs. I understand the want to check this. I'd have to sort of think about who the right person is. I'm not sure it's the RA, but we'll go back, and I'll think about that.

In fact, yes, we are interested in students notifying their coaches, because part of this is not just to get out of the class, it's to discourage students from going to class when they're ill. They are really posing a threat to the other students in the class and to the instructor, and I think that pressure is also there on an athletic team.

MS. HIGHAM: I should have mentioned that point. Students very frequently go to your classes running high fevers. They have for years, spreading bad germs around. The winter influenza has been much worse in the past couple of years than the H1N1 we've seen, and it's very hard to get across to students that when they're running a fever, it's wrong for them to be out there in the community. We're hoping that by having this available that that will help encourage the community mindset. And RAs, remember, they're often sophomores. They're not really going to provide any adult regulation, sorry to say.

PROF. NAPIER: I think it's a good idea, but how much space will this -- is this a PDF? I have a lot of junk mail now. I have visions of dozens of these things coming in, and what do I do with them, do I delete them? (Inaudible) digital signature (inaudible).

MS. SHEEHAN: It is a PDF.

PROF. NAPIER: How big?

MS. SHEEHAN: It's pretty small. I don't know the exact size, but it's pretty small.

MS. HIGHAM: You don't need to keep a copy, unless you want to. A copy of this will stay in the student's academic records. Their academic dean will have access to these. We'll be able to run a report, like who had six of these in the semester, whatever is decided, so that the academic deans hope to use this as a tool eventually to see who might be struggling that we aren't aware of. Because right now, those can come from a wide variety of sources. In Health Service, they could get six notes in a week, and we would never know it. I mean, they would see six different people. So, this is actually a way of keeping better track of when people are out.

PROF. JOHNSON: Vida Johnson; German, Russian, Asian. What are we saying to the students, and actually, what are we saying to us, as faculty can also get sick, about how long after the fever ends? Because I think we've been reading that, in fact, you're still contagious even 24 hours after the fever ends. What's our general policy on this or recommendation on this?

MS. HIGHAM: Well, we follow the CDC policies pretty strictly, and I keep quite up to date on those. It is true that there are people who can shed virus for longer than 24 hours after their fever is gone, although it's much less virus. The current recommendation is to stay in isolation for 24 hours without a fever when you're not taking fever-reducing medication, and at that point you can go back into the community, continuing to follow your careful respiratory practices of coughing in your sleeve and avoiding rubbing your nose and eyes and washing your hands after

you accidentally put them in front of your mouth when you cough.

SENIOR COUNSEL MATHIEU: I have a comment. I had to step out of the room for a minute, so I don't know if you addressed the issue of confidentiality, but this document will be protected under FERPA, the Family Educational Rights and Privacy Act. I know that we talked about this before. You need to make sure that you maintain this in confidence and that you not expose it, unless you're exposing it to other school officials who have a need to know. You should just be careful about that. The students do have an expectation of privacy in this document.

PROF. TALIAFERRO: Jeff Taliaferro, Political Science. I support this, and I applaud you for putting this together, but I do have a question that pertains to that very, very, very small percentage of students who would abuse the system. The first line of the third paragraph reads, "This form cannot be used as an excuse for missing a midterm or a final exam." Some of us don't have an in-class midterm or final exams. I don't, because I can't read their handwriting anymore. I have take-home exams, and there are research papers in my classes. Would you be amenable to adding a major assignments excuse, for missing a major assignment of some sort to that particular provision, as opposed to missing a class simply because a student is symptomatic?

DEAN GLASER: For papers, I think our sense was that a paper could be accommodated. The reason that we drew the line on exams is because it's a big tax on the faculty to write an exam multiple times, and we wanted to keep that to a minimum. The thing about papers is that it's possible to say your paper can be turned in a day late or two days late. I actually say to my students that they don't even need to give me an excuse, turn it in a day later, two days late, I'll penalize it a little tiny bit. You don't want that penalty to rack up, but it's your business whether you turn it in on Tuesday or Wednesday or Thursday.

So, I don't think that papers need to be protected in the same way as exams. For take-home exams, that's, I think, a somewhat different issue, and I guess I don't have a ready answer for it. My sense is that for take-home papers, you probably can accommodate students, but it's probably something that we can continue to talk about as falling under this.

PROF. TALIAFERRO: May I ask a follow up question?

DEAN GLASER: Yes.

PROF. TALIAFERRO: My rationale for asking this is not -- it doesn't have very much to do with the burden of writing exams or the burden of administering exams. It's a question of trying to discourage, deter that very small minority of students who will try to come up with an excuse because they haven't been paying attention in class, or they haven't been budgeting their time, or they haven't completed an assignment, and are looking for some way to 'get out of jail free'. The rationale for the question, the rationale for the proposal to add 'major assignment' to that language is to just raise the barrier that much more. That's one of the reasons why (inaudible) my classes. There are three legitimate excuses: Death, bereavement, or serious illness or an accident that requires you to receive immediate medical attention, and those circumstances require the student to get an excuse from a clinician in Health Service, or you see their academic dean, and I will waive any late penalty that has been imposed and discuss alternative

submissions. But it's that idea of making the bar just a little bit higher so that, again, that small minority of students just don't come up with an excuse at a whim and think that they can get away with it, which is really a disadvantage, because it's unfair to the other students in the class.

DEAN STANTON: Paul Stanton, Student Services. There are two points, Jeff, that I would use to respond to that, and the first is to go back to the word 'pilot'. This was conceived and put together on a very, very aggressive time line, and so we know that this is a work in progress. However, we will review it after the semester. We will learn a lot in terms of what's (inaudible).

In the brainstorming sessions that we had in trying to go live in a matter of a couple of weeks, we talked about that, and so you have performance, music courses where it's not a midterm or a final exam, it's a performance piece, studio art courses, science lab courses and so forth that count as much as, or sometimes even more than, what we traditionally call a midterm or a final. This is not an attempt to eliminate your discretion and go back to class and say, "Oh, and by the way, this is my midterm; this is my equivalent of a final exam." But to list all that on what is already text-intensive in terms of a one-page form, when we're trying to strip that (inaudible). We'll go back after we run a semester of this and look at how we can improve this.

DEAN GLASER: I think EPC would be an appropriate place to have a conversation about that, and I promise that we'll keep that on the agenda, and we'll see how it goes.

I'm sensitive to the fact that there's one more item on the agenda, and so if we could take just one more question.

PROF. JOHNSON: A suggestion.

DEAN GLASER: Okay, we'll take a suggestion, and then any other comments or questions --

PROF. JOHNSON: I have a very brief suggestion. This will accommodate Jeff. Instead of saying an excuse for missing a midterm or final exam, you could add "or any other major deadline in the course as presented by the professor," or "any other major deadline for the course," and then that would cover the in-class exam or whatever. But I think the major deadlines as opposed to a weekly assignment could have room there without changing this form too much.

MS. HIGHAM: Then we don't have anything different from what we've been doing. So it's a major assignment or -- you know, it's everything. You need to know that when the student comes in to see us and says, "I threw up last night," how is that any different from them telling you they threw up last night? There's not an identifiable thing going on in most of these cases.

Our goal here on campus is really to be providing care for the students who need the care, and that's what we really want to be focusing on. I think you think that maybe we have some magic way of knowing that they did have a fever or if they vomited or if they had a migraine. We don't. We just take what they say, and we repeat it on the form. That's no different from them

telling it to you, and it doesn't help us move forward with this process at all. This is a collaborative process, but what goes on in this forum has to be okay with me, too.

PRESIDENT BACOW: We have time for one more question.

PROF. RAMSEY: Norman Ramsey in Computer Science. I'm a bit more concerned for the student who actually is knocked out with the flu and has a bad fever and misses a week of work and is in a science or engineering class where work is cumulative. I'm happy to say to them that they'll be turning in eight assignments over the course of the semester instead of nine. But if assignment number 2 is needed to complete numbers 3, 4, and 5 successfully, that's not terribly helpful to the student. I'm a little bit worried that for the students who are actually sick, we're setting them up for failure. I don't have any additional resources of my own, such as support staff to help bring a student up to speed who's missed a week of work due to illness. I don't know if there are resources to be found, but I would hope that we could do more for these people than just say, "Yeah, it's okay if you missed class and you missed an assignment," because I don't think that's going to be enough to make them successful.

DEAN GLASER: This is not a panacea for all these issues, and I think the best thing that might come of this is to ask you to anticipate that this is going to come up. We don't have a one-size-fits-all policy for dealing with class absences, and different faculty and different instructors are going to have different kinds of issues, but it is something that you'll certainly want to be thinking about ahead of time. I wish that I could offer you a web-based solution to that problem, but I just don't think that we have one. But, it is something that you should certainly consider.

PROF. FUHRMAN: There are solutions to that. Our department has invested a huge amount of expense and people's time in making web-based solutions to the best of our ability, and right now, we're doing podcasting of large lectures and things like that. I'm wondering if there are any resources that could be allocated to spread that technology. It's quite an investment and a lot of people's time to get that up and running, but it's worth it for the students. They can tune me in on their iPod.

PRESIDENT BACOW: Norman raises an important issue, but I would point out that we've been teaching classes at this university for 157 years. We've had students who have gotten seriously ill during that time, who have gotten seriously ill in courses that are cumulative, and one of the things that has impressed me during my time here is how much people tend to close ranks around the students who are really struggling and have difficulty and find solutions, and sometimes that involves other students who really go out of their way to help them, TAs who will do it, faculty, and others. We have a variety of mechanisms, depending upon the seriousness of the illness. Some students can't come back, and they find that they have to take the grade for a medically-excused incomplete. There are a range of possibilities, and I think that one way that we will fail in this process is to try and sort of ex-ante solve every possible problem that can come up. It's going to require flexibility on everybody's part, and part of the difficulty here is that we don't know what we're dealing with, but at the same time, we have all experienced sick kids in our class before. To the extent that we can try and just keep doing what's worked in the past for that, that's fine, in terms of the academic accommodation.

We have to recognize that there is a very, very real opportunity cost to imposing excessive demands upon Health Service to try and check the box, when in fact, as Margaret points out, it's not necessarily meaningfully informing a decision as to whether or not somebody is legitimately entitled to an excuse. The new system, it sounds like, does at least give us the capacity to now, for the first time, look back at somebody and see whether or not we have serial cases in the same student.

So, this is a pilot. Let's try and figure out how we can make it better over time and keep working together. This is not, I guarantee, the last time in a faculty meeting you're going to hear about H1N1, because as we learn more, we will keep sharing things with people. Thanks to Trish and Margaret and Jim for the work that they're doing on this. We will report back on this. Thanks for the comments.

REMARKS ON ACADEMIC STRATEGY

PRESIDENT BACOW: We try to periodically update the faculty on our progress in our academic strategy, and the Provost is going to make a presentation at this point just to try and fill you in on where we are, and I think we've done this in a way so that there should be time for comments and discussion. Jamshed.

PROVOST BHARUCHA: Thank you. My dream in coming to Tufts a few years ago was to help lead this institution to soaring new heights, an institution that has some incredible strengths, and to carve out a distinctive profile for Tufts that positions the university and our students to really be leaders in surmounting the challenges of our time. We have a lot of ambition, and it's important as we now go through a financial crisis -- hopefully, we're on the tail-end of that -- and many of our peer institutions are struggling, it's important that we pause and reflect on just how much we have accomplished, which is, I think, a tremendous amount. We have momentum, and it's important for us to maintain that momentum going forward.

I want to take this opportunity to just talk for ten or fifteen minutes and leave time for questions and just take a little glimpse at some of the areas where we have achieved momentum over the last three years, and hope that this catalyzes a discussion that starts here, but that continues informally and formally. I'll want to continue the discussion with the T&P Committee, with the Executive Committee, and with the deans and others so that we can really feel like we are all together in this common cause of continuing to move this institution forward. A mark of excellence is that we always strive to be better, and I think that is really something that we can be proud of at Tufts, that we are always striving to be better.

I will present just little bits and pieces of information on several topics to get this discussion going. Faculty support, specifically start-up, research and entrepreneurial activity, diversity, undergraduate research, and a program that I think is particularly interesting, cross-school sabbaticals.

First, faculty support start-up. If there's anything that has posed an exponentially increasing challenge on institutions to continue to recruit and retain the very best teachers and scholars, faculty who are leaders in their fields and who are passionate about teaching, it is start-up

funding. A quarter of a century ago, a little more than a quarter of a century ago, when I was getting my first academic job at Dartmouth, that was how I looked. My start-up package was \$4,000.

PROF. JOHNSON: What's that in today's dollars?

PROVOST BHARUCHA: Those are dollars of that day, but what it bought me was a Macintosh. That's all. A first generation Macintosh was my start-up package. Today, somebody in an equivalent field, a quarter of a century later, would need perhaps a quarter of a million dollars, plus or minus, depending upon their needs, and that's an 18% annualized increase in start-up funding over the last few decades. Much, much higher than an increase in salaries or increase in any other part of our budget.

When I first came to Tufts, the start-up budget for Arts, Sciences, and Engineering was \$750,000, which may seem like a lot of money, but it's nothing. We were not able to aggressively pursue the best talent, and make sure that if we lose somebody, we didn't lose that person because of the offer we gave them. Today, we are investing at central administration -- in the schools, we have worked closely with the deans and the chairs to make sure that every single search, as far as we can, proceeds in a way in which we're able to provide what's necessary to attract the very, very best. Today in my field, somebody might need access to an MRI machine. That's a far cry from a Macintosh.

Now, start-up is not unique to the sciences, as you all know. There are start-up packages now in the social sciences and in the arts, and I like to joke, particularly when Joe Auner is around, that one of the biggest packages was a building that enabled us to build a music program and take it to the next level, which in fact has been the case.

This is a little bit of a diagram showing our strategy. Start off with superb teacher-scholars, invest in faculty, adopt best practices and high expectations, which is something that we try to do (inaudible) best practices. We can go into that later. Leverage our distinctive strengths, build on those strengths to achieve a soaring scholarly reputation, move forward with confidence. That, in turn, attracts excellent students and enables us to attract more superb teacher-scholars.

On the research front, there's a lot to report, but I'll just say one thing in the interest of time. When the stimulus package was being prepared in Washington, we geared up proactively to make sure that our faculty had the information, the encouragement, and the support to try to dust off grant proposals or prepare new ones in response to RFPs, and Vice Provost Peggy Newell has been an important part of making sure that we had the ability to do that, and still do. I'm happy to report that from the American Recovery and Reinvestment Act, we've had 57 awards thus far across the university, totaling more than \$20 million. So, our faculty has seized the opportunity. For those of you in this room who have been involved with that, thank you very much. I know it's been hard work.

Our faculty has been very involved in entrepreneurial activities, and so in fiscal year '03, we had 68 patents filed, as opposed to 141 last fiscal year. The total income from royalties and legal fees was about \$1 million in '03 and is almost \$10 million now. In fact, I think it's exceeded the

\$10 mark by million today. Again, thank you for those of you who have been involved in some of this activity, I think on this campus -- Professor David Walt has been a leader in this area. I'm not saying that we all need to be involved in entrepreneurial activity, but this is a sign of the energy and the edge that our faculty has developed.

The diversity front, which is very dear to my heart -- one of the things that I said when I first addressed the faculty coming here is that it's critically important that as we establish faculty, we have faculty of color who are in senior ranks so that they can serve as mentors, as role models, and as leaders for junior faculty members of color, or faculty members for under-represented groups, generally speaking. I just want to show you some of the progress that we've made in the senior ranks, the tenured ranks, and in the Full Professor ranking. None of this happened by accident. It happened by a lot of hard work on the part of the candidates, on the part of the departments that provided mentorship, on the part of the T&P Committee, and others who have really looked at this very carefully.

I've tracked this very closely, and if we look at the tenured faculty of Asian descent, we've gone from fifteen in 2002-2003, employing six Full Professors, to twenty four now, including thirteen Full Professors. If you look at tenured faculty of African descent, we've gone from eight in FY '03 with one full professor to fifteen with four full professors. Now, these are small numbers, and we have a lot of work to do, but this is the result of a lot of effort, and I think we should feel proud of some of our accomplishments here. Tenured faculty of Latin descent, which seems to be the term now that's being used, nine in 2002-2003, including three Full Professors, to fourteen today, including seven Full Professors.

We've seen a dramatic increase in the number of honors theses, and I think Jim Glaser has reported this before and has worked very hard with students and their advisors. Again, soon after I came, we launched the Summer Scholars Program in order to do a number of things to bring the schools together, but also in order to increase the number of honors theses that our students write, which have been low compared to our peer institutions, particularly since we are an institution that values student-centeredness and student contact. So, while the Summer Scholars are almost up to 50, senior theses have gone from 72 in 2002 to 114 today. There are many reasons for this, but I think the Summer Scholars Program has contributed to that. Most importantly, you all have worked hard to work with our students to enable them to do these things.

I can tell you that senior theses and other active forms of learning, where students are working with faculty on the framing of the issues and on processes of discovery or creativity, that form of learning is much more powerful and enduring than taking a class, taking the exams, and even writing papers. The story I like to tell is when I go to alumni reunions -- this happened at my former job, where I would actually meet former students at these reunions -- I always asked students which course they remembered the most and which was their favorite course. At one alumni reunion, I had a student come up and say, "Hey, Professor, remember me? I took your course on memory." This was somebody who had graduated a few years before, who was very successful on Wall Street. I remembered him as having been an outstanding student. I said, "Yes, I do remember you. What do you remember about the course?" And here, this articulate fellow, who had been very successful, waxed completely incoherent. "Well, like, you know, like stuff about memory, and stuff." That's all that he could remember.

Forgetting. The dirty little secret about learning is that we forget, and we don't remember that often as faculty. So, it's important for us at Tufts, in a place where we value our teaching, to make sure that we constantly find new ways for students to engage in active forms of learning, because if you meet a student who's written an honors thesis, even if the thesis might have been in biology and now they're on Wall Street, they will remember almost everything, even if they're not using it now.

Finally, just one observation. A couple of years ago, Professor Carla Brodley in Computer Science came up to me with a very intriguing idea, and I think she fully expected that the bureaucrat was going to say no. But I just found it so consistent with what we're trying to do in leveraging synergies across our schools that we actually gave it a try. The idea was this: She was coming up for a sabbatical. She said, "Why should I go to another university, or do the alternative that some people do, to lock themselves up in their labs or libraries or at home to get work done, when we have this vast research university with lots of potential colleagues that we could collaborate with?" So, we designed a cross-school sabbatical within the university, and Carla spent the sabbatical at the medical school. We arranged for her to be there. I insisted that as part of that, she do some brown bags and so on. As a result of that, she has acquired several collaborators and grant proposals at the medical school in using computational techniques for biomedical problems. That's just a picture of Carla, and those are my remarks.

What I would like to do is to have some discussion in the remaining fifteen minutes, and then make sure that we try to follow up with discussion in various forms so that we all feel the sense of momentum and energy. I know that there are lots and lots of obstacles moving forward, but we also need to know specifically what they are so we can work on addressing them. Thank you.

PRESIDENT BACOW: The floor is open.

FATHER O'LEARY: Jamshed, thank you. On your screen, or you mentioned at least, there was a bullet point on university-wide seminars. Do you want to comment on that also?

PROVOST BHARUCHA: I don't think I had a bullet point on university-wide seminars.

FATHER O'LEARY: Well, I think that's another good point to share.

PROVOST BHARUCHA: Okay, great. We launched a university seminar a couple of years ago, and Mary Lee, Associate Provost, is taking the lead to move that forward. This, again, arose out of the question, 'How can we better bring our schools together, leverage the synergies?' We have geographically separate campuses.

We have the great advantage as an institution of having an undergraduate program that has very much the feel of a liberal arts college, and yet we have the power of a research university. So the university seminars bring together faculty and students from several schools to focus on topics referring to complex societal problems. They have been a huge success. I attended the first class of many of them, both last year and this year, and it's still an experiment because there were

great proposals that we could not fund. There are faculty members who have met other faculty members on other campuses for the first time, met each other across schools. There are students who, for the first time, have been in classes with students from other schools.

PROF. GROSSMAN: Barbara Grossman, Drama and Dance. Thank you very much for your report. I think all of us sense the momentum that Tufts has, and it's really nice to hear a positive report, notwithstanding the economic climate and the concerns about health. I was just interested in the figures that you cited about diversity and the increase in the number of Associate and Full Professors of Asian descent and African descent. Do you have any figures regarding gender?

PROVOST BHARUCHA: We could certainly get those figures, yes.

PROF. GROSSMAN: That would be interesting. Thank you.

PROVOST BHARUCHA: Of course. We can get those figures.

PROF. GROSSMAN: Thank you.

PRESIDENT BACOW: Jamshed, we talked about your virtuous circle, in which the last thing was attracting better students. I think I've shared this factoid with the faculty before, but in case I haven't -- and I'm looking at Lee Coffin -- this year, we had the highest average SAT scores in NESCAC, higher than Amherst and higher than Williams, which has never happened before. I know from having met a number of our entering freshmen this year, I met freshmen who turned down MIT to come to Tufts, who turned down Yale to come to Tufts. We've always gotten fabulous students, but that piece of it is also happening.

PROVOST BHARUCHA: And on the faculty side, we've had some very, very great success in attracting faculty members who had competing offers from very strong institutions. Also, we had success in retaining faculty who had competing offers from very prestigious institutions.

Again, when I first arrived, I think that -- well, I saw some departures from the faculty, and I think we've changed the culture of retention so that we really do seek to hold on to our faculty members. Of course, some will leave for various reasons. We don't want to create a culture where you seek to get an outside offer just to get a retention package. We are also trying to make sure that our salaries move up and our faculty support continues to move up. Even during this period of financial stress, we are focused like a laser beam on how we can continue this momentum in the faculty and taking it to the next level. Thanks to the efforts of so many of you and the department chairs and others who have been involved in recruiting, you saw at the opening faculty meeting this fall a stellar cadre of faculty that have come in this year. Any other questions or comments?

PROF. VOGEL: It's impressive how excellent we are. It sounds like we're trying to be better, or we continue to try to be better. I just ask you, could you comment on who we are? I feel like I knew who we were in the past, and since things are changing so quickly, and we're trying to do so much, I sometimes lose sight of that. If you could help me...?

PROVOST BHARUCHA: Do you have a specific about that?

PROF. VOGEL: No.

PROVOST BHARUCHA: Okay, existential question, who are we? Nancy Bauer, maybe you could help me with this one?

PROF. BAUER: It's too complicated.

PROVOST BHARUCHA: It's hard enough to figure who I am. I don't know that I can say who we are. But we certainly have, I think, been working to establish a distinctive character as an institution. These are our characteristics; I'll just cite a few that I think you all would find familiar.

One is our dual commitment to teaching and research. I really do think that that is the magical combination. There are institutions where that weighting is skewed in one direction or another. The small colleges are principally focused on teaching. The research maybe gets (inaudible). But I can tell you, it's going to be difficult for those institutions to continue to recruit the best students and faculty because (inaudible) our students (inaudible) us, and they're proud when they see that the professor in front of the room has a profile out there, is contributing to the field. I think we all can think of cases in which students have come to see us saying, "I read about your work online, and I'm interested in getting involved." You can no longer really have a vibrant, even undergraduate learning environment, without the research infrastructure and without having faculty who are themselves constantly engaged in research so that they can involve their students in that.

The other end of the extreme is the research universities that have had a history of keeping their undergraduates at bay, and I don't think Tufts has been like that. Now, I recognize that because I heard the question, 'While we have ramped up research so much, are we at risk of compromising our teaching?', and I would like to think the answer is no. It's a wonderful discussion that we should have, because you don't want to throw away the baby with the bath water. Partly why we provided an increased number of faculty research leaves and provided some additional support is to relieve some of the pressure on the faculty so that when you do teach, you teach well, and you have some time to do research. We've provided increased leaves to our junior faculty, and I think we will continue to find ways to support the faculty. We can never do enough. We certainly can do much more than we are doing, but we are committed to finding ways to support the faculty so that you can fulfill your best potential as a teacher and a scholar.

I'll be brief about it, but the other characteristics are the obvious ones. We are an institution that's devoted to a global perspective, and that's not just rhetoric. It is reality. Every institution is going around selling themselves as international and global, but I think when we do that, people's eyes open up, because they know it rings true. It really does ring true. With the Fletcher School, with IGL, and so many different programs that we have with so many faculty members who work on issues involving other nations, other cultures, I think that's true.

And then finally, the question of service, public service. There, again, everybody is talking about that at other institutions; it's part of their spiel. But not one of them has made the kind of commitment that we have, for example, in establishing the Tisch College, getting (inaudible) to do that, and in making it part of the ethos of the place. So, those are just some --

PROF. GARDULSKI: Thank you, Jamshed. Anne Gardulski in Geology. There's no question that things have changed a bit around the campus with the financial climate that we are experiencing now. Some of the top priorities, need-blind admissions and expanding the faculty and expanding space on campus are on hold. We don't know when the financial situation is going to get better, but I'm just wondering if you could comment on what types of multiple plans might be in place to take advantage as soon as things do start getting better. What kind of plans are being talked about or being put into place so that we can move forward on those plans strategically and very quickly?

PROVOST BHARUCHA: Good question. One of the slides that I deleted because of lack of time was looking at some comparative data on space per faculty FTE at Tufts and at some of our peer institutions, and with the exception of Music and Classics, every single area is under-resourced in space. In Engineering and in Biology, the space per faculty FTE is dramatically low, lower than what we would need in order to (inaudible). So, we are focusing on that heavily. There are a lot of people involved in the planning.

We have utilized 200 Boston Avenue. There's some of our expansion that has enabled us to keep this momentum. We do need to establish more research space, but also office space. We are aware of the problem that remains. Perhaps as a corollary to continuing to expand the faculty, that will be the main infrastructural issue that we face. So yes, I'd be happy to brief you more at some point. Jeff Zabel is involved as the chair of the Campus Planning and Development faculty committee, and some of the (inaudible).

PRESIDENT BACOW: There's a flip side to what Jamshed just said, and if you want to see the silver lining in it, it is that many other institutions now find themselves 'house poor' because they built so many fixed costs into their operating budget by over expanding on the space front. Now they're burdened by the fact that it's there, they can't cut it, and it's what's putting extreme pressure on the variable costs in their budget, which is head count, which is why you're seeing so many layoffs at so many places. Princeton yesterday just announced they're going to be laying off a bunch more people.

So, Jamshed's absolutely right. We are under-resourced relative to our peers on space, and we've been trying to address it, and we've been trying to do it in the way in which we've recycled some buildings. Packard Hall is a good example. That had ripple effects, so it affected not just Political Science, but it affected Religion, and it affected Classics, because it allowed us to backfill in Eaton. There's lots more left to do.

What we have to be careful about is that we don't get, as I like to say, 'out over the tips of our skis' and that we are measured in our response, because the difficulty is that if you over-invest in these fixed costs, and then we see another dip, the only way to balance the budget is on the backs of people. And that is unbelievably painful, and so far we've managed to, with very few

exceptions, only have about twenty layoffs university-wide, and most of those were in programs that were funded on soft money, and the money disappeared. We've really managed to dodge a bullet which lots of peer institutions have not. So, we're going to be cautious in doing this. I think the real opportunity space that exists for us over the next two years is because so many of our peers are going to continue to ratchet down on their budgets for two years just because of the smoothing function on their endowment payout. The hiring window at those institutions for faculty is going to be severely constrained, and so I think if we can find a way to continue to support new faculty recruits in the next two years, it's a real buyer's market. I don't have to tell that to all of you, because you see the market for your graduate students that are out there looking for jobs. So, that's going to be one of our challenges.

I want to thank Jamshed. We're really out of time. We'll keep coming back to you on these issues, but thank you, Jamshed, for your presentation. I was going to say, any other new business to come before the faculty? Seeing none, I will entertain a motion to dismiss.

MEETING ADJOURNED

Respectfully Submitted,

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