

## **Brief Vision Statement**

**Bob Sternberg**  
**Dean of the School of Arts and Sciences**  
**Tufts University**

The goal of a university education should be to prepare today's generation of university students to become the new leaders of the changing world of the future. My goals are oriented toward the question of how we can produce this new generation of leaders. According to the theory of successful intelligence, institutions, like individuals, are "successfully intelligent" to the extent that they capitalize on their strengths and correct or compensate for their weaknesses. My goal as Dean is to put Arts and Sciences at Tufts in a position to do just that.

A signature strength of Tufts, today and in the past, is its emphasis on civic engagement and active citizenship. It genuinely cares about producing citizens who will be concerned about the world in which they live and who will do what they can toward the common good of the human and natural resources in that world. My emphasis, therefore, is on producing leaders who exemplify the elements of leadership: the creative skills and dispositions to generate original and appropriate solutions to the problems of a changing world; the analytical skills and dispositions to ascertain whether these solutions are good solutions; the practical skills and dispositions to implement their ideas effectively and to convince others of the value of their ideas; and the wisdom to ensure that the ideas they produce are for the common good, rather than just for their own good or that of those with whom they identify.

To this end, I plan ultimately to establish a task force that will ponder the question of how Tufts can optimally synthesize the resources it already has, as well as create new resources, to develop the leaders of tomorrow. Tufts has many existing resources that help develop effective leadership, such as the University College, the Institute for Global Leadership, the Entrepreneurial Leadership program in the School of Engineering, the Fletcher School, various leadership courses, the Leonard Carmichael Society, and the like. Tufts also has a cadre of people interested in how leadership goes wrong, as in genocides or corrupt companies or governments. The challenge will be how we can integrate these resources in order to render the whole more than the sum of its parts. This will entail a collaborative effort across various schools. I believe that bringing together the academic and service sides so that students can learn how the academic disciplines can contribute to real-world leadership will help Tufts capitalize on a signature strength.

The leadership mission is a long-term goal. Several steps are needed to reach it. Three of these more near-term steps pertain to admissions, instruction, and research.

In order to produce the leaders of tomorrow, we need to admit the very best students we can obtain. Such admissions require optimization of both the academic excellence and the diversity of our pool of accepted students. Our research at the PACE Center at Yale (soon to be the PACE Center at Tufts) has shown that academic excellence and diversity are two sides of the same coin. By choosing students not only for their grades and scores on traditional tests, but also by

looking more broadly at qualities of leadership, including creative and practical skills and attitudes as well as analytical ones, we can improve college admissions. I am hoping to work, therefore, with a task force in admissions guided by Dean Coffin to contemplate ways in which we can enhance our undergraduate admissions so that we become the leading institution in the country in forward-looking admissions procedures that optimize selection for academic excellence and diversity.

Once we accept students who represent diverse strengths, we must ensure that we teach them in a way that enables them to capitalize on their strengths and to correct or compensate for their weaknesses. Our research has shown that teaching for successful intelligence--teaching for analytical, creative, and practical thinking as well as for memory--improves student achievement for all students, especially those who do not learn best in traditional ways. I am hoping to work with a task force guided by Dean Glaser, and with the PACE Center at Tufts, as well as existing campus resources for the enhancement of teaching such as those that come from the Diversity Office, to improve our teaching of students with all learning and thinking styles, so that Tufts becomes the best university in the country at teaching to diverse styles for acquiring and utilizing knowledge. It is important not only to enhance instruction, but also assessment, so that assessments of student achievement fully reflect the learning that students do.

Finally, leadership in a university means providing students access to the scholars who are at the cutting edge of their fields. Contrary to the sterile but popular misconception that teaching and research are somehow opposed to each other, the two actually complement each other. The most outstanding teachers are often the best researchers--ones who can convey to students their excitement and enthusiasm for, as well as ways of thinking about, the important problems in their fields. Excellence in teaching and scholarship go hand in hand. No university can establish a leadership position without having excellence in scholarship. I therefore join with our President, Larry Bacow, and Provost, Jamshed Bharucha, as well as many others, in working to make Tufts an even better institution for scholarship than it has been in the past. It can be an institution that prizes research, but that never lets go of its mission to provide the finest possible education to undergraduate and graduate students alike. Toward this end, we are establishing a Tufts Arts and Sciences Forum that will highlight the outstanding research accomplishments of Tufts A&S faculty, and a mentoring forum that will help junior faculty learn about how to maximize on their potential for professional growth.

In summary, my goal is to work with all stakeholders at Tufts to create a preeminent institution for developing the leaders of tomorrow. We can establish for ourselves a niche that no other institution fills quite so well. Although my "statutory" responsibility is to the School of Arts and Sciences, I believe that our School can optimize on its potential only by working in collaboration with the other schools, and I look forward to the opportunity to work with these schools as well as all stakeholders at Tufts to become one of the foremost institutions of higher learning for the production of tomorrow's leaders.

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