Announcements

AS&E Diversity Fund .................................................................................................................. 2
   Jillian Dubman, Secretary of the Faculty for AS&E

Open Access Fund ....................................................................................................................... 2
   Christiane Zehl Romero, Co-Chair, FRAC

Graduate Student Survey ............................................................................................................. 3
   Burns Healy, Graduate Student Council President

New Business

LA&J Curricula Committee Proposals ...................................................................................... 4
   David Proctor, Chair, LA&J Curricula Committee

How Tisch Library is evolving and what it means for faculty ................................................ 4
   Laura Wood, Director of Tisch Library

Open Forum with Deans of Academic Affairs ........................................................................ 14
   Nancy Bauer and Bárbara Brizuela, Deans of Academic Affairs

Appendices

Agenda and Briefing Information ............................................................................................. Appendix A

LA&J Curricula Committee Agenda .......................................................................................... Appendix B

Tisch Library Strategic Plan ....................................................................................................... Appendix C

New and Recent Changes at Tisch Library ............................................................................... Appendix D
DEAN BAUER: Hi. Sorry that Jim is not here. He's on the road, raising money for the school, so Bárbara and I are going to try to hold down the fort, and rather than end the meeting with a planned presentation or talking about some specific issue, we decided that we would just have at the end of the meeting an open Q and A in which people could ask us questions about anything, and to the best of my knowledge, we will try to answer it.

Before we get to that, though, we've got some other business. There are several announcements, including one that's not on here. So the first announcement has to do with the AS&E Diversity Fund, and Jillian Dubman is going to talk us about it.

ANNOUNCEMENTS

AS&E DIVERSITY FUND
MS. DUBMAN: So I am Jillian Dubman, Secretary of the Faculty for Arts, Sciences and Engineering. And I worked with the deans and Margery Davies over the last couple of months to work on a reorganization of the AS&E Diversity Fund. Last year, the EOC had a portion of the fund and was able to accept applications from faculty members and staff members alike for different portions of the fund, and this year, we've reorganized it.

There's a larger pool of money available to faculty and staff members and student groups working with faculty or staff members. There's about $125,000 available for these kinds of initiatives along the lines of social justice, diversity, and inclusion.

The committee itself consists of four faculty members from EEOC, and so that's Pawan Dhingra, Amahl Bishara, Natalie Masuoka, and Daniel McCusker, and then there are four dean designees who also serve on the committee. So they are Margery Davies for the A&S dean designee, Darryl Williams who is the engineering dean designee, and then Mary Pat McMahon and Steph Gauchel are the two designees from John Barker's office, and then I am supporting this committee with Maxine's help. I'm an ex-officio member of this committee to help make sure that they move along with their schedules and things like that and help with the funding piece of it.

So applications are now being accepted. There's an RFP that went out last week, and application are due by next Wednesday, and we're going to make award information available in mid-December. So thank you very much.

DEAN BAUER: Any questions? Thanks, Jillian. The next announcement is from Christiane Romero, and it has to do with the Open Access Fund.

OPEN ACCESS FUND
PROFESSOR ROMERO: I'm the co-chair of the Faculty Research Awards Committee, and I want to remind you that we now have monies for open access applications, and there is a limit of
$3,000 per person per year. The library suggested that we distinguish between true open access journals, and there is a website on the application materials, which ones the library considers truly open access, and so-called hybrid journals for those you can only get 50 percent of the cost and up to $1,000. But regular open access journals, $3,000.

And we have deadlines, established deadlines, October 1, that's already passed. December 1, February 1, April 1, and July 1. And we also have tried -- there haven't been that many applications, but we have tried to accommodate people who need to know very quickly and need to get money very quickly. The Faculty Research Awards Committee has a sub-committee which is chaired by an engineer, Behrouz Abedian, and then it has a person from the humanities, Sonia Hofkosh, and a person from the social sciences, Lisa Shin; and Mark Cronin-Golomb from engineering too.

So I want to remind you and encourage you, because it's new. Also, if you find that the process or something is not working very well for you, please write a note to either Behrouz, to me, or to Jillian, because every year, at the end of the year, FRAC sort of reviews its policies, and we might make changes. This is the first year that we're doing that. Thank you. Any questions?

GRADUATE STUDENT SURVEY
DEAN BAUER: Thanks, Christiane. We actually have a third announcement now from Burns Healy, who is the graduate student council president about the graduate student survey.

MR. HEALY: So for those of you who don't know me, I'm the president of the graduate student council, which is sort of the graduate analog of the TCU, which a lot of you know about. And we recently released a survey to all the graduate students on campus here, and we're sort of following the model that a lot of our other analog organizations are doing at sort of the peer institutions for Tufts, in that we're trying to move towards data-driven advocacy on campus.

So what that means is when we come to the administration with some of our concerns, what we'd like to see changed instead of just relaying anecdotal evidence and our own experiences, we just want to have hard numbers to put behind what we're saying and what we're saying our priorities for graduate students and things that we're trying to affect here on campus.

So I'm here to just ask those of you who have graduate students or teach graduate courses or specifically are graduate directors to encourage your graduate students to fill out the survey. They should see it in their email. They should see reminder emails coming out. We're really trying to get as big a response on this as possible. So if you could just help us out a little bit and encourage people to fill this out, because it really is important, and there's also Amazon gift card prizes. So if that helps, that helps. But really, your support would mean a lot, and the more people we can get responding, the better. Thanks. Any questions about that?
NEW BUSINESS

LA&J CURRICULA COMMITTEE PROPOSALS
DEAN BAUER: Thank you. We will now have David Proctor, who's the chair of the Curricula Committee.

PROFESSOR PROCTOR: Good afternoon. So we have a very, very brief agenda which will only take a few minutes. There are four new courses being proposed that require a vote of the A&S faculty. So we'll go through all four, unless there's some real concern about any of them, and vote on all four as one vote.

So to begin with, a new course proposed by Economics, EC 114, Behavioral Economics. Are there any questions or concerns or comments on that?

Moving on, then, to Economics 157, Topics in Finance and Entrepreneurship. Any questions, comments, or concerns on that proposal?

Item 3, a new course in Environmental Studies, ENV 98, Topics in Environmental Studies. Questions, concerns on that?

And lastly, Item 4, a new course in Political Science, Political Science 30, Mitigating Electoral Violence in Africa. Questions or concerns on that proposal?

Is there a motion to approve these four courses? Is there a second? All in favor? Opposed? Abstentions? Thank you very much.

HOW TISCH LIBRARY IS EVOLVING AND WHAT IT MEANS FOR FACULTY
DEAN BAUER: Thank you, David. That was super-fast. We are now going to have a presentation and discussion with Laura Wood, who's the director of the Tisch Library. She and her staff have been thinking in a very interesting way about the evolution of Tisch Library and the faculty's relationship to the library.

And last week, I don't know if you guys know this, but every week, Jim Glaser, the academic deans, the executive administrative dean, now Scott Sahagian, and other people, like Lee Coffin and John Barker and lots of people who are sort of thinking together about what's going on in the school, and Laura did a presentation on this for us last week, and we said, “You know, we have a faculty meeting next week, and it's so interesting, and we think the faculty will want to know about it.” Would you do it for the faculty now, and she was happy to do it. So I think you will find everything she has to say really interesting. Thank you very much, Laura, for doing this.
MS. WOOD: Hi, everyone. If you haven't met me yet, I'm Laura Wood, director of Tisch Library. I hope you had a chance to take a look, or in the future will have a chance to take a look at the draft strategic plan document that was sent out with the agenda.

Really, what we're trying to do with that document is both internally and with our partners across campus figure out where we need to be prioritizing our efforts. We have a lot more things to do that we can do in time, or with the resources we have, and so this is a way of setting our direction for the next few years.

And honestly, anything that you would have to comment, your feedback, or questions, your desires for the library, now is a really good time to help influence how we set those directions and make sure that they're meeting the needs of the faculty and then ultimately the students as well.

I think most of you know that Tisch Library has come a long way over the last couple of decades, and its focus has really been about trying to be excellent as an undergraduate library, for the most part. And so part of the shift that we're going through -- it's not starting now. It started before I arrived at Tufts. But it's a shift to better conceive of Tisch Library and what it means to be a research library for a research-intensive university.

And so that means we need to be attentive to some other matters. It means we need to do more for our graduate students. And it means we need to work closely with the faculty to make sure that we're meeting your research needs.

So I hope today to talk a little bit about what that means for the faculty. In the past, I've talked to you somewhat about our physical facilities and how we can better use that space, and that definitely is a big part of our strategic direction. But I think today, I'd really like to focus on goals II and III from our strategic plan that might be a little bit harder to unpack and figure out what is it they're talking about when they say those things.

The other thing I want to point out is I didn't have a chance to do this in time to distribute it electronically, but in the back there is a handout about new and recent things at Tisch. I know it's sometimes hard to keep track of new stuff that's happening on campus, new resources. So this is a bit of a cheat sheet.

These are new services, new collections, and new things that we're doing that we hope will be improvements in your lives and for your students. We have some graduate student awards, for example. We'd love your help publicizing that, and so on. So if you can grab that on your way out, if you don't have one already. I hope you'll find it helpful. It's a little bit of a long list, but that's because there's a lot to say. This faculty is doing a lot of great things.

So this shift that I'm talking about, a key piece of this shift is first that we need to update our
mission statement. So the document I sent out has a proposed revision. No one likes to write mission statements, so I am absolutely certain there are parts of that that you don't like. There certainly are that I don't like. But if you have suggestions for how we can improve it, please let me know.

Secondly, though, are the three goals that we have. We want to deliver new services. We want to change how we use the physical building to make sure that we're supporting faculty and student needs. The second piece is about doing more with how we participate in collecting the scholarly record, intensifying our role in both collection and preservation of that scholarship.

And the third is about creating tools and infrastructure that will enable faculty and students to do research, to pursue their inquiries, and also to make sure that we're really promoting research and scholarship that happens at Tufts and ways in which the library can be a part of that, because that is something that is evolving as a role for libraries.

So let me talk about those last two here a little bit. I think it's fair to say that as a whole at Tufts, we do relatively little in the libraries in what we would call deep collecting. I think this is true across the universities, and I think that there's a lot of historic reason for that. But if you look at research universities and any of their research libraries, it's something that they do, that they set aside resources and staffing and prioritize that in some way, some way more than we have.

And we're looking at what would that mean for us here at Tufts and why would we start doing that. Part of it is that libraries and research libraries in particular, are increasingly recognizing that no one of us can do everything we need to do for you by ourselves as an individual institution. No one individual institution has everything it needs, not even Harvard. Trust me, not even Harvard.

So everybody's sort of looking across the aisle, what can we do together that gets at what you all need in order to do the work that you're trying to do? And we want to be a good partner. We want people to reach across the aisle to us. And that means we need to contribute to that larger network of collecting, of preserving, and of creating tools that help you do research.

We also think we should do this because it's good for scholarship and good for us to have materials and seek materials that will provide opportunities for students to engage in primary sources, perhaps provide fuel for faculty research, although trying to align and predict what those might be is incredibly difficult, so I don't think that's really our target. But it's a lot about that deep collecting.

Let me give you an example of one place where we do have a collection. We have had for quite some time a collection called the Ritter Collection in music. And for many, many years we thought, “Why do we have this collection?” It's not catalogued. It's falling apart. What are we doing with it? Well, we finally started cataloguing it, and lo and behold, now that we're
cataloguing it, it's useful.

And there are classes in the music department and graduate students before their classes are selecting items and creating exhibits and learning from those scores about the history of music and music notation, and sharing that with the community through the exhibit cases in the Lilly Music Library. And so it's become a learning tool, rather than simply a whole bunch of books that might be disintegrating on the shelves.

And we're going to keep cataloguing it, and then we'll be able to really assess its value and do more with that collection. We've similarly done that with our pamphlet collection. Right now, we only have a title subject index to our pamphlet collection. If we can catalog that, if we can do some targeted digitization work, we think there are real possibilities for that being useful material.

So the second thing I wanted to talk about is that third goal, and then I want to get on to questions or comments. You're welcome to interrupt me. Supporting new scholarship and knowledge creation, what does that really mean for a library to do? A lot of what we're seeing is trying to understand the shifting landscape of scholarship.

For some of you, it's not shifting. You're doing exactly what you've always done in terms of the way you do your scholarship, but that's not true across the board. It's pretty hard not to see that there are places where there are new modes of publishing, new ideas for what kinds of scholarship, new ways of doing research that needs new ways for us to disseminate it and share it.

We want to make sure that you have resources to do that work. An example of a project we're working on right now is with the art and art history department. We are creating with great collaboration from digital collections and archives as well as from academic technology in TTS; we are creating a replacement for their old digital file system called Artifact. They went from photographic slides to digitized images and artifact, and now we're creating something new for them that will have the functionality anybody working with art images would expect.

This will allow them to ingest copyrighted or public domain materials that they can work with for their classes, tag them and shape them and export them in a .pdf or Power Point or however they'd like to use them, and make sure that they're described and findable again.

If we can do that for art and art history, then we can do that for other fields, because they don't own the only digital images in the world. There are many of you that have images related to the work that you do, whether that be archeological, biological, and so on. And this is going to be infrastructure that can be helpful if you decide to explore something and you have a set of images that needs keeping or using for a while or forever, for a long time, that will have some of the digital structure to host those materials and make sure you can find them again and use them again, make sure your students can use them again, and so on. So that's a lot of what is going on in that
We also want to understand better about how you're publishing and your publishing modes. And so in the spring, Laura Walters plans to lead a study of faculty publishing habits, just to understand better how you go through the processes you do and to think forward about what, if anything, we might do to better support that.

One small step we're taking this year, which may help graduate students more than faculty, but we are installing a large format printer in the Tisch digital design studio. And so a graduate student who's trying to do a poster presentation at a conference, or maybe one of you can come and just produce that at Tisch Library for a lower -- just a cost for recovery, rather than going to a third-party vendor, where they're having to pay a premium.

And we want that to be easier so that you can have output for visualizations and other kinds of formats that just need that special computer. We don't think every academic department needs to have their own large format printer. Believe me, they're really big. You don't want to have one if you don't have to. And we're hoping that that kind of service goes a long way to meet some needs across the board.

So what we need from faculty at this point, we welcome questions and suggestions about our future directions. I absolutely want to know if there are things you are worried that we're not doing enough of or hope that we can start working on to meet your needs. And the one final thing I wanted to say is just a reminder.

The number one, single most important factor in whether our students come to the library or engage the library by connecting with a research librarian, the number one thing that is the precursor to that happening is a recommendation from a faculty member. They will come to the library, whether we say so or not, but they will not talk to the librarians often, unless you suggest that they do so. It's a power you hold. It's studied across the board, and it's not specific to Tufts.

But I just want you to know if you haven't already thought about it, there may be times when you need to give them that nudge. So we hope that you'll help us by doing so.

DEAN BAUER: Can you tell them about Canopie?

MS. WOOD: Yes, and it is one of the things that's on that handout. We have a new streaming video collection. We've been slowly acquiring our licensing, I should say, new video collections that stream video, as opposed to you having to come to the library to pick up a DVD. Canopie is a significant collection of I think somewhere between 4,000 and 5,000 titles.

DEAN BAUER: It's 30,000.
MS. WOOD: Oh, 30,000, excuse me. But it also includes the Criterion Collection and some other educational collections that are very highly regarded and useful. And so it has immediately opened the door to a massive new number of films that you may find of value for your teaching. So we hope that you'll take advantage of that, or for your own viewing pleasure, as the case may be.

But similarly, our music databases, I don't know about you, but it's a wonderful thing to stream some of those music databases if you need a little bit of background music while you're doing your work. It's not just for research anymore.

PROFESSOR GONZALEZ: Is it platform independent?

MS. WOOD: Yes, platform independent. These are delivered via web, so you do need a network connection, because they are streaming over the web.

PROFESSOR ALLEN: Hi, I'm Jennifer Allen, community health. I just wanted to say how impressed I am. I'm relatively new to Tufts, but how impressed I am with the sort of interpersonal relationship that the health services librarian, Regina Raboin has developed with us. She comes to our classes on a regular basis. I routinely refer students to her, and they report having a fantastic experience.

I feel like there's a really nice connection. She's helped me with some of my research. I just wanted to applaud you, because I think it's an amazing job that the librarians are doing here at Tufts. I've been really impressed. I have a lot to learn, but actually hadn't used the system, but I'm getting there.

MS. WOOD: Thank you for saying that. I hope that's an experience that many of you face. That's really a lot of the model that we work on. We call it a liaison model, so we have specific librarians who are targeted for specific disciplines so that it's easier for you to know a single person or two or three people that you can count on and get to know more closely.

That time getting to know them may yield great dividends. Because once those librarians know a little bit about your interests, they'll start slipping you new things that are really things they guess that you would be interested in, and they're very often right on. On the other hand, if you're feeling like hey, what are they talking about, I don't have that, let me know. I don't think there are many of you who want it and don't have it, but let me know if you do, if you feel that way.

PROFESSOR McDONALD: I just want to say I'm delighted by the shouting out of music -- thank you very much. I'm John McDonald from the music department, and I wanted to say that the Ritter Collection research project is on display right now in the Lilly Music Library, and it was
co-curated by Jane Bernstein and Michael Rogan, our music librarian.

So it's a great example of bringing something out of the collection and to the fore. It's actually the third or fourth semester that the music research graduate seminar has done this kind of a display, and it's about music theory, and it's really interesting. So come on down. Twenty minutes, you're out of there. It's great. And I should say the library bought one display case, and the music department bought the other, so true collaboration.

MS. WOOD: Yes, there was, and we're always looking for that sort of thing.

PROFESSOR INOUYE: Charles Inouye. I want to first of all thank you for providing the space for our students to research and sometimes stay overnight. I think we can do two things a little better. One is that when our students, our undergraduates write senior honors theses, they're supposed to be collecting it in our library, and this sometimes happens and sometimes doesn't. And I don't know exactly who you would turn to to make that happen more consistently, but it's very important that our students have a record of the projects that other students have done. And I understand that's completely digitized now in our library?

MS. WOOD: Yes. So it's an issue we are working on and realize that we are not consistently delivering on. And it speaks to that third goal about our digital infrastructure. We have been slowly, but carefully trying to build better mechanisms by which students can deposit those papers, and then we can make sure we keep track and get them processed into the Tufts Digital Library and also catalogued so they can be findable again.

And we are aware of examples where something breaks along the line. There are several different places at which work happens in that work flow, and so we have several different places where there are sometimes breaks, and we're working to fix those. The good news is the infrastructure is getting better so that we can fix it, but we still have to work on it. So thank you for mentioning it.

PROFESSOR INOUYE: Well, it's probably also a matter of students knowing that they should get the documents to you. So maybe faculty also need to work on this issue.

MS. WOOD: I think that affects undergraduate and graduate students, including dissertations, because we're not at present always loading access to our own doctoral dissertations, either. And so, again, that's something that we're aware of and we're trying to rectify in collaboration with digital collections and archives.

DEAN LOWE: I just wanted to follow up about the senior honors thesis. I work with Digital Collections and Archives. The infrastructure has improved tremendously over the last year or two. We're seeing a lot more students uploading their honors theses after they complete them. I actually vet all of them. We work to make sure (inaudible) thesis instead of (inaudible).
So we have worked out a calendar for when they're collected and when they are posted, and now it's just a matter of letting students know that this is an expectation, which my office does, but also faculty advisors of the honors theses need to let their students know how to do it and try to make it as easy as possible for them to upload their honors thesis.

And it's also much easier to search an honors thesis, and they are in full text, and we've also put in place a system of -- it's called an embargo. If you have a patent pending or publication pending, it's a way to delay or delay publication online of that honors thesis.

MS. WOOD: I'd also like to put a plug in for DCA, Digital Collections and Archives. DCA doesn't report to Tisch Library. It is located in the building. It reports to the provost's office. We have a new university archivist and director of DCA. His name is Dan Santa Maria. So he's really a huge partner for Tisch in working on issues like this, making sure AS&E needs are met, but also I know for a fact that he's very interested in getting to know faculty and seeing ways that the archive collections can be a part of the curriculum and looking for partnerships and projects. So you might give him a buzz if you're interested, and make sure you introduce yourself.

PROFESSOR INOUYE: So one other point. The other thing is my students, Hosea's students, and Susan's students working in Japanese literature and culture have now reached the point where they need access to the Japanese materials. And I assume we're not going to be able to buy all those things that they need to look at it. So it would be great for them to be able to go to Harvard Library and gain access to those materials. What we do right now is that we go there for them and check materials out. But would it be possible at all for them to actually gain permission to go to that library and check out material.

MS. WOOD: As you might imagine, and as some of you may have experienced, there are some very justifiable strict regulations about (inaudible), and I can't get access to those collections. And those policies are not within my control. At the same time, it is conceivable that we could try to create some sort of special outreach to make some dispensation or to find some way to make sure that your students' needs get met.

And it may surprise us -- I don't know how this would get resolved, but it may surprise us to find out what our options are. One of the things we do a great deal is we participate in the Boston Library Consortium, and Harvard is not a member of BLC, but Tufts is and quite a number of other schools, including Boston College, Boston University, the University of Connecticut, the University of New Hampshire. Again, it's not just Boston. Williams College in Wellesley.

And we've been talking in those circles about the possibility of some schools helping to fund digitization of restricted collections at other schools, and the BLC creating some funds to bolster that as a way of intensifying our resource sharing and those collections that we don't want to lend,
that can't necessarily go across the street or across the region.

Now, that may not work out if there aren't other schools like that that have your materials. But I just use that as an example of how we try to see what we can do to bring the materials you need here. And so we should talk more in depth about that.

PROFESSOR INOUYE: Because if we were ever to have graduate students, they would absolutely need to have access to that.

MS. WOOD: Exactly. And thinking about graduate programs and new degrees, we always get worried, can we support them sufficiently. And sometimes the demand is on what resources might be needed in the library. It may not seem like much at the start, but once the students arrive, it can be difficult for us to meet their needs. So we do need to be cautious about that.

PROFESSOR POTT: I know the map room has been emptied out, and something else is moving in there. Could you speak about the decision to do that, what happened to all the maps, and what's going on?

MS. WOOD: I was hoping someone would ask that question. This is not a plant, but I really was hoping.

Some of you may have seen the flurry of activity we created when we announced to the students that there were a significant number of mostly U.S. government topographical maps available for them to take as they wished. If you haven't been in the map room, or haven't lately, the map room is filled with over 100 large black file cases, each one of them filled with dozens and dozens of maps. We have more than 300,000 maps in that room.

Those maps are all digitized. Most of these U.S. topo maps, if our students and our faculty are using them, they're using digital versions. They don't come to the map room. They don't wrestle with those paper versions. They don't need all those big black cabinets. And as much as it pained us to see, we spent a great deal of time, and our government docs librarian, Connie Reik, was immensely busy trying to find homes for these maps.

Guess what? Nobody wanted them, because they were government maps, so people have them. They're rather ubiquitous. People who want them have them, and so there's quite a lot of duplicates. We were not letting go of special treasures, and we did this with careful consideration and conversation with the faculty that use the maps. We did keep some New England maps. We did find homes for some maps, mostly New England maps. So we were discriminating in our choices, but it left a very big set of maps that we didn't have need for, and we could not find a home for.
We did work with public relations to find homes for all the cases, though. And so those went to places like artist studios, and I don't even remember what else, but it was a wide range of organizations. Our very own gallery, I believe, or some units at Tufts took it, as well as some of our neighbors in the Medford/Somerville area. So we tried to make sure that those went to good homes. And we're still in the process of distributing those. Five cases are going to the Boston Public Library, including maps inside them. If we wanted those, those would still be here, locally, anyway.

So what's going in the space. That's probably the more exciting question. I'm in conversation, and Evan Simpson and I are working with Patrick Florence and David Khale to conceive of how can we increase the facilities for the GIS program and increase our capacity for additional data services. We're doing both right now in Tisch. The GIS Center does have space in that map room, and it is frequently insufficient to meet their needs. Taking out these 101 cases gives us quite a bit of floor space to work with.

So what my hope is, is that something -- we haven't quite come up with what the name of it would be, but that it will be a place where students and faculty can go and know consistently that the computers there will have the software that's specialized that you need, that there will be somebody there who can talk to you about the kinds of data you're working with, especially if it's GIS, just like they do now, we might have their support specialist there and a little more room.

Right now, when they do a class, they have to kick everybody else out. And so we're hoping we can create an environment in which a class can happen and other research can also go on.

DEAN BAUER: Laura, not everybody might know what GIS is.

MS. WOOD: Sorry. Geographic Information Systems. So this is about how we visualize maps and scatter data onto maps and do all sorts of stuff I'm not very expert about.

PROFESSOR ORIANS: Colin Orians, biology and environmental studies. So I want to follow up on the GIS question. Moving these maps creates opportunities for more GIS. The access to GIS for our students, graduate and undergraduate, is severely limited. So I want to try to understand how this is actually going to increase offerings. I understand we're going to have a full-time GIS person being hired, which is fantastic news, but do we have the space to offer those classes?

And this is really something I just want to mention. I'm looking at Juliet over there, because a lot of our masters students who want to come here want to take that, and they've always been squeezed out. Our undergraduates are not able to take it usually until their senior year. It would be huge if they could take it the sophomore year. So I'd like to sort of understand how this moving of maps might actually increase the number of courses that are being offered and whether you have any
comment about it.

MS. WOOD: I can't speak specifically to course offerings, because that is out of my purview. But as I said, my hope is that two things can happen with this. One, that there will be space for more work stations in the room that they have, which might allow more seats per class. Secondly, we've been trying to encourage and insure that the mock lab, which is above the first floor of the library, which is one level down the basement, the main staircase, that that equipment, those computer stations have the right equipment so that they can be used as a space for GIS instruction, whether that be workshops or actual classes.

So those are two things we're trying to make possible, because we love having GIS inside Tisch, but because I don't oversee the program, I really can't speak to the class aspect.

DEAN BAUER: I can just add to that that the deans are well aware that as we add faculty and add class capacity that there are other things that have to be added to make the whole system work. So that's really, really important what you just asked, and you should keep asking it.

MS. WOOD: Thank you for the questions. I hope that if you have more, you'll find me some other times along the way. And do pick up one of those handouts. I hope you'll find that we're doing some things you didn't know about. And let us know if there's things you find out about that you think are great, or that you tried and you think are great. Thanks.

OPEN FORUM WITH DEANS OF ACADEMIC AFFAIRS
DEAN BRIZUELA: So when Jim told us last week that he wasn't going to be in town today, Nancy and I scratched our heads and decided this might be a good opportunity to hear more from you, as opposed to you hearing from us all the time. So as Nancy said, we're thinking of this as a Q and A, but also if you have anything to share, anything that's going on that you want others to know, anything you want to debate or discuss, we have a half hour to do that.

DEAN BAUER: Any rumors that you want confirmed, or preferably squashed.

PROFESSOR TOBIN: I'll start. Roger Tobin, physics and astronomy. I would like to know where things stand in arts and sciences with regard to TEAM and the reorganization of particularly department administrative staffing and things like whether there's still a freeze on doing compensation reviews, how requests for new positions or reorganization of positions are being handled, what's going on in HR. There's a whole bunch of stuff around that that I'm rather confused about, and I'd like to hear what's happening with that in the school.

DEAN BRIZUELA: I think I'm probably as confused as you are. It's unfortunate that Scott isn't here, because he would be better prepared to answer that question. As far as I know, the
compensation reviews, those are frozen, although I do know of a couple of cases where departments have pushed, and Scott has been able to get some movement on that. The TEAM effort, I don't know much about that. I know that in terms of department-based administrators, there's no change right now. The biggest change that we saw was before coming in 574, with the admin hub, but I also heard at a recent meeting Monday that even that, they're being -- I don't know whether everyone knows about that move, but in the new 574 building, there was an original plan that there would be an admin hub on the ground floor where all admins for all units that were in that building would be housed.

And as you can imagine, there was a lot of push back on that, because admins would be divorced, separated from their units. And so there was pushback. You probably know more than I do about that, Roger, but my understanding is that there's been some accommodating to departments' needs. I don't know what else you know, Nancy.

DEAN BAUER: You've all seen email. Bárbara and I really do know almost nothing more than you know. We just start sitting around and people are talking about it more. But one thing you should have noticed in your email is this thing called Tufts Shared Services, which is moving into the kind of temporary buildings that are near Pearson, those buildings where Chemistry is on Talbot.

And apparently, there are a number of jobs, a couple of dozen people who are moving in. The one example they always give when it's discussed is people who will schedule travel for like everyone under the sun. So when you have to schedule travel, and you need help, you don't anymore go to your department administrator or staff assistant, whoever it is. You would make a phone call, and you would be helped by these folks.

Our understanding is that people have been encouraged within the university to apply for these positions. Many have been hired. I think they're thinking of getting it up and running in December, is that right? We're just assuming another shoe is going to drop, but we don't know what it is, and we have not been given instructions about what to do about that. In other words, suppose somebody, a staff assistant in your department applies for one of these jobs and gets it, I have no idea whether that means you can replace the staff assistant. We just don't know.

And about HR. So as people may know, HR has an interim director right now and has had this interim director for about six months. There has been a lot of turnover in HR. Kathe Cronin left about a year and a half ago or so, and then the new director came in, and then she left after a number of months. And HR is running on a totally skeletal staff, really unbelievable. So something that I used to be able to call about and have it happen immediately, I don't even get a phone call back for days.

However, I will ask you, if you guys have anything you need from HR, and you can't get it, and
you need to have it, the best thing you could do is call Bárbara or me, and it's more likely that we can get their attention. It might be slower, but we've been playing this intermediary role to make sure that HR understands, this thing is really important, it's got to happen.

An example I can just think of is a new scientist who was here who really needed help from HR in setting up laboratory personnel, and it just lingered and lingered, and the person mentioned it to me, and within a few days, HR said, “Let the position go through.” And I think nobody has bad intentions. They don't mean to do it, but there aren't enough people there. And I don't know how they're planning to solve this problem. They're trying to hire a lot of people, but that is really a problem area right now.

DEAN BRIZUELA: Does that address your question, or sort of?

DEAN BAUER: So that's like 10,000 words to say we don't really know.

PROFESSOR POTT: This is a follow-up. How is it possible that something like TEAM and something like HR, which are so huge and affect so many people's lives, and which we've been hearing about -- I've heard that HR has been in shambles for a long time now. How is it possible that this is allowed to go on for such a long time? Like who should we contact about this? Because our staff are so worried, and they've worked in our department for decades, and they are really upset about it.

DEAN BAUER: Here's my understanding. So one of the things that the TEAM initiative wanted to do was establish Tufts Shared Services and change the model by which HR point people dealt with various constituencies of people. And HR was expected to help organize this massive change, which would really completely lead to a kind of restructuring.

And then there were these leadership changes. And somehow or other, it just kind of has dissolved. I think the central administration, which of course is the one that governs HR, is very concerned about this, and is trying to figure out what to do about it. But, as you know, there are a lot of things going on right now, including the development of Tufts Shared Services, which has an HR piece to it. So I think there's just a lot on the central administration's plate, and nobody is happy with the way that -- not with the individuals in HR. As you can imagine, they're all incredibly stressed, and they all mean really, really well. I've had very good interactions with them. But they can only do so much on a skeletal staff. So I don't know. Again, there's 4,000 words to say I don't know.

But really, I do know that there's just a lot going on, and it's hard to get all these things -- they didn't anticipate the collapse of HR. Just a lot of people have left.

DEAN BRIZUELA: I've heard Scott say in meetings that we should try as faculty to help our
staff relax and feel safe about their work, but he has also said that he doesn't even know what's going on.

PROFESSOR GONZALEZ: So there's an upcoming AS&E meeting in which Patricia Campbell is going to talk about Tufts Shared Services. Most likely, it's going to be the next one on December 3. So you should come ready with your updates.

PROFESSOR JOHNSON: Nancy said that maybe we could ask about rumors, but I will ask about a rumor, but first I want to start a rumor, and that's going to be you take away our staff, I will personally lead a university-wide or A&S-wide strike of faculty if they try to take away our staff. They have absolutely no idea how important they are in what we do. And it's striking to me that on this TEAM effort, it's targeting some of the lowest paid people in the university.

When the president said we've got this problem with deficit, etcetera, I said, well, first thing you have to do is call a moratorium -- you can pass this one, too -- call a moratorium on all the consultants that have been hired for practically everything. That budget would more than pay for us to have our staff in -- okay.

So my question to the big rumor is -- and the president seems to still say that arts and sciences will have its own budget and that we have whatever percent, 15, 20, that it would give to central administration. The rumor is that all of this news that came from the provost's office to change reporting structures are, in fact, a way also that will lead to arts and sciences no longer having control over its own budget. Can you address that rumor?

DEAN BRIZUELA: I mean, I think the president put on that screen or that forum the reorg of the new lines and the new dotted lines. It was Roger's question. It's the elephant in the room. So it seems almost obvious that is the consequence of the moves. He hasn't said so explicitly, but I can say I personally agree with that rumor.

DEAN BAUER: We don't know anything, again. That's going to be the theme of everything we say. We don't know. But we can tell you that we have the same exact concern that you have. So it's not so much a rumor, it's a question. If there's going to be reporting structure changes, won't there be changes of the way the money flows. And we do not have an answer to that question any more than you do, but we don't know whether that will --

Right now, at Tufts, the dean of arts and sciences is responsible for a lot of stuff: athletics, most of the Dowling Hall operations, admissions. And Laura Wood, she reports to the dean of arts and sciences. There's a lot of stuff, the art gallery, all sorts of stuff.

Many schools have a model where the dean of the school is really the dean of the faculty, and what Bárbara and I do with a little bit more autonomy and power. And we have heard nothing to the
effect that that's what in store, that the dean of arts and sciences will now become somebody who's like a sort of super-duper academic dean. Do we think that that's conceivable? Yes, of course, because we don't know any better than you know what exactly is going to shake out.

I will tell you that I have heard from other faculty members who have spoken to the president about this that the president says we have to do this because every other school that we admire works this way, where these particular units report to the provost or to the central administration. I'll just leave it to you to decide whether that's a good rationale.

But my sense from the many people who have told me this who have spoken with the president one-on-one who are faculty members, who have some relationship with him, that that's what the president really believes. We don't know what follows from that.

PROFESSOR SMITH: The obvious question, why don't you know, and I think the answer is equally obvious, there's a disengagement between central administration and the deans in the individual schools. It's the single thing that got me preoccupied, those changes back in September. Isn't anything at all being done to engage your level of person in these discussions?

DEAN BAUER: Bárbara, you should answer that.

DEAN BRIZUELA: Not as far as I know. And again, coming back to Vida's point, my sense is that Roger's question, would you ask the provost, has not been answered yet.

PROFESSOR ORIANS: Colin Orians. I'm going to start with a positive first, which is the new SIS is working so much better.

DEAN BAUER: Everything is relative, Colin.

PROFESSOR ORIANS: Everything is relative, but I want to say in particular about that is that Carol is doing a Herculean job to code all the different programs to make SIS work for programs in a way that the old system never could. I think it wasn't rolled out particularly well, but it's getting better and better. So that's my positive.

My question and concern really builds on this budgetary talk. So we're supposed to say -- Tony's presentation showed us going into a deficit for the first time projected for this coming year. And that's at the university-wide level. It doesn't really talk about the school level. And I guess I find myself very confused about what the school budget outlook is, and I would love to have more clarification on the school budget.

But more importantly, it seems as though one of the things that all this new building, which is both exciting and worrisome, because you have to pay for these buildings, is that that is putting A&S
into a budget hole more than anything else. But I don't know if that's true or not. So if the projected deficits of A&S is about the buildings, it would be nice if we faculty kind of understood what's driving the A&S budget.

If TEAM is supposed to save a lot of money -- and from everything I've gathered, it's saving money at central; it's not necessarily saving money at the schools -- then it seems to me that the rate that schools are taxed ought to go down, because now central doesn't need as much money, because they're saving all this money.

I guess I'm just really confused of what the current and future budget projections are for the school vis-a-vis the university. And you're welcome to say I don't know, but I think if you don't know, we should try to have a discussion where it's presented. I know that Kathryn tried to present budgetary stuff to us in the past, and it was always at a 3,000-feet level. So I'd like to sort of dig down a little bit into understanding the budget. Maybe that's what the Budget and Priorities Committee does, and I don't need to be involved in it, but I just want to have a better sense of the budget.

DEAN BAUER: Is there anybody from B&P here who wants to speak to that? I can talk to some of what you said. The way that the buildings have been paid for, mostly, my understanding is -- and many of you know this, and if I say something wrong about this, say -- the central administration, the university, the board of trustees took out a so-called Century Bond for I believe it was $100 million. We have 100 years to pay it back, but it puts us in debt for -- Jonathan -- $250 million? Do you know more about it than I do?

MR. DUDLEY: Yes.

DEAN BAUER: This is Jonathan Dudley, who's the budget and fiscal officer for arts and sciences.

MR. DUDLEY: I have been trying to fly under the radar for a really long time, and I guess I can't anymore. The building is being paid for out of this Century Bond, which the university took out $250 million at a very low interest rate to be paid off over 100 years. That's actually the cash outlay for the building. We are going to be charged back via operations and maintenance. We paid a square footage price for every space on campus that AS&E owns. So if you see it, if you use it, we're being charged for the water, the depreciation cost, all sorts of --

DEAN BAUER: Literally rent.

MR. DUDLEY: Yes. Anything we occupy we actually pay rent on. And 200 Boston Avenue, we actually pay rent on. 574 and SEC are going to be really expensive. 574 hits the books starting December, I think, or January, and then SEC starts in fiscal year ’18, which I am building
as we speak. So did I address -- the number's going to go up.

DEAN BAUER: So the answer to the question will these buildings be hitting the A&S budget, and the answer is yes. Of course, we're vacating some spaces, too, but we're occupying more space than we're vacating, and that space is more expensive. So yes, that's going to be one of the issues.

The question that you asked about what's the story for the school, again, I don't know. And I think Budget and Priorities doesn't know either, and now I will just editorialize. I just really have not understood in the two and half years that I've been in the dean's office why Budget and Priorities just can't see the numbers.

PROFESSOR ROMERO: I would like to address that. In the past, Budget and Priorities hasn't done very much, you all know. I understand, and we hope to have a preliminary report on the general meeting on December 3 that the chair of Budget and Priorities, Fio Omenetto, has worked very hard with his committee and dug very deep. I don't know the results, but I hope he will have a preliminary presentation. But he and his committee have worked very hard on this to find out what is going on, and it's apparently much more complicated than anybody thought.

PROFESSOR INOUYE: Actually, I'm on this committee. The one thing that I can say with surety -- it's kind of inflammatory, though -- and that is -- I think everybody knows this dark secret about Tufts University, and that is that the single most reliable source of income that the university has is the tuition that we charge and the grant to us, true?

DEAN BAUER: Yes.

PROFESSOR INOUYE: It's also true that some of our sister or brother schools are not doing this all financially, true? So the university as a whole has to make those other places whole, and the way they do that, as you can guess, is that they draw funds that originate with our schools, and they use them elsewhere. And every time I talk to Mary Lee about that, always objective of that statement, so I want to make sure that's a true statement.

MR. DUDLEY: Here is how it actually works. It is an accounting principle, and we are not actually giving money to the other schools. No dollar comes from AS&E and goes to med or dental or vet or any of these other schools. It's all on a balance sheet. As long as the balance sheet reads that we are not losing or making money, as we are a non-profit --

DEAN BAUER: As a university.

MR. DUDLEY: -- as a university, as the institution, as a whole, it's fine. Yes, everyone's very excited at the institution level that vet may actually not be in debt this year. Med may not be in
debt this year. So we do drive how much the university allows them to be in the red. That is just simple fact. But dollar does not leave arts, sciences and engineering to support them. If we have it, it stays here. But it's an accounting principle.

PROFESSOR FUHRMAN: I'd like to just put a footnote to that statement, because I think we have a really interesting new model coming up with the SEC, which is a huge and expensive building, and which would be a mixed use building. And so when you talk about essentially paying rent for the space that arts and sciences uses, we'll be looking at engineering and arts and sciences as well as the TII cohabiting in this building. And TII is not an arts and sciences venture. It's not an engineering venture. It's a university venture.

And I think it will be really interesting to watch how they develop the model for who owes the money that built the SEC when, in fact, it isn't just arts and sciences or AS&E. It's now taking probably people from the medical area as well and putting them in space on the undergraduate campus. And that's an interesting way to transfer funds, even though it's not going to look like that on the books.

MR. DUDLEY: So every year, your staff does a space survey, and that space survey every four years helps determine the O&M numbers for the institution in each individual school. So every four years, it's for the F&A rates that go out on grants. Every year, it's making sure that everything is updated so that we have a real O&M number that gets charged per square foot, and that space is allocated. For the SEC, as I understand it -- and that could change -- TII will be charged their O&M directly, and central will be paying that. It will not show up on our books. That's also subject to change, as the SEC is a number of years out.

DEAN BRIZUELA: I want to take a minute for Colin's original question. You brought up the budget and balancing of the budget and brought the question of the buildings, but one thing that I know that Jim has been concerned about is the ways in which the union contract will be hitting the budget as well. So that's something else that's going to hit us in January.

PROFESSOR JOHNSON: Hi, Vida Johnson, GRALL. I used to be in the Budget and Priorities Committee in the good old days when Wayne Bouchard was the executive administrative, whatever, dean. And we actually used to get a lot of information to break down the budget, but the discussion always ended this way. It was increase in faculty salaries versus increase in student aid. If you want to give more student aid, the faculty salaries would have to be lower. And I think that probably continues to some degree to be true, because the biggest expense is the faculty salaries.

My question is directed to faculty salaries. And by the way, AAUP, and with renewed vigor, and Ken Garden, recently tenured in Religion, is going to be the new -- I'm making an announcement -- the new president. And there is a meeting next Friday, December whatever that is 4th or 5th at
noon, and that's going to be one of the issues discussed. We're going to renew the faculty salary and tracking of faculty salaries, but we already have an idea that we're not keeping up with our fellow schools.

The two percent increases, plus remember the one year where we got no increases, and when you extrapolate that -- we can do the math, even though we're not mathematicians. When you extrapolate that over your career, that's actually a lot of money that you've given up.

My concern is that one of the tenured faculty said, “You know, my wife just got tenured at B.U., and she got ten percent of her salary as the tenure bonus, which is $5,000 more than the tenure bonus that I received.” And it began me thinking again about what we do. We do a good job about bringing people in, especially with lateral hires and competitive salaries. But for continuing faculty, I believe we're not doing a good job. So sorry to get on my high horse, but I think AAUP has got to take that issue -- and once people are tenured, then they begin to think about their salaries.

DEAN BAUER: Let me respond to that, two things. First of all, we actually check our salaries against data that we receive about salaries at other comparable schools. We have lots and lots of data to look at, and we actually are keeping up, believe it or not. In fact, we're doing a lot better at many ranks and in many fields. I was actually surprised myself to find that when I came in the dean's office, but we are trying to do that. But if you have data that shows otherwise, if you have AAUP data that shows otherwise, I would love to see it.

I personally agree with you. I do not think that the $5,000 that you receive in a salary bump when you go from associate to full -- I mean, tenure is its own reward, and we could argue that you should get more than $3,000 at tenure time, too. But I think when you go to full professor, the bump should be bigger than that. The problem is with all the other financial pressures we have on us, that one always sinks down to the bottom.

But to my mind, I think we do a fantastic job, and I think our predecessors did a fantastic job of helping people through the early stages in their tenure stream career at getting tenure. I'm really impressed with how hard we work the second year review, the fourth year review, the excellent T&P process, all the resources, the orientations. Everything we put in place I think is really good.

But once we hit that, then we don't have those kinds of supports either. And what ends up happening is you have these associate professors -- you know, I was one of them who got sucked into doing all this service, being the chair of their department early. Bárbara was, too. And then you sort of take these enthusiastic people, and they're not able to advance.

And one of the things Joanne Berger-Sweeney -- the main reason for doing the associate professor research-led program that she had, which we were talking about the other day that we have to get
up and running again -- was to provide some time to people as a token, at least, to say, “We hear you, we get this, we're trying to solve this problem.” Right now, during this interim year -- Joanne was really concerned about that, and Jim is too -- I don't know how much we're going to be able to achieve, but I think we all agree with you that something has to be done there.

PROFESSOR RICHARDS: Dan Richards, economics. I'm really a very reasonable person and I don't want to be argumentative in any way, but I guess just to go to the way you described it, I'm thinking that if there's a central administration plan, and one school pays $2 million into it, another school pays $100,000 into it, but you may not think of it as a transfer from one school to another, but I kind of do. And that may not show up on your books as a transfer, but that's how I think of it. And come to think of it, that's kind of what happens -- not necessarily those numbers, but that's kind of what happens at the university level. Am I wrong about that?

MR. DUDLEY: Yes, central departments, president's office, provost's office, HR, AP, all your finance functions do get a budget rolled up, just as if it's a school. What they do is divide it out as a rolling percentage of a three-year average of how much revenue we as a school brought in and all of the schools brought in, and then it's divvied up by that. So we pay for about 53 and a half percent of their total budget every year. That number has fluctuated all over the place. It used to be done very differently, the past two years ago. Unfortunately, that pre-dates me being here at Tufts, so I don't know how it was done prior to that.

Yes, I see your point. I can guarantee you aside from that and a couple of other weird deals that unfortunately also pre-date me, a dollar does not leave the door. It's a balance sheet function and kind of fake-ish. But yes, I totally see your point. Yes, we are supporting the other schools' ability to function. I'm not going to say no to that. But a dollar that we bring in stays here, other than our tax to pay for things like HR.

PROFESSOR GARDULSKI: Anne Gardulski, earth and ocean sciences. If there's anything more inflammatory than money, it's space. And we just filled out, or some of us, at least, just filled out this happy little space survey about classrooms developed by yet another consultant, and in my increasingly cynical way, I can't help but think that in a few months or next year, some consultant will be telling us different ways our classrooms should be used without consulting us first about it. I know my colleagues in Biology are getting wonderful new space in the SEC, except I know -- I believe, at least, that their teaching space is functionally going to be reduced there.

But so far, most of the other classroom spaces on campus, to my knowledge, have not been reallocated. But as soon as I see a survey with a consultant, I worry that that's what's going to be happening. There's a rumor for you. Can you guys talk about why this is being done and what the expected outcome is?
DEAN BAUER: Here, the news is good. I know why this started. The intent here is that when -- this actually started with Kathryn Link. She walked around our campus and said, “I cannot believe the disastrous shape that most of these classrooms are in.” It's appalling, it's an embarrassment. Everything about them. The technology is lame for people who need them.

You know, the other day, I was doing a Power Point presentation in my classroom, and the bulb burns out in the middle. I don't rely on my Power Point, but there's no backup, there's no --

There are all sorts of problems with sight lines in various classrooms. The furniture isn't moveable. It's old, it's falling apart, and it’s ripped. They're not exciting learning spaces. She even thought the way the walls are painted, it doesn't create -- it just makes you think, “Oh, my gosh, can I go in here for three hours?” All of that.

So she said it's absolutely critical that over a period of time, we start surveying and looking through all of our classrooms and upgrading them systematically so that we're not 30 years behind in 10 years. That is 100 percent the motivation. I mean, you've heard me and Bárbara be very candid here. That is the reason for doing it. I don't know anything about consultants or who's coming in, I really just don't know.

But the idea is that we need to have classroom spaces that people are excited to come into and that they can do what they want to do in them, so that you can go into any classroom -- if you want to have it set up like stadium seating so that you can show a film, you can do that. I mean, a laboratory classroom is different, obviously, but those are more dedicated kinds of classrooms.

If you want people to work in small groups, you can, because the furniture is totally movable. If you've got students who have accessibility issues, they can get into the buildings and into the classrooms and have a comfortable place to sit. And she felt, if I can put it this way, that that was a moral priority, that we absolutely had to do that. So that's the motivation for it. And then Linda Snyder, who is the head of planning here, Lois Stanley, who works closely with her, and Heidi Sokol have been working on that.

The other thing, too, is I just remember when I was hired here, or even when I became the chair of my department, I was just told that I had to go to this warehouse on Boston Avenue and look at furniture that other people had rejected -- George laughs, because it's true -- and I could pick out like an old battered desk that I needed, or if I needed some other thing, it would be in there.

Now what happens is if you hire a new faculty member, there's a whole team of people who will come in and help outfit their office and get them what they need. This is actually more efficient. It costs less. It means that we're not -- and we don't use that warehouse anymore. That stuff is not there. Heidi Sokol is the person who will come in and figure out in the weird-shaped office that we give you how you can get the exact desk that you need and the ergonomics and all of that. So that stuff is actually improving. There, I can tell you, I don't see any ugly stuff.
PROFESSOR ALLEN: So I don't know if this is the most important question. Jon, you just said we pay 53 percent in A&S, that's indirect. So let me just see if I can clarify this with you. Because when I bring a grant in to the medical school, which is where my appointment is, I pay a 64 percent indirect rate. So that goes right to central administration. So when you said we're paying -- that's correct, right? The indirect rate that we pay, for example, on grants here in A&S is about ten percentage points less than what I pay at the medical school?

MR. DUDLEY: So the 53 percent I was talking about was the amount of the total central budget we are contributing to. ICR is very different. ICR I know is billed at 56 and a half, and that's for the Medford campus. If you're being charged a different rate, that's because it's a Boston rate. ICR does in a way help the school's bottom line. It does not go to central. It stays here.

It's actually not used in our evaluation of total revenue that we bring in, because it's not -- it's a very fluid number. It just kind of is all over the place. ICR is done in a very odd manner here in arts and sciences. It is something that was supposed to be addressed with Joanne. Unfortunately, we'll do it with a new dean. So more on that to come.

DEAN BAUER: Okay, thank you, Jonathan. Thank you, guys.

MEETING ADJOURNED

Respectfully Submitted,

Jillian Dubman
Secretary of the Faculty for Arts, Sciences & Engineering
A&S Faculty Meeting, Wednesday, November 19, 2014

Schedule and Location

Wednesday, November 19, 2014 12:00 PM
Coolidge Room, Ballou Hall
Light lunch, coffee, and water served at 11:30 AM

Agenda

Announcements

AS&E Diversity Fund

Open Access Fund
  Christiane Zehl Romero, Co-Chair, FRAC

New Business

LA&J Curricula Committee Proposals
  David Proctor, Chair, LA&J Curricula Committee

Open Forum with Deans of Academic Affairs
  Nancy Bauer and Bárbara Brizuela, Deans of Academic Affairs

How Tisch Library is evolving and what it means for faculty
  Laura Wood, Director of Tisch Library

For Reference

Attachments*
  • Agenda
  • LA&J Curricula Committee Proposals
  • Tisch Library Strategic Plan

*Please print all attachments and bring them with you to the meeting; a limited number of hard copies will be available at the meeting

Listings of future faculty meetings as well as the agenda and attachments for this meeting are online at http://ase.tufts.edu/faculty/meetings/.

November 19, 2014
LAJ Curricula Committee Agenda
November 19, 2014

Items 1-4 require a vote of the LAJ Curricula Committee and A&S faculty; items 5-11 require only the vote of the LAJ Curricula Committee.

Part I
Item 1. New Course—Economics—EC 0114
Item 2. New Course—Economics—EC 0157
Item 3. New Course—Environmental Studies—ENV 0098
Item 4. New Course—Political Science—PS 0030

Part II
Item 5. Course Change Grading—GRALL (Arabic Program)—ARB 0005
Item 6. Course Change Grading—GRALL (Arabic Program)—ARB 0006
Item 7. Course Change Number, Title & Description—Romance Languages—SPN 0030
Item 8. Course Change Number, Title & Description—Romance Languages—SPN 0031
Item 9. Course Change Number, Title & Description—Romance Languages—SPN 0032
Item 10. Course Change Number, Title & Description—Romance Languages—SPN 0033
Item 11. Change Program—Romance Languages (Spanish Program)

Part I

Item 1. NEW COURSE - Economics
From: Laura K. Gee, 627-6650, laura.gee@tufts.edu
Department Chair: Dan Richards, 627-2679, dan.richards@tufts.edu
EC 0114 Behavioral Economics
Bulletin Description: Analysis of economic decision making which incorporates the effects of social, emotional, and cognitive issues. Topics considered include heuristics and biases, risks, time preferences, social preferences, matching markets and social networks. A familiarity with taking derivatives and using calculus is also expected. Prerequisites: Game Theory (Ec 24) or Industrial Organization (Ec 170).
Next Anticipated Offering: Spring 2015
Rationale. This is part of the regular course offerings for a new faculty member (Laura K. Gee). It was offered for the first time in Fall 2013 as 191-4 under the title "Behavioral Economics"
Overlap. We have checked with the Psychology department, and they said this course does not overlap with any of their offerings. It does not overlap with any current offerings in Economics either.
Resource Requirements/ Curricular Adjustments. The course will be staffed by the new faculty member (Laura K. Gee).
Requirements. This fills the upper division elective requirement.
ARB Review requested:
Distribution Credit: Social Sciences
Item 2. NEW COURSE - Economics
From: Christopher Manos, 617-627-5948, chistopher.manos@tufts.edu
Department Chair: Dan Richards, 6176272679, dan.richards@tufts.edu

EC 0157 Topics in Finance and Entrepreneurship

**Bulletin Description:** Topics covered include: the financial life-cycle; corporate liquidity; small-firm financing options; organizational constituencies--founders, shareholders, employees--and their goals; conflict and cooperation in constituent goals; and strategic modeling. Individual and/or team projects. Capstone course for the Finance Minor. Prerequisites: Ec50 or Ec150 or permission of the instructor.

**Next Anticipated Offering:** Given its initial status (see Rationale) the course was listed with a 192 number indicating that it was a "special" topics class with coverage and frequency of offering to be determined. As it has now become a fundamental part of the newly-approved Finance Minor, we seek to regularize it and list it as described below.

**Rationale.** This course was taught last year and will now be offered regularly as part of the newly approved Minor in Finance, to be offered each Spring. The current number, Economics 192-2 reflects the numbering we give to many new or unproven classes with the view that they will be given a more conventional course number once the class offering has become regularized, as is now the case with this class.

**Overlap.** None.

**Resource Requirements/ Curricular Adjustments.** There are no additional resource requirements. The class has been and will continue to be taught by Professor of the Practice, Christopher Manos.

**Requirements.** It serves as an elective subject to double-counting restrictions with Finance Minor.

ARB Review requested:
Distribution Credit: Social Sciences

Item 3. NEW COURSE - Environmental Studies
From: Andrew Tirrell, 72024, Andrew.tirrell@tufts.edu
Program Director: Colin Orians, 73543, colin.orians@tufts.edu

ENV 0098 Topics in Environmental Studies

**Bulletin Description:** Introduces students to a variety of environmental topics, highlighting the diversity of the field of study. Speakers from the Tufts community, alumni working in the public and private sectors, and experts from the for- and non-profit sectors will present their specific environmental interest and/or discuss their career. Students in the class attend the weekly meetings and write weekly responses. Examples of topics include mapping urban growth from space, modern sustainable agriculture and engineering, invasive species, climate and conservation biology, and wildlife medicine. This course does not count toward the major. 0.5 credits, Pass/Fail.

**Next Anticipated Offering:** Last taught as ENV 95 in Spring 2014

**Rationale.** This course will be a permanent course in the program now as opposed to a special topics class.

**Overlap.** None

**Resource Requirements/ Curricular Adjustments.** None
Requirements. None
ARB Review not requested

Item 4. NEW COURSE - Political Science
From: Pearl T. Robinson, (617) 627-2035, pearl.robinson@tufts.edu
Department Chair: Malik Mufti, (617) 627-2016, Malik.Mufti@tufts.edu

PS 0030 Mitigating Electoral Violence in Africa

Bulletin Description: Sophomore Seminar in Comparative Politics. Elections are studied as a core institution of contemporary African politics. Theories of democratization and political violence address the challenges of nation-building and citizenship. Students follow African election campaigns in real-time through social media. Case studies, public opinion survey data, and videoconferences with practitioners connect theory with practice. A research project is required.

Next Anticipated Offering: Fall 2015. Then, in alternate years.

Rationale. The Political Science Department previously offered no entry-level African Politics course. This course creates an additional offering for the International Relations Program's Regional Analysis-Africa Concentration. Because this course treats political violence as a governance and conflict-resolution issue, I have requested that it be cross-listed with Peace and Justice Studies. The course has been offered twice as a special topic: 2012 Fall PS039-01 - Mitigating Electoral Violence in Africa 2014 Fall PS039-01 - Mitigating Electoral Violence in Africa

Overlap. I have sent this proposal to the IR Program, Peace & Justice Studies, and Africana Studies.

Resource Requirements/ Curricular Adjustments. I will teach the course as a seminar, without a TA. There will be 2 or 3 videoconferences during the semester. This will require Tufts Technology Services support. I have already worked with Sumirko Oie, TTS’ videoconference collaboration specialist, to organize 6 videoconferences between Tufts and outside institutions.

Requirements. Political Science Major: Comparative Politics and Government Subfield

ARB Review Requested:

Distribution Credit: Social Sciences
Culture Option African Culture (region of origin)
World Civilizations Credit

Part II

Item 5. COURSE CHANGE GRADING—GRALL (Arabic Program)
From: Kamran Rastegar, 617-627-2596, kamran.rastegar@tufts.edu
Department Chair: Greg Carleton, 617-627-5962, greg.carleton@tufts.edu

Current Number/Title: ARB 0005 Colloquial Arabic: Levantine

Next Anticipated Offering: Fall 2015.

Rationale. We would like to change the grading of this course from Pass/Fail to Graded. This is due to student requests for this option, and to a plan to incorporate this course into the major
requirements in the future.

**Overlap.** none

**Resource Requirements/ Curricular Adjustments.** none

**Requirements.** It did not fulfill any requirements.

**Effects.** No changes as yet, but as noted above we anticipate reworking the major requirements to allow for the use of this course, in the future.

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**Item 6. COURSE CHANGE GRADING—GRALL (Arabic Program)**

*From: Kamran Rastegar, 617-627-2596, kamran.rastegar@tufts.edu*

*Department Chair: Greg Carleton, 617-627-5962, greg.carleton@tufts.edu*

**Current Number/Title:** ARB 0006 Colloquial Arabic: Levantine

**Next Anticipated Offering:** Spring 2016.

**Rationale.** We would like to change the grading of this course from Pass/Fail to Graded. This is due to student requests for this option, and to a plan to incorporate this course into the major requirements in the future.

**Overlap.** none

**Resource Requirements/ Curricular Adjustments.** none

**Requirements.** It did not fulfill any requirements.

**Effects.** No changes as yet, but as noted above we anticipate reworking the major requirements to allow for the use of this course, in the future.

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**Item 7. COURSE CHANGE NUMBER, TITLE & DESCRIPTION - Romance Languages**

*From: José Antonio Mazzotti, 7-2765, jose.mazzotti@tufts.edu*

*Department Chair: Andrew McClellan, 7-2031, andrew.mcclellan@tufts.edu*

**Current Number/Title:** SPN 0032 Main Currents of Spanish Literature II

**New Number/Title:** SPN 0030 Modern Spanish Literature: 18th to 21st Century

**Current Bulletin Description:** Significant currents of Spanish literature from the eighteenth through the twentieth century. Selected works of representative authors read and discussed. Lectures and reports. Conducted in Spanish. Recommendations: SPN 21 or equivalent. Not for seniors or for students returning from programs abroad.

**New Bulletin Description:** A survey of Spanish literature from the late eighteenth century to the twenty-first. Selected works of representative authors read and discussed. Lectures and reports. Conducted in Spanish. Recommendations: SPN 21 or equivalent. Not for seniors or for students returning from programs abroad.

**Next Anticipated Offering:** The new course will be taught in the Fall of 2015.

**Rationale.** This course is basically the same old SPN 0032 (Main Currents Of Spanish Literature II). The reason for the new name is in the proposal for a change in the Spanish major requirements that the Romance Languages Department is presenting together with this proposal for SPN 0030. After much discussion, the Spanish program agreed that it makes more sense to request that students start their literature courses with modern works rather than with Medieval or sixteenth-century texts, written in old Spanish. Beginning with a course in modern Spanish will facilitate the understanding of the corresponding literature and will
prepare the students for the older texts that have a historically different complexity.

**Overlap.** No overlap, as long as the old SPN 0032 is eliminated from the curriculum. All full time faculty in Spanish have been consulted. No other departments are involved since the course is in Spanish.

**Resource Requirements/ Curricular Adjustments.** Since SPN 0030 is a substitute for SPN 0032, but basically the same course, it does not require any new staff of resources.

**Requirements.** It will fulfill one of three requirements in Part A of the major requirements.

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**Item 8. COURSE CHANGE NUMBER, TITLE & DESCRIPTION - Romance Languages**

*From: José Antonio Mazzotti, 7-2765, jose.mazzotti@tufts.edu*

*Department Chair: Andrew McClellan, 7-2031, andrew.mcclellan@tufts.edu*

**Current Number/Title:** SPN 0035 Survey of Latin American Literature II

**New Number/Title:** SPN 0031 Latin American Literature from Nation-Building to the 21st century

**Current Bulletin Description:** Latin American literature from the nineteenth-century. Modernist poetry and prose through the groundbreaking trends of the twentieth century, such as Regionalist and Indigenist narrative, Magical Realism, and the "boom" in the Latin American letters of the sixties and seventies. Writers include Rubén Dario, Pablo Neruda, Gabriel García Márquez, and Jorge Luis Borges. Historical context as well as literary analysis. Conducted in Spanish. Recommendations: SPN 21 or equivalent. Not for seniors or for students returning from programs abroad.

**New Bulletin Description:** A survey of Latin American literature from the early nineteenth century to the twenty-first. From nation-building texts (Bolívar, Sarmiento) and Modernist poetry and prose through the groundbreaking trends of the twentieth-century, such as Regionalist and Indigenist narrative, Magical Realism, the "boom" in the Latin American letters of the sixties and seventies, and more recent and postmodern texts. Writers include Rubén Dario, Pablo Neruda, Gabriel García Márquez, Jorge Luis Borges, and others. Historical context as well as literary analysis. Conducted in Spanish. Recommendations: SPN 21 or equivalent. Not for seniors or for students returning from programs abroad.

**Next Anticipated Offering:** Fall of 2015.

**Rationale.** This course is basically the same old SPN 0035 (Survey Latin American Literature II). The reason for the new name is in the proposal for a change in the Spanish major requirements that the Romance Languages Department is presenting together with this proposal for SPN 0031. After much discussion, the Spanish program agreed that it makes more sense to request that students start their literature courses with modern works rather than with colonial texts, written in old Spanish. Beginning with a course in modern Spanish will facilitate the understanding of the corresponding literature and will prepare the students for the older texts that have a historically different complexity.

**Overlap.** No overlap, as long as the old SPN 0035 is eliminated from the curriculum. All FT Faculty in Spanish have been consulted.

**Resource Requirements/ Curricular Adjustments.** Since SPN 0031 is a substitute for SPN 0035, but basically the same, it does not require any new staff of resources.
Requirements. It will fulfill one of three requirements in Part A of the major requirements.

Item 9. COURSE CHANGE NUMBER, TITLE & DESCRIPTION - Romance Languages

From: José Antonio Mazzotti, 7-2765, jose.mazzotti@tufts.edu  
Department Chair: Andrew McClellan, 7-2031, andrew.mcclellan@tufts.edu

Current Number/Title: SPN 0031 Main Current of Spanish Literature I  
New Number/Title: SPN 0032 Medieval and Early Modern Spanish Literature  

Current Bulletin Description: Significant currents of Spanish literature from the Middle Ages through the seventeenth century. Selected works of representative authors read and discussed. Lectures and reports. Conducted in Spanish. Recommendations: SPN 21 or equivalent. Not for seniors or for students returning from programs abroad.

New Bulletin Description: Significant currents of Spanish literature from the Middle Ages through the seventeenth century. Selected works of representative authors read and discussed. Lectures and reports. Conducted in Spanish. Recommendations: SPN 21 or equivalent. Not for seniors or for students returning from programs abroad.

Next Anticipated Offering: Fall of 2015

Rationale. This course is basically the same old SPN 0031 (Main Currents Of Spanish Literature I). The reason for the new name is in the proposal for a change in the Spanish major requirements that the Romance Languages Department is presenting together with this proposal for SPN 0032. After much discussion, the Spanish program agreed that it makes more sense to request that students start their literature courses with modern works rather than with Medieval and early modern texts, written in old Spanish. The new SPN 0032 will facilitate the understanding of those ancient texts once the students have taken the survey course(s) on modern literature.

Overlap. No overlap, as long as the old SPN 0035 is eliminated from the curriculum. All FT Faculty in Spanish have been consulted.

Resource Requirements/ Curricular Adjustments. Since SPN 0032 is a substitute for SPN 0031, but basically the same course, it does not require any new staff of resources.

Requirements. It will fulfill one of three requirements in Part A of the major requirements.
Item 10. COURSE CHANGE NUMBER, TITLE & DESCRIPTION - Romance Languages

From: José Antonio Mazzotti, 7-2765, jose.mazzotti@tufts.edu
Department Chair: Andrew McClellan, 7-2031, andrew.mcclellan@tufts.edu

Current Number/Title: SPN 0034 Survey of Latin American Literature
New Number/Title: SPN 0035 Latin American Literature from Colonial Times to Nation-Building

Current Bulletin Description: Traces the development of Latin American literature from the earliest chronicles of discovery and conquest of the 16th century to modernist literature of the late 19th century. Reading of key works of prose, poetry and other genres from various cultures of Spanish America as well as see films related to the topics under study. Authors include Sor Juana Ines de la Cruz, Inca Garcilaso, Domingo Sarmiento and Ruven Dario among others. Emphasis on historical context as well as literary analysis. Varied writing assignments, oral presentations and exams; class participation is essential. Conducted in Spanish. Not for senior majors or for students returning from programs abroad.
Recommendations: Spanish 21 or consent.

New Bulletin Description: Traces the development of Latin American literature from the earliest chronicles of discovery and conquest of the 16th century to nation-building literature of the early 19th century. Reading of key works of prose, poetry, films, and other genres from various cultures of Spanish America (including indigenous). Authors include Sor Juana Ines de la Cruz, Inca Garcilaso, Bernal Diaz among others. Emphasis on historical context as well as literary analysis. Varied writing assignments, oral presentations and exams; class participation is essential. Conducted in Spanish. Not for senior majors or for students returning from programs abroad. recommendations: Spanish 21 or consent.

Next Anticipated Offering: Fall of 2015.

Rationale. This course is basically the same old SPN 0034 (Survey Latin American Literature I). The reason for the new name is in the proposal for a change in the Spanish major requirements that the Romance Languages Department is presenting together with this proposal for SPN 0033. After much discussion, the Spanish program agreed that it makes more sense to request that students start their literature courses with modern works rather than with colonial texts, written in old Spanish. The new SPN 0033 will facilitate the understanding of those ancient texts once the students have taken the survey course(s) on modern literature.

Overlap. No overlap, as long as the old SPN 0035 is eliminated from the curriculum. All FT Faculty in Spanish have been consulted.

Resource Requirements/ Curricular Adjustments. Since SPN 0033 is a substitute for SPN 0034, but basically the same course, it does not require any new staff of resources.

Requirements. It will fulfill one of three requirements in Part A of the major requirements.

Item 11. CHANGE PROGRAM—Romance Languages (Spanish Program)

From: José Antonio Mazzotti, 7-2765, jose.mazzotti@tufts.edu
Bulletin Description: The Spanish major requires ten courses as follows:

Spanish 22, or equivalent;
Spanish 31 or 34, and 32 or 35, or equivalent;
three 100-level courses in literature; four 100-level courses to be selected from among the various course offerings in advanced language and culture, including Spanish 121, 122, 124, 130, 140, or their equivalents.

One course may be in English.

(Students participating in programs abroad may count toward the satisfaction of this requirement a wide range of courses in language, literature, art history, geography, history, civilization, and other areas, taught in the language of the major.)

No more than one credit in Independent Study may be counted toward the major.

No more than two credits combining an Independent Study and an honors thesis may be counted toward the major.

All courses taken for credit in the major must be completed with a grade of C- or better.

New Description: The Spanish major requires ten courses as follows:

Spanish 22, or equivalent;
Spanish 30 or 31, and 32 or 33, or equivalent;
three 100-level courses in literature; four 100-level courses to be selected from among the various course offerings in advanced language and culture, including Spanish 121 or 122, 124 or 125, 126, 130, 140, 148, 150, or their equivalents.

One course may be in English.

(Students participating in programs abroad may count toward the satisfaction of this requirement a wide range of courses in language, literature, art history, geography, history, civilization, and other areas, taught in the language of the major.)

No more than one credit in Independent Study (SP 193 or SP 194) may be counted toward the major.

No Independent Study can be taken during the senior year if the student is writing an honors thesis (SPN 199, two credits).

All courses taken for credit in the major must be completed with a grade of C- or better.

Changes. andrew.mcclellan@tufts.edu

Rationale. It makes more sense to begin the study of literature with texts written in modern Spanish, which is the one the students learn in their language courses, than to begin with texts in old Spanish. The addition of the Independent Study course (SPN 193 or SPN 194) will also encourage students to do more directed research before their senior year in case they are planning to write a thesis.

Overlap. No overlaps at all, given that these are courses in Spanish that no other department can offer.

Resource Requirements/ Curricular Adjustments. No new resources required.

Planning. All FT Faculty in Spanish have been consulted. They approved the change. Advising will continue as it is now.

Chair Role Approval. The Spanish faculty carefully reviewed and voted on these proposed changes.
Tisch Library Strategic Plan FY2015 to FY2017

Introduction
As we approach the 20th anniversary of Tisch Library, it is exciting and essential to articulate the role of the 21st-century research library and reset our ambitions to align with the goals of the School of Arts and Sciences, the School of Engineering, and the larger University community. This three-year plan describes what we will be working on with enthusiasm, and where we have the greatest needs to add resources: whether in terms of human effort or other financial needs, whether adding new resources or redeploying existing resources.

The driving force of our strategic plan is the support of Tufts as a research university. Tisch Library has, through sustained financial investment from AS&E, emerged from substandard conditions for a college library into a solid and admirable place supporting the work of the two schools. Our record of service initiatives and innovations is stellar. Our collections are vastly improved to keep pace with the needs of our scholars (especially in the realm of digital licensed collections). And most importantly, our relationships with the faculty and with other administrative units and programs, as well as with external institutional partners, are strong and growing.

Therefore, in moving forward with these strengths, we intend to invest in areas that will deepen our commitments to scholarly research and transform our services to meet rapidly emerging needs. We have articulated this activity in three parts: transforming spaces and services to enhance and enrich learning, curating and stewarding the scholarly record, and fostering research and knowledge creation. In many respects, these three areas of focus are very traditional. What makes them essential for Tisch Library is the extent to which they allow us to catch up and make progress in aspects of librarianship where we have lagged, but where we know we can contribute to the excellence of the Tufts experience.

What is a 21st century research library? As the university members create and consume scholarship, they make new discoveries (discovery of ideas, of content, or of expertise), they identify, forge, and renew partnerships, and they both seek and fuel their inspiration. In turn, the opportunity for inspiration, for partnership, and for discovery generates new scholarship. Tisch Library endeavors to support all these activities in varied ways. Tisch Library is changed by the community’s scholarship and also influences the scholarly possibilities.

Proposed mission statement
Tufts is a student-centered research university dedicated to the creation and application of knowledge.
– University mission statement

1 The current mission statement of Tisch Library is: “Tisch Library supports the mission of Tufts University in providing students with the knowledge and skills for them to grow as intellectually curious and critically involved members of society with a lifelong commitment to learning.”
Tisch Library is a strong partner in the pursuit of this mission. We do this by:

- Supporting and teaching the research process
- Enabling inquiry, discovery, creation and sharing of knowledge
- Contributing to the worldwide stewardship of the scholarly record

Tisch serves as the primary library and a core teaching resource for the School of Arts and Sciences and the School of Engineering, while collaborating with other libraries and units to provide essential services to the entire Tufts community.

### Tisch Values

We embrace and prioritize the following values:

- Partnerships and collaborative problem-solving
- Generosity and hospitality
- Innovation
- Flexibility and agility
- User focus

These values, while by no means comprehensive, will be essential to accomplish our goals effectively.

### Draft goals, with preliminary objectives

During the next three academic and fiscal years, the staff at Tisch Library will prioritize efforts in the following three areas:

I. **Transforming Spaces and Services to Enhance and Enrich Learning**

   In 2016, Tisch Library will have been open for 20 years. In that time, libraries have changed enormously. Technology has enabled new roles and capabilities. It is time to refresh the interior of the building to reflect these changes and meet these needs. Beyond the furniture and technology needs, the library has also generated a vision for new services and new ways to deliver our services. We will be moving forward to implement these changes and fundraise for the renovation.

   - Increase both technology-rich collaborative learning environments and places for quiet study
   - Strengthen support for training and use of research software
   - Consolidate service points and expand in-depth consultation services
   - Teach the tools and services that help students pursue new forms of scholarship and equip them with the skills to become sophisticated digital citizens; assist faculty in embedding emerging digital and media skills in the curriculum
e. Develop programming that links curricular and co-curricular activities to promote academic excellence and student creativity
f. Develop robust programming for graduate students that addresses their needs throughout the professional lifecycle – as students, teachers, researchers, and authors

II. Curating and Stewarding the Scholarly Record
Research libraries are concerned not only with providing access to collections for today’s community, but also in preparing for scholarship in the future. This requires planning for collecting and preserving scholarship in coherent ways. The abundance of information sources for scholarship requires new collecting modes and models. Libraries are actively pursuing coordinated efforts to partner in sharing resources that will enable shared access and management of print and digital content. Tisch Library is engaged regionally and nationally in these efforts, as well as coordinating across the university. We must deepen collecting for the long term in those areas that support our research strengths, our existing collection strengths, and the University’s mission.

a. Identify locations and delivery/access models for physical collections
b. Develop deep collections in areas that reflect the research strengths of the university
c. Join with outside partners to solve stewardship challenges at regional and national levels

III. Fostering Research and Knowledge Creation
Technology has also influenced the creation and distribution of scholarship. Our talented student body needs support to learn tools and methodologies for working with data and digital objects. Our faculty need to be able to store and reuse digital materials. Our researchers need education and infrastructure to comply with new federal mandates for data management. And once the new ideas and results are ready for sharing, how will Tufts participate in emerging modes of scholarly communication? The library has a role to educate, advocate, and respond so that new scholarship can be distributed.

a. Transform our current digital asset infrastructure to increase the capacity to manage the evolving range of digital formats
b. Lead in the design of a robust set of services to support the creation, dissemination, preservation and discovery of born-digital and digitized content
c. Develop new services that enable the open dissemination of Tufts scholarship to maximize research visibility and impact
Teaching Resources

**Supporting teaching**
Research librarians have long supported teaching by helping students meet course-objectives through class-based workshops and individual/small group consultations. In recent years new faculty-librarian partnerships have emerged. In course design and course preparation, librarians are providing input on the design/revision of assignments and projects that build research skills and connect students with library resources. In the area of assessment, faculty-librarian partnerships have launched projects that provide meaningful insight into research behavior and help faculty measure how students are utilizing library resources and services.

**Digital Design Studio or DDS**
The DDS is a creative space for the production of digital class projects and the exploration of digital media. With data graphics, digital stories, or video projects the DDS can meet your need to create digital content. Library staff consult with faculty to design multi-media academic assignments.

**Streaming Video**
If you’d like to use a DVD from the Tisch Library media collection in a class, we will make it possible for registered students to stream the content from your class Trunk site. This provides unlimited access to the whole class for the semester, enabling them to analyze film more closely. See also the electronic resources below.

**Social Sciences Data Services**
This new program blends traditional library expertise in locating primary/secondary literature with knowledge of the data landscape, specifically where to find data using institution-subscribed sources and on the open web, how to get started analyzing data using a variety of tools/software, and how to visualize and present data.

**Equipment lending**
Students are able to borrow equipment to support their work, whether routine or specialized. Equipment in the media center (3rd floor) includes video recorders, audio recorders, headphone, cameras, tripods, and external hard drives. At the circulation desk, students can check out laptops, iPads, and chargers. We intend for this equipment to assist faculty who may worry about the cost of technologies in making assignments.

**Revitalized Special Collections Program**
Over the past few years, we have given renewed attention to our collection of manuscripts, early printed books, and significant facsimiles. We have expanded access to the collections we own by digitizing selected works, through targeted new acquisitions, and by working with faculty and students in research and teaching projects, such as the Tisch Miscellany and the Tufts Bodin Project. We welcome opportunities to consider innovative ways to bring library collections into the classroom, literally and metaphorically.

**Digitization Services**
Inside the Digital Design Studio, we have a range of digitization tools to enable you to reformat slides, LPs, video cassettes, audio cassettes and more into digital files for use in your classes. The equipment is self-serve but assistance is available to help you get started. Additionally, Tisch is establishing digitization capabilities for limited in-house work to create digital images of texts. For large volume projects, we can assist in identifying local vendors with whom you might work.

**New Collection Resources**

**Bloomberg Terminal**
Ginn and Tisch libraries are sharing the costs to license two Bloomberg terminals for the Tufts community in Medford. Use of this financial database must be made in person at Ginn Library, but is now available for AS&E students and faculty. Fletcher librarians provide training and assistance at Ginn.
New and Recent Changes at Tisch Library

November 2014

Growing Electronic Resources
Tisch Library provides access to an extensive collection of electronic resources (more than 64,000 electronic serials, more than 400,000 e-books, 62,000 streaming music titles and almost 15,000 streaming videos). Just this fall, we’ve added a number of new resources. NK News creates and curates independent coverage of North Korean news in English. Kanopy provides access to thousands of streaming films, including titles from the Criterion Collection and Media Education Foundation (MEF). For those needing additional access to KEGG data, we now provide access via FTP to the full data underlying the Kyoto Encyclopedia of Genes and Genomes. Additionally, we have orders being processed for Ancestry.com, which offers great possibilities for micro-history, the digital Loeb Classical Library, International Historical Statistics, and an upgrade to Emerging Markets Information Service (EMIS), which will include mergers and acquisitions intel, benchmarking tools, and additional screening capabilities.

Data Mining and Textual Analysis
Tufts is now a member of HathiTrust thus our faculty may connect to this corpus of digitized materials with more sophisticated tools for analyzing content. Similarly, some of our other vendors, most recently including Gale, have announced new features for similar data analysis and text mining (e.g. 18th and 19th Century Collections Online). Tisch Library provides Text Encoding Initiative (TEI) consultation services to students working in the digital humanities. The TEI Guidelines, which collectively define an XML based metadata standard, are frequently used in different projects and our staff can help demystify everything from the XML and tagging structures of a document, to providing insight into best practices for managing a project.

New Services for All

Scan & Deliver
Tisch and Lilly Music libraries will provide scanned PDFs of book chapters or journal articles from items within our print collection and send them by email to faculty, staff and students. Requests can be made directly in ILLiad and are made available within two business days.

Room 224 and a closed Reference Desk
Our data show that the vast majority of questions asked at the reference desk relate to printing, copying, circulation, and reserves. We’ve closed the reference desk and provide those services at the main circulation desk. The research librarians are now in Room 224 (formerly the ILL staff office on the way to the café). In 224 you can sit down with an expert for a more focused conversation, share technology, and compare results. This room is especially helpful when we assist students working in groups.

Data Management Planning
In response to new requirements from federal and private funding agencies, librarians are assisting faculty with creating data management plans (DMPs) to submit in proposals. Let us demystify DMPs and/or support you in the storage, organization, sharing and use of electronic tools and resources for managing research data. MORE

Revamped Web Site
This summer we upgraded our web site. We hope you find it more user-friendly. We added JumboSearch, which searches the catalog and our article databases and serves as a good starting point for exploratory searches. The traditional catalog search is now defaulting to keyword. New URL too: tischlibrary.tufts.edu

Library Membership in SHARES
Tisch Library recently joined the SHARES consortium. Membership grants Tufts access through interlibrary loan to restricted, non-circulating collections from member libraries and museums. A special benefit from membership is that it grants our faculty, students and visiting scholars on-site access and limited privileges at other SHARES institutions. You can find the full listing of participating institutions at http://bit.ly/1zzXtwY

New in Tower Café
Tower Café is now open starting at 10am Mon-Fri. Extended hours, new food offerings, and a phone charging station make Tower even more enjoyable. Don’t forget to peruse the leisure reading books.
Help Us Spread the Word!

**Open Access Publishing Fund for Graduate Student**
Tisch Library recently established a fund to support open access publishing for full-time ASE graduate students who have no other means of funding. The goal of the fund is to increase access to graduate students' research and scholarship throughout the world. [MORE](#)

**Graduate Student Summer Research Fellowships in the Humanities and Arts**
Tisch Library, in collaboration with GSAS, funds two summer fellowships that support the dissertation or thesis research of one doctoral student and one terminal master's degree student working in the humanities and the arts. The aim of the fellowship is to support graduate research in the humanities and arts while also promoting the use of Tisch Library collections and services. [MORE](#)

**Tisch Undergraduate Research Awards**
Encourage your students to submit their research projects to the fourth annual Tisch Undergraduate Research Award, recognizing outstanding undergraduate use of the library’s collections, resources, and services in the production of an exemplary research project. Deadline for submission is February 17th, 12pm. [MORE](#)

Coming Soon

**Large Format Printer**
Students and faculty will now be able to purchase large format print jobs on campus. Our printer will be in the DDS, accept JumboCash payment (based on the linear feet of the print), and include the ability to ask for assistance from the DDS staff. Perfect for poster sessions and other visualizations taking physical form.

**Faculty Research Study**
Associate Director Laura Walters will conduct a qualitative study of faculty publishing practices. We will be asking a small group of faculty to participate in hopes of further understanding faculty habits, needs, and opinions about the ways they publish their scholarship.

**Evolving Digital Infrastructure**
Tisch Library has been working with the Art and Art History Dept., along with Digital Collections and Archives and ESTS (AKA Academic Technology) to build an image interface and study resource that will replace the outdated Artifact application. The Tufts Digital Image Library (TDIL) will allow faculty from any department to create image collections for teaching and research purposes utilizing the infrastructure that supports the Tufts Digital Library. Pilot use begins this Spring. Look also for new capabilities for faculty to deposit their own publications and students to deposit honors theses.