GRADUATE SCHOOL OF ARTS & SCIENCES
FACULTY MEETING
COOLIDGE ROOM, BALLOU HALL
WEDNESDAY, OCTOBER 15, 2014

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DEAN COOK:  I want to welcome everyone here to the fall meeting of the Graduate School of Arts & Sciences.  Today we're going to talk basically about three things.  We're going to talk about transfer of credit.  We're going to talk about the role of the Graduate School and the strategic plan.  And if we have any time left over, I thought I'd give you a brief overview of what's going to happen in the Graduate School over the course of this year.

Before we start though, Sinaia is going to give you a short set of announcements.

FOREIGN LANGUAGE EXAM
ASSOCIATE DEAN NATHANSON:  Good afternoon, everyone.  As you can see the first announcement has to do with the next foreign language exam, which will be November 15th.  Details are in our newsletter, which I hope you've all experienced by now.  Ariana puts up a wonderful newsletter which gets to you at least once a month at the beginning of the month. If your students need to register they need to email Kim in our office to make sure they are in the exam, included in the exam.

GRADUATE SCHOOL OF ARTS AND SCIENCES WORKSHOPS
ASSOCIATE DEAN NATHANSON: I also want to say that our famous magnet, if you don't have them, let us know, really did a very good job here.  We distributed those with all the planning of programming for the next year during matriculation and students are really signing up.  So far we had about close to 100 students who signed up for workshops which were in September. Unfortunately, we were only able to admit 35.  We do try to limit people in workshops so they become more effective.  We are now facing few more workshops during October.  The first one is a stress workshop, which we can all use.  It's called Light at the End of the Tunnel, October 16th.  You will notice that we now start our workshops at 5:15 in the afternoon, give them food, let them shmooze around and they have 45 minutes to have a wonderful time together as a community.  So between 5:15 to 6:00 they have a chance to know each other across departments.

The Grant Writing Workshop will be October 17th.  That's a lunch event from 12:00 to 1:00.  Presentation Skills which we are going to repeat four times during the year and we already got wonderful reviews is going to be October 20th.  The Scientific Presentation one is going to be run for the first time this year unless -- we hardly have any volunteers to participate in the planning.  So if you are willing or interested please come and talk to Bob and I after today.  That's going to take place on November 5th.

There is Best Practices for Writing on November 13th conducted by ARC.  And finally, we've managed to recruit some people at the career office to answer the needs of master's students with respect to career guidance.  There will be a short workshop just for master's students on how to write resumes.  We are hoping to use the person who replaced Donna Milmore.  Her name is Shannon Silver.  We're going to try and ask her to do multiple workshops, short ones, for master's students.

So these are the announcements.  Do you have any questions anyone?  Thank you.
NEW BUSINESS
DEAN COOK: Thank you. On to the new business. Our first presentation is going to be a discussion by Gina Murray and JoAnn Jack of the new transfer of credit process. So I'll turn the floor over to you.

TRANSFER OF CREDIT DEMONSTRATION
REGISTRAR JACK: I'm JoAnn Jack and I know many of you. Gina Murray, I think you all know Gina. And Gretchen. We are looking to move the transfer of credit process online like we do for undergraduate students so we can have a workflow. We can track that process, get the approvals done in a timely fashion. We've come in to a lot of situations where students are trying to graduate, scrambling. Right now I think it's at the Executive Committee meeting where these get approved. This way when the student submits it, we get the transcript, the approval comes in, it can get posted to the transcript and be done.

So it's a very simple process. A lot of you have probably seen the undergraduate transfer of credit process. This is similar in nature. A little bit different because we're going it by program and plan. At the grad level it's a little bit different than the undergrad level. Gina is going to walk you through. We're in a test environment for this. So we're looking to go live in January. So we'll show you what it is and then answer any questions that you might have.

MS. MURRAY: I'm going to log in as a student making the request so you can see what it will look like from their end. Then I'm going to log in as the faculty approvers. So basically just overview if you're not familiar with the transfer credit process. Student makes the request. It needs to be approved by the academic advisor. They're looking at the course content as it's appropriate for the program.

It's also approved by either the chair or the director of graduate studies. Currently it's being approved by the Executive Committee, but with this new process that won't happen.

So let me log in as a student.

REGISTRAR JACK: Again, since we're using a test environment, the students would typically go through what you all see now today as their student portal. We're kind of going behind the scenes in the back. That's why it's slightly different.

MS. MURRAY: So this is the student portal. The student is going to log in. They're going to click on request, which I think is changing by January. This is what it looks like right now. They're going to request transfer credit. This is what undergrads do right now. They're going to add a new transfer credit request. It's going to give them their program. Almost all of our students are in only one program. But if a student were in a masters and a Ph.D or a masters and an ADS program it's going to list both of them. They can choose which program it is they're looking to transfer the credit to.

The name of the college that they went to. They can put in partial information and search for the college. We'll choose Boston University in Italy. They're going to give us the name of the
course. They might type better than I do. Course number. If they have a link to the course catalog they can include it here, so that way when the advisor gets the approval they can click right on the course description from the school where the student requested it.

The department, it's always going to go to the department that the student's in. So at undergrad if the student has a biology course, biology is looking at it. Here, since the grad program is within their one department, if you're an education student, education department is looking at it even if it's a bio course. It's your advisor who's going to be approving. So that's their only option again, unless they're in more than one program.

The student will input how many credits they think it is and when they took the course. Here, the student can give any comments that they want the advisor to see. They can view the policies and procedures. These are from the handbook. They don't have to view this but they do have to tell us that they did. So create transfer credit request. It's been created. The student gets an email confirmation that their transfer credit request has been submitted. Sorry, they're all coming to me right now. This is the email for the student's advisor. So once the student puts in the request, the advisor gets an email telling them transfer credit request has been submitted and it requires your approval. It gives them some basic information; student's name, email, college where it was taken. It will have the link to the URL if one was put in. This email instructs the advisor to log in to iSIS to review the transfer credit process.

So let's log out as the student. So now we're logged in as the advisor. So does this page look familiar to all of you? They'll see this approved heading. So you're going to approve a transfer credit. There's a link in the email that will bring you to SIS. You don't have to use that. You can just log in. You can do this anytime you want.

So find the student who we put in the request for. Just quickly, so this page, if you log in to it, it's going to default to any approvals that are pending. So anything you need to approve is here. You could also clear that or you can choose different statuses if you'd like to see everything you've approved, everything that's come in to you. So this is sort of a good tool if you want to see, how many transfer credits did we have this semester, you know, did the student put in the request yet. So this can be a helpful page.

I'm going to go to this new request. So this is what the advisor will see. The advisor is the first approver. It has the student's name. Says who the student's advisor is. That's you. The student's program. All of the information that the student inputted about the school where they took it. This is saying no, there's no course description. If the student had entered URL it would default to yes and it would include the date that the student submitted it. If you click on that URL maybe it's just going to the school's main page and you found a better URL that actually has the course description you can edit that here for the next person who's going to be approving it.

PROFESSOR METCALF: Can they upload a syllabus if they have one?

MS. MURRAY: They can put a link in here. They're working on adding that feature.

REGISTRAR JACK: We have that for both undergrad and grad to be able to add a syllabus and
the actual course description.

MS. MURRAY: Once that is there a student will also be able to upload an unofficial transcript if they have one. So that's all coming.

Again, this is giving information, the Tufts department. If your department had additional requirements they would be here. So this is what displays to the advisor. You can also post additional requirements for the student. For example, the Graduate School of Arts & Sciences requires transfer credits have a grade of B minus or better. If your program isn't going to accept a B minus and you want a B plus or better, we can put that instruction right there. It's specifically for students in your department. So anything that you want to tell them can go right there. It isn't for every student that logs in, it's for your students only.

Here we have information, so these are notes that you can put in that the students can't see. So if you want to put in a note to the next faculty approver. I'm concerned about whether or not this really fits, please check on this, please look to make sure this is really a one credit, it might be a two credit. Anything you want for administrators to see can go here, and right here are notes that you can put in for the students to see when they log back in to the system.

At the bottom this is the --

PROFESSOR URRY: Does the next person in the line also see the notes that are viewable by the student?

MS. JACK: Yes.

MS. MURRAY: So approval, monitor, shows you the approval chain. So right now the approval by Sabina is pending. It hasn't been sent to David Hammer, the chair, yet. He's not going to know about this until Sabina approves it. If she denies it or if the student cancels the request it's never hitting his inbox. So we're going to save and approve this request. It will tell you it was successfully saved. Email comes in. So now this is the email now going to David saying, this transfer credit requires your approval. So let's log out as Sabina.

PROFESSOR HAMMER: Should I be worried?

MS. MURRAY: I asked your permission. No, this is the test environment, it's not your real password. So David's going to log in to this transfer credit. Again, he can see everyone in the department. It defaults to the pending approvals. So he's going to click on Nadie's and we have her permission also. This looks the same basically as it did for Sabina.

Down here on the chain you can see that it's approved and if the student were to log in they would be able to see the same approval. So this is really helpful for students because it's much more transparent than when there is a piece of paper floating around. Is it on someone's desk, is it in someone's mailbox, did the student never really give it to us, what's going on with this. They can see this person approved, it's waiting for approval from this other person. From here you could email the student. So if you're like, you know, I looked on this course description, please email
me a syllabus before I'm ready to approve, you can do that right from the system. So we'll go ahead and approve this. Email comes in. I'll log in as the student once more so we can see from her perspective.

PROFESSOR RUANE: If the advisor is also the graduate director they have to go through those steps, correct?

MS. MURRAY: No. If it's the same person, you'll only have to do it one time. We're not going to make you --

PROFESSOR TAYLOR: Does it go to the chair or does it go to the graduate director?

MS. MURRAY: So that's something I was going to actually contact each department about. An advisor will always be first tier approval and second approval can go at department's preference, either the chair or the DGS. If you want it can go to both and whoever gets to it first wins. We can do that if --

PROFESSOR RUANE: Do you also have a transfer credit advisor for -- I mean, like we have one in our department, he handles all transfer credit.

MS. MURRAY: It would be something to talk about. My concern with that because we did think about it was that in the end it's the advisor and the chair or the DGS who's signing off on the degree sheet. So if you wanted the second tier to be the transfer credit rep. I'd like at least the advisor or the DGS or chair to see it to be at least one of the approvers. That way you don't go to sign the review sheet at the end and be like, "Whoa, that's not okay, there's only one more class, sorry." Again, with the multiple tiers you can do it.

MS. DUBMAN: I just need to remind everybody, could you please wait for a microphone. We're trying to record the meeting and capture everybody's comments. So I would appreciate it if we could wait for the microphones. Thank you.

PROFESSOR TAYLOR: Is there anything in the system that makes sure for graduate level approvals that they're graduate level courses?

MS. MURRAY: That is my job. It's also your job if you're one of the approvers, but really what we want you to focus on is making sure that this is appropriate for the program. As of right now the plan is I'm going to put myself in as a tier approver, so that way the student isn't getting anything that says this has been approved. And then I'm like, "Not really, this isn't correct. So by having myself as the third tier I can do all of that checking and the student hasn't gotten something that looks very official telling them that a course is approved when really it was not eligible.

PROFESSOR SCHWARTZBERG: Thank you for doing this. I have a question. Is this going to impact the process of accepting credits for transfer upon admission into the masters and doctorate programs?
MS. MURRAY: So right now -- I'm sorry, not right now. In the past admissions handled transfer credits for Tufts courses only. So if a student had taken courses as an undergrad that they reserved, if they took courses as a Gcap student or a certificate student or as a master student that they held for Ph.D., all of those could go through admissions. That's not the case anymore. So now all transfer credit requests are going to go through this system when it's live. When the admission system moved to Slate they're no longer doing the pre-admission transfer credits.

PROFESSOR SCHWARTZBERG: So in effect this will all happen after the student is admitted?

MS. MURRAY: It's after the student matriculates.

PROFESSOR SCHWARTZBERG: When will this take place?

MS. MURRAY: This will be live for the spring semester. But right now -- how's admissions handling it right now?

MS. INMAN: Admissions isn't handling it for spring. It's going to go through this process. But what we do is we send the communication to all students that deposit, and we send them a lot of information about things that they need to do, set up their email, so on and so forth, and we include information there about transfer of credit. So we'll be directing them to this website and they can start this process really even in the summer, as soon as they've deposited they can make this request.

PROFESSOR WU: So for one of our programs we have a limit of up to two credits that can be transferred. Is it possible to (inaudible)?

MS. MURRAY: That's actually true for all of GSAS. It's two courses, from outside maximum. If a student was in a certificate program here at Tufts they can transfer all of those certificate courses, four or five, depending on what the certificate required. Undergraduates, there's no limit on the number of courses they can reserve for graduate study, but they still do have to meet our residency requirements. So they can't transfer in ten courses and get their M.A. before they start.

So the system won't prevent the student from putting in more than two courses and we don't want it to. They might be putting in three to see which two their advisor thinks is the best fit. So that's on my administrative end to make sure that I'm not posting to the transcript more than two.

Just so you know this language in red that mentions courses not being online, this is something in the test environment that I couldn't get out. This is not true. This will not be in the live system.

But so here's where the student can add another transfer credit request if they wanted or they can view the status. Clicking on this edit view will bring them back in to that page, which can not be edited anymore because it's already been approved. So from here we can see that it's approved, we're waiting on an official transcript, and it has the information about the course.

So it's pretty straight forward.
PROFESSOR METCALF: So you said something about for Tufts undergraduates who stay at Tufts and do a graduate program about reserving courses. So I just want to make sure I understand that process. Do they have to reserve them at the time that they graduate undergraduate?

MS. MURRAY: Before.

PROFESSOR METCALF: So I want to raise this issue for the graduate school to talk about either now or later because we will often have students who don't know when they graduate undergraduate that they want to do a graduate program and they lose the opportunity to use some undergraduate courses that they did not use to graduate from the undergraduate program, but they lose the opportunity to use them for graduate study, if I understand this correctly. And if that is the case, I don't see why we do that and why we as a graduate faculty would put that restriction in place. So if we don't do that I'd like to be educated that I misunderstand what the rule is, but if we do do that, I think it's a rule we need to examine.

MS. MURRAY: So just for a little feedback. When a student is applying to graduate when they're seniors they get information about reserving these courses. And I understand your concern about they might not be thinking about reserving courses, they're not doing a grad program. If they don't reserve the courses, just because it didn't count toward their major or toward their core requirements, doesn't mean that it didn't count toward their degree. They graduated with the credits they took, unless they held them aside, it counts toward their GPA, toward any honors they received. And we don't allow courses that counted towards a previous degree to count --

PROFESSOR METCALF: Who is we? Is it the graduate faculty or the faculty or is it the registrar? Because it strikes me that this is something that the faculty really should be determining, not a registrar rule. So I guess I would love some clarification on it.

REGISTRAR JACK: It's not my rule.

PROFESSOR POTT: Can I just comment on that? I know that the GSAS Executive Committee addressed this quite some time ago, and we just examined the policy. I think it's fairly common at, you know, practice, not just at Tufts but pretty much everywhere, that courses for one degree, an undergraduate degree, cannot be applied to a graduate degree. So that a student can't do exactly what Gina said. This may be right, it may be wrong, but yes, it has been discussed.

PROFESSOR METCALF: So I appreciate that, but if a student graduates with extra credits that they were not using towards the undergraduate degree, but they did not explicitly reserve them but they could have, I don't understand why we would exclude them from doing that later? That's not the same as what you were just saying.

PROFESSOR POTT: No, it isn't quite the same, but I think the answer is what Gina said earlier, that those courses still entered into other aspects of their undergraduate program. I'm not arguing for or against, but I do believe that they were considered in many respects part of the undergraduate program because of grade point average.
MS. MURRAY: Mainly for the honors piece of it.

PROFESSOR METCALF: Well, I don't know. It just strikes me as something we may want to think about.

DEAN COOK: Does anybody know the history of this requirement?

PROFESSOR RUANE: Can I just ask, what do you mean by reserving them at graduation time?

REGISTRAR JACK: So we say to them, so we give them information and say, “You know, go through your transcript. If you're thinking about graduate school, pick the courses that you didn't need to use towards the major, you don't need that credit, you know, for the 34.5 liberal art student, and we're going to take that out of your transcript basically, and we're going to review your degree checkout without those courses involved.”

PROFESSOR RUANE: But their transcript has those grades on there, but you're just saying like it doesn't contribute to their GPA or anything like that?

MS. MURRAY: There's also a notation goes on the transcript that says this course was reserved for graduate credit.

PROFESSOR RUANE: I see. Oh, okay.

MS. MURRAY: So it's not like if it comes to us or another school it's clear this is --

PROFESSOR RUANE: I did not count, okay.

MS. MURRAY: It's almost like if they took it after.

PROFESSOR SENELICK: It comes as news to me that students are only allowed two credits for transfer. For years, and I mean decades, we have been allowing six courses taken towards the M.A. to be applicable to the Ph.D.

MS. MURRAY: So that's different from transfer credit. In the handbook there's information about doctoral programs and masters degrees being accepted in toto into the program. So we're not actually transferring. When you send me emails that say these six courses from Emerson were approved for the doctoral, it's basically reducing their doctoral degree requirements. Those are not being posted on their Tufts transcript as transferred in the way that these courses will. So it's accepted in a different way.

PROFESSOR SENELICK: But we still use the same electronic system to do that?

MS. MURRAY: No. You can still just email me, and I'll put it in the file.

PROFESSOR SENELICK: Oh, that makes life so much easier.
DEAN COOK: Other questions?

PROFESSOR HABER: I have a question not about this but a closely related issue, if I may, since it seems to be done. Which is, I was under the impression that this was also going to be done for graduate leave of absence. But I just had a student who took a leave of absence, and after researching it he said that's only for undergraduate and he ended up doing it on paper. Is he wrong or are you going to be doing this or what?

MS. MURRAY: We will be doing this. It is not scheduled to go live as soon. That needs -- the undergrad leave of absence process is much different from the grad leave of absence than the transfer credit process to one another. So we're working on that. It's going to be probably a year.

PROFESSOR POTT: Hi, I just wanted to get back to the syllabus issue because a lot of our approval hinges on what was actually in the course, whether it meets the requirement or not. So right now the student can upload the syllabus, right?

MS. MURRAY: Not right now. That's what we're fixing.

REGISTRAR JACK: They can upgrade the URL for the course description and then you can ask them to send you separately their syllabus. It is on the project to be able to upload documents to this system.

PROFESSOR POTT: If the student doesn't have the syllabus, is there a way for the syllabus to be accessed via the university website or something like that, is there a way to do that?

MS. MURRAY: Like if you wanted to look for it?

PROFESSOR POTT: Right.

MS. MURRAY: Yes.

PROFESSOR POTT: Or if --

MS. MURRAY: It wouldn't be through this system. You could use this system --

PROFESSOR POTT: You could just do that independently.

MS. MURRAY: You could email the student -- yes. But if you wanted to just go to UMass Boston.com or .edu and see what they have up there --

REGISTRAR JACK: I don't know if you would find a syllabus. Do you think you would find a syllabus?

PROFESSOR POTT: Sometimes but not often. So this is important to let students know if they're planning on transferring in credits they have to retain and make available to us the syllabus.
MS. MURRAY: And that's something we can do in those departmental requirements section.

PROFESSOR POTT: Right.

MS. MURRAY: So we can post that note to your students, like so when they go in to make their request and they see child study and human development has these additional requirements, they click on it, and it says obtain a copy of your syllabus and email that to your advisor.

PROFESSOR POTT: Great, thanks.

DEAN COOK: Well, thank you very much.

MS. MURRAY: Oh, one more question, sorry.

MR. HEALY: I don't mean to harp on this at all but I was just curious. Is it an intentional feature of the reserving of course system to allow students if they find they don't need a course later on in their degree program, like they take something else supplemented or they change their grade, to be able to reserve the course solely for the purpose of possibly improving their GPA?

MS. MURRAY: Oh, I see. Reserving it because --

MR. HEALY: Yes, not because they intend to use it for a graduate course work, but just because it no longer counts towards their GPA.

MS. MURRAY: I guess they could. It's not the intention.

MR. HEALY: That's what I would do.

MS. MURRAY: Keep in mind their transcript will still show it. Like we said, it will have that notation on it. But yes, they wouldn't be lying if they're reporting their new GPA.

PROFESSOR RUANE: I'd love that.

DEAN COOK: Well, thank you very much. We're going to switch gears here. Although, from probably the student perspective, the tactics here is very important because their experience is very much tied to SIS and the frustrations of doing those kinds of things. But we're going to switch over to the strategic plan. So we're going to move from six inches off the ground to 10,000 feet.

**THE ROLE OF THE GRADUATE SCHOOL IN THE ARTS AND SCIENCES STRATEGIC PLAN**

DEAN COOK: This is an opportunity for us to discuss graduate education as included in the strategic plan. Vicki, do you want to describe the strategic plan process one more time? Vickie has been the co-chair of the strategic planning process within Arts & Sciences first with Joanne and then more recently with Jim. We've been having a series of meetings about this so you have the spiel down.
PROFESSOR SULLIVAN: Do I?

DEAN COOK: I think you do.

PROFESSOR SULLIVAN: I didn't know I was going to be doing the spiel but thank you very much, Bob. Bob, as you know, asked me to describe the strategic plan. I'll say while the process has been very, very long I think it has been very gratifying. In the last week we had five different meetings with faculty, with students, undergrads, grads, and staff. The strategic plan was really a way to articulate what we think the purpose of the School of Arts & Sciences is within the umbrella of T10. T10 as we know is for the university. There are unique facets of the School of Arts & Sciences. We pursue knowledge for the sake of knowledge itself. We educate undergraduates in the liberal arts, and we're a residential community.

So I first of all, I really need to thank the members of the Strategic Planning Committee who are here because as I said, as I began, it's been a very long process and they've been really, really dedicated. So it's Bob, Roger was here, I think he stepped out, Burns, Gib, Janet. Anyone else? Obviously, we hope you've looked at the strategic plan. Our initiatives really are first over the last, since 2000 let's say, President Bacow and the other members of the administration, both at the university level and at the school level, we feel as though they made a big commitment in building the personnel of the school in terms of faculty and in terms of students. We do not want to lose the initiative we've made on those fronts, but as a committee we thought it was time to step back from adding faculty and just consolidate where we are. But we really felt as though we needed to continue to be as aggressive as we possibly could in terms of financial aid. When I say financial aid, I mean both undergraduate financial aid and financial support for graduate students.

So as we were discussing this, and Bob has had various meetings. There was a retreat on the graduate school in January. Also, there have been faculty meetings with GSAS and a faculty meeting with Arts & Sciences where it was really clear that the next step where we need to move forward is the Graduate School. We don't want to lose what we have in terms of our commitment to the undergraduate education, but we really felt as though, and we really think that the faculty had spoken very clearly on this, that we need to move forward and emphasize the Graduate School in so many different ways and for many different reasons. It helps recruit and retain faculty. It helps with research. It helps with our identity, both in terms of academic graduate programs and professional graduate programs.

So there's the financial aid piece, there's the graduate school piece, and the other primary piece is facilities and infrastructure. So we have to move forward in terms of the physical plant on campus so we really can teach and do research as well as we possibly can, and also infrastructure in terms of supporting our activities. So infrastructure broadly understood which are the various platforms and the platforms we saw just demonstrated now.

Is there anyone from the committee who would like to add anything?

DEAN COOK: I think the most important thing we can do now is listen and have people comment about what was said in the strategic plan about graduate programs, what might've been
there that they would like to see improved, or a question of priorities. So this is a chance for a larger group of people than we've had talk about our graduate programming in this context.

PROFESSOR RUANE: Hi, I was wondering, I read the strategic plan and --

DEAN COOK: Maybe what we should do is introduce ourselves and say our departments.

PROFESSOR RUANE: Sorry. Kim Ruane from the Math Department. I still feel like, I mean after being at 6,000 meetings in the last year and a half, one of the things I still haven't, I feel there's a huge disconnect between what we might think is important and want and what the sort of the T10 people want or think is possible. Although, I liked a lot of what was said in the strategic plan about what needs to be done to support graduate education, I still feel like there's really no concrete plan to get the powers that be to see it the way we see it.

For example, I really don't think there can be any significant addition of resources to make any of this happen. I don't see that happening anywhere without the broader university seeing this as something worthy of raising money for. Like I feel like it's not going to be covered by undergraduate tuition, and I don't guess any of us are going to go get a lemonade stand on campus to raise the money for it. So I don't know. That's why I always feel like there's a disconnect. I liked the language in the strategic plan for GSAS, I mean for the arts and sciences, but I just see a disconnect between that and the bigger plan with absolutely no solution to offer.

PROFESSOR SULLIVAN: Bob, do you want to talk a little bit about the capital campaign priorities?

DEAN COOK: We do have a number of capital campaign priorities that we have put into the document and they were certainly included within the arts and sciences portion of that. That, of course, was all subsumed within the larger planning document for the entire university.

Certainly, the top priority that we're emphasizing is to try and find more graduate funding for two things. The first is to try and increase our stipends, generally, across the board. But the second one is to try and switch from a nine-month funding model to a twelve-month funding model so that we can offer students that support through the entire time. I've made that clear that that's one of our top priorities. Now, whether we can find advancement possibilities for that, I don't know enough. I will say that on this front Jim has made a commitment to this. Several weeks ago he was invited to have one additional dean come to training about advancement. Of all the deans he could have invited he invited me to be part of that because he thinks that getting information about the graduate school and how we're different and how we can build through that process is critical. Now whether that's an effective way is hard to know, right, because advancement issues in the graduate domain are different, right? I mean, each of us I think feels far more of an allegiance to our department than our particular graduate school. I think that's very different from the undergraduate advancement approach. How that plays out, I'm actually ignorant of. But people are paying attention. I have been asked and I have prioritized, especially this twelve-month funding model idea.

PROFESSOR RUANE: Kim Ruane from the Math Department if you didn't catch that the first
time. The other thing that really worries me about this becoming a priority is that I still don't really see, at least maybe I'm locked in my own little department down there, but the appreciation on campus for people that are involved in graduate programs do. Not every department has a graduate program and those of us that do, that are say the director of graduate studies, we don't often get a lot of credit for that. As a faculty member you're expected to do that on top of an undergraduate teaching load, and to take on Ph.D. students, that's not really being counted as anything. I just wonder how all that's going to balance.

I did see language about that on the strategic plan. I feel like that's -- I mean, I know that in our department it is a massive strain right now. It is the one thing that is going to push us all over the edge if we don't catch some slack somewhere.

DEAN COOK: Well, the answer to that question, at least if Jim were here, I know what his answer to that is. And that would be is that we're trying to look into this point system for workload of which graduate education would be part of that inclusion. It's clearly a part of a much longer discussion about such a point system and how that would be implemented and all of that kind of thing. So he would say we're working toward that and that's our plan for doing so. But recognition that we're all flat out is hopefully --

PROFESSOR RUANE: Is there a time line on that at all? Does anybody know? I've heard about it.

DEAN COOK: I think between the strategic plan and the reorganization, the idea of moving forward on just another thing that would change everything has I think slowed that down a little bit. You can only spin so many plates at the same time.

PROFESSOR TAYLOR: So we have these meetings that are interesting like the graduate retreat. Then from, at least my point of view perhaps and it could be because I'm in a hole, everything goes into a black hole, right. So we had these speak-outs from the graduate retreat, et cetera, and it's unclear what happens after these discussions necessarily.

DEAN COOK: Do we have our power point? I can answer some of those questions for you, but that would move us away from the strategic plan in some sense.

PROFESSOR METCALF: I'm wondering if we can defer that.

DEAN COOK: Yes, we can.

PROFESSOR METCALF: So I think Kim's question was a good one. I think Holly's question is as well. But what I heard Kim saying is, “Interesting strategic plan, but will this get taken seriously at a higher level?” And I speak as a member of the Strategic Planning Committee here. I totally agree with that, but a necessary condition to be taken seriously is for us to put forward a strategic plan that will get folded into the higher level strategic plan. If we don't ask for it, it won't happen. It's necessary, it's not sufficient.

So that's why it really is important to hear whether did we hit the right things about graduate
education in the strategic plan, are there important things that got left out? One of the things I heard in your second comment, Kim, was that we may not have sufficient administrative support for faculty to run graduate programs. I don't know to what extent we need to reflect that in the final version in the strategic plan but I've noted it.

So these are the kinds of comments that, and while I think your question is a great one, Holly, I just don't want to lose the focus on this is the opportunity to make sure we got the right things about graduate education into this plan because it's a necessary condition for it to move forward into the broader planning.

DEAN COOK: Gib makes a good point.

PROFESSOR SCHWARTZBERG: Forgive me if this is a picky point, but I'd be concerned about the consortium and summer school and the limitations it presents for graduate students who need to take courses in other schools at Tufts such as the medical school in the summer. I understand when there's external contracts between Tufts and other universities. When it comes to a barrier for our graduate students in the summer I find that really difficult. I know it's a small point, but it's one that I come across a lot in my advising of graduate students.

DEAN COOK: I think that has to be duly noted. I don't have a strong opinion about this particular thing. Although, this is the second summer school issue that's come up today, so I probably need to educate myself more about all of these requirements.

PROFESSOR HAMMER: I like the inclusion of thinking about graduate students teaching in the mention of the Gift Program, but I'd like to see more, in terms of what's missing or what could have more emphasis. I'm concerned about the plan in general, and in particular with graduate students, that there's not a plan for getting into the graduate students roles as possible future instructors, professors, with scholarly depth.

So the Gift Program is a wonderful program that puts students in connection with experienced professors, but there's not really a scholarly depth to examining what evidence there is for teaching designs and curricular and I could keep going. So I want to suggest tweaking that to adding some kind of systematic four-credit course work that has attention to teaching as scholarship.

PROFESSOR HASSELBLATT: Boris Hasselblatt from Mathematics. I want to pick up on two things, what Gib said and also maybe to what David spoke to. This goes back to what Kim asked about, what is the purpose of this plan, where can we go, how does it relate to T10? Ultimately, this plan I think is to some extent what the dean of the School of Arts & Sciences will rely on to guide travels, fundraising, and the like. So whatever we can think of that involves planning and a cauldron case for something even if it costs money. This is something that we can put in the planning, even better the case is not just cauldron but inspiring, talking about what we can do to take us to the next level.

I am quite sure that anything that we in this room, or we in the Graduate School of Arts & Sciences, can think about of that sort will, in fact, be lined well enough with T10 that this will sell also in the proper context. So what we should think about primarily is what are the things that we do well
that we can take to the next best level? What does it take to do it? In particular, donors like to fund things that are new. That does not mean we cannot get existing things funded, we just have to say something about how that donation would be transformative.

For instance, speaking to the Gift Program, I can well imagine making an outstanding case for the qualities that Gift has, augmented by saying to which level we could take it if were even better funded than it is now, and much better funded. That will be the kind of thing that I can see selling very well and being something that we can put very much into the context of T10. Frankly, that's something I'd love to see, for instance. This is a discrete thing where we can pick out existing strengths or goals where we want to go, and we don't need to worry about ourselves matching it up with a particular paragraph in the T10 document. We just need to enable people to take this plan and make a case for this and inspiring people to transform well by supporting these ideas.

PROFESSOR RUANE: I have the microphone again. Sorry, Holly. Well, I think one of the ideas that I believe was in the strategic plan or I've read it in many documents is along those lines, is the idea that isn't a huge tweak, but is the summer scholar's program where you can attach a graduate student to that as well as an undergraduate and a faculty member. What I like about that plan it's simple. It's a tweak on something we already do really well at the undergraduate level that shows that -- well, this general theme that in all of the meetings I've been to we've tried to communicate that the graduate students actually enhance the undergraduate experience here. That to me is like a really concrete thing that says, “We believe that and we're willing to put our money where our mouth is if you give us the money we'll put it where our mouth is.” That's an example of one of the things I guess Boris is mentioning. But I really like that idea, and I don't just want to see it on paper. I'd actually really love to see that as a -- because I do think that the graduate students are really great with the undergraduates, and our programs, at least in the math department, our program is small enough to where our graduate students know our undergraduate majors. Like I know students that come from -- like I have a graduate student from Michigan who never met, that's an incoming graduate student, that never met a graduate student while they were at Michigan, right. That's how it goes when you're at a huge, big -- I mean, I think selling the fact that we have the same kind of way that we deal with graduate students that we do with undergraduates is a real selling point. I feel like it's not said so clearly. Even though I've said it in meetings, and I've heard other people say it in meetings. Somehow it's not like inspiring on paper or something. I don't know.

DEAN COOK: Well, we've certainly tried in the document to load exactly that kind of idea. If that didn't come through then we need to try to strengthen that, that these two things are reinforcing. In fact, it's one of the things that is unique and special about this university in some ways is that you can have a very prominent undergraduate institution that also has a very strong graduate program where they work closely together, and they're not really independent. It's because of the size and the commitment of the faculty for their kind of personalized mentoring that it takes to do both those things.

PROFESSOR RUANE: Exactly, yes.

DEAN COOK: As for the summer scholar program I shouldn't promise things that I can't deliver, but I'm making every effort to make that happen in the coming summer in some way, shape, or
form. It may be limited, but I want to deliver on that.

PROFESSOR TAYLOR: I have a microphone. Sorry, I didn't introduce myself before. Holly Taylor, Psychology. I think Kim was channeling me. I think it sort of comes out when, you know, Bob you said when you went to advancement you think about your graduate, you had more of a fit to your department, and I would say that's exactly the same. So one question is with the strategic plan, with going to advancement, et cetera, if the graduate education is put in the framework that Kim was talking about, it's not an add-on at Tufts, it is integral to all of the education at Tufts, to the undergraduate education, to the faculty scholarship, et cetera, et cetera. That then we're not just targeting with advancement the graduate education you are going to give to department. You know, these programs like summer scholars that are putting together undergraduates with graduate students with faculty. You know, the idea that they put forward of having real training for graduate students as instructors. You know, that goes beyond what Gift can do because Gift is wonderful but it's small necessarily, right? Only a small number of students each year can participate in that.

I think to some extent all the conversations I have heard have kept graduate education still separate rather than saying we have our own needs, it's true. Undergraduates have their own needs, the medical school has its own needs, et cetera. But instead of saying how can we have funding or have graduate education included in the strategic plan if the language turns around to be, you know, it's all one on the Arts, Science, and Engineering campus, it's all completely integrated with one another, then I think it becomes a different frame of mind in thinking about the strategic plan than thinking about, you know, is graduate education necessarily represented.

So I guess my recommendation would be perhaps that it's not in there strongly enough, you know, that people still talk about this as a separate entity.

PROFESSOR SULLIVAN: I feel as though, Holly, if you were channeling Kim, I feel like you were channeling the committee as a whole because that was really what we were attempting to do. I'll back up a little bit. There will always be tensions at Tufts between the undergraduate liberal arts education and the research piece. I don't want to pretend that they're not there. I don't think we want to paper them over. But on the whole as a committee I really thought that there were benefits to being both. And there were even benefits to having the tension. Ultimately, what we're trying to convey is that the graduate students benefit from having really top undergraduates and vise versa.

So if you're really focused on the undergraduate experience at Tufts there are going to be many more opportunities for an undergraduate at Tufts because of the faculty and because of the grad students. So everywhere we possibly could we tried to say something like that. Then we tried to come up with discrete programs where we could highlight that, and Kim mentioned one which is the summer scholars, which by the way came out of a graduate school meeting when we had a lot of discussion on the strategic plan.

Another idea that came out of a faculty meeting on the graduate school I think was the need for housing, particularly for graduate students, particularly for international students. So we really tried to build on that. So when we talked about facilities and a residential hall, it isn't just we
wanted an undergraduate residential hall, we wanted one for advanced undergraduates and graduate students together to build that type of community.

So everything you're saying, Holly, is very much in the spirit of what we were trying to accomplish. So if you're seeing things that aren't there that could be there or should be there, please let us know, because it's definitely in the spirit of what we were trying to do.

DEAN COOK: One of my biggest concerns was that we were working in that direction that this particular audience might be displeased that the graduate programs are not some separate entity that was recognized on its own, that we had floated it and integrated it too well into the undergraduate theme. And once again, weren't we just not serving our audience well, but I'm glad to see that you like that we did.

PROFESSOR FREUDENREICH: Catherine Freudenreich, Biology Department. I wanted to advocate for something very specific. I like the fact that you advance idea for fellowships for masters and doctoral students. I would like to add awards, more awards for students. What I see, for example, there's a teaching award that we can nominate students for every year, but we don't have very many good mechanisms for rewarding their research. I would like to be able to award paper of the year, mentor of the year, you know, several awards every year within my department. And I'm sure other people would like to be able to do that as well. Engineering has a few of those, and we don't have very many for arts & sciences. I think a benefit to the students it's always a wonderful thing to get an award. They can put it on their CV. It promotes when they go out to get a job or do a post doc. Having something on there that they won best mentor of the year or best paper of the year or best COC of the year is a real plus. This can be done within departments, but I think something at the graduate school level would also be nice if we had some things. Because the fellowships usually just help a few students, those lucky couple students that get those fellowships. Whereas, this could be something that was a merit for more students.

ASSOCIATE DEAN NATHANSON: I just want to say that it's one of the most important things to acknowledge their achievement, but I am puzzled by the fact that we now have a deadline for GSAC and both masters awards and Ph.D. we only got 26 applications. So I don't know, maybe it's too early -- for the research where they are looking for funding. Carol (inaudible) and I supervise the process. We do it twice a year though. I'm surprised. I expected 40 or 50 applications. So maybe we need to encourage them more as a community to apply. The awards are there. Some of them don't apply.

PROFESSOR FREUDENREICH: Those are great awards and I think we should continue to support those awards. But I was also thinking of something more merit based on top of those. So those are more giving funding, which is wonderful. I would like to see that increased if anything, maybe an amount in number. But merit awards would also be something we could add.

PROFESSOR SULLIVAN: Thank you. That's helpful. Just building on what Catherine said, an issue that came up that I think is apropos of this discussion in another forum is the fact that we need more emphasis in the strategic plan on post-doctoral fellows. They were definitely in, I think, our general definition of the community of Arts & Sciences. When we were thinking about the school generally as researchers they're definitely there, but I think some constructive feedback
that we got was that we should do more in terms of mentoring that population as well.

PROFESSOR NATHANS: I didn't get a chance to re-read this right before the meeting, so I apologize if this is in here, and I'm just forgetting. But I'm wondering if we have the information that would allow us to speak about our graduate programs, not as a really attractive loss leader for the university, if that makes sense. Because the way in which graduate programs are often framed is they cost universities tremendous amounts of money and they require tremendous resources. Do we have the information that allows us to say, “Look what they generate?” Beyond attracting really seller faculty and things like that, but the other positive concrete things that they generated. So that's just a question about re-framing rhetoric in a way that maybe makes it clear that we're not trying to ride these programs on the backs of undergraduates, which I know can be the perception sometimes for the graduate education.

DEAN COOK: We can certainly make that argument. It's a complex argument, but there's certainly the case that the Graduate School pulls its own weight in a lot of ways. We're developing language to talk about that.

PROFESSOR NATHANS: Okay, thank you.

PROFESSOR MIRKIN: Sergei Mirkin, Biology. So first let me say I realize that this document that you guys put forward is wonderful, and it has emphasis on graduate education, international graduate students, and housing. This is all great. So I had two more comments to make.

Graduate students that supervise undergraduates in their research. Right now there's a mechanism of support of our graduate students who are provided with TAships but not RAships. The RAs are all paid by other faculty from grants. It comes to the point if you're supervising three to four undergraduate students and the faculty alone subsidizes this. Maybe we should have at least some of those RAships funded. Some like to supervise undergraduates and some don't. There's a special term for that. But if you want to do it, you know, then you should be encouraged to do it. Right now if you're supervising undergraduates you have zero credit for it.

The second issue about post docs (inaudible) since the most recent Boston Globe story came out, a couple of days ago. I don't know if you guys read it. It's about a tragic situation with the post docs. The numbers are horrible. So those with six years of Ph.D. training and then six years more as a post-doctoral training. They still can't get a faculty position. (Inaudible) when a post doc student is getting his first independent grant. He's almost 41 years old. This is very, very real. If you do read this paper, I recommend it. So the issue becomes (inaudible) but honestly, why would a person go and do post doc if after they can't get a faculty position. A very unique thing for Tufts is that we can provide them those opportunities to teach. We should beef up the resume in terms of the subsequent career in say liberal arts colleges. Interestingly enough, the only problem exists in the medical school (inaudible). We need such a program in arts & sciences. It would be really fantastic. (Inaudible)....which are participators is very popular because it opens up (inaudible) for subsequent career. We have to think about it because I personally start to feel very uncomfortable recruiting post docs to my lab because in all honesty they might not find independent jobs after their tenure in my lab and that bothers me immensely. So I think as an institution we should think about it.
PROFESSOR RUANE: I have the microphone again. I just thought of two ideas while he was talking that I thought were interesting that I hadn't thought about till I was listening to what you said. An interesting idea would be specifically to have, I mean not that I say it out loud it might not sound so good, but I know that our graduate students, for example, will probably be better at directing undergraduate research projects and a lot of our faculty, and it would be really interesting if we could fund a graduate student on a Tufts RA to direct undergraduate research projects. I mean, they could apply for it, there could be a panel that looked at quality, there could be a faculty mentor. But I think that would be an interesting, something that perhaps even somebody on the Board of Trustees or the fundraisers would actually find interesting. It's a direct way of saying we like this kind of interaction. That would be a special position for a graduate student to have that within a department or more than one, but it would directly involved undergraduate research in a way that I know our graduate students would be really, really good at.

When you were saying that, I thought that's a really, really good idea. You might not have said those words but that's what I heard.

The other one is what I've noticed in mathematics, and I don't know if this is true across the board, but some of our recent Ph.D.'s have faced the post doc job market, you know, ready to cry, and we have nine Ph.D. students going out this year alone, which is going to be crazy. But for instance, one of them got something called a teaching post doc. So she's connected to a research group. She's since moved on to another job. But it was a higher teaching level than normal post doc, but all along her long-term goal was more in the line of getting a teaching position than it was -- she didn't want to be the research one. And she got this really perfect post doc for her where she was expected to write up more papers from her thesis, do her research. It wasn't a ridiculous teaching load, but they gave her serious teaching responsibility that she could put on her CV when she left, and she just now came back to Boston, I'm talking of Ellen, and got a really great job at BC. The title of it I have never heard. It's a tenure track position but it's something -- I can't remember the name of it, but it's essentially for her scholarly teaching, which is kind of what David was talking about, but it's a really unique position. I believe it's the first one they've ever hired at BC. But I do think that thinking more creatively about the post-doctoral positions I think could make us a little bit more unique. Our post docs have gotten excellent jobs coming out of Tufts Math Department. I don't know why. Part of it is we've given them a lot of teaching opportunity. I'm guessing that that's part of it. But I think that that's a really good point that probably hasn't been harped on enough. I'm never going to take the microphone again.

PROFESSOR BEDELL: I have the microphone. Gary Bedell from Occupational Therapy. I just had a question in terms of the strategic plan. One of the things I'm having difficulty finding is anything about infrastructure and systems. Does that go in this strategic plan? It was in the T10 plan, but I'm having difficulty finding information around sort of communications, infrastructure, how we plan some of the things that we're talking about in this meeting. I just had a question about that. That was difficult for me to find when I looked in this strategic plan.

PROFESSOR METCALF: So we actually talk a lot about infrastructure, both infrastructure in the form of buildings, spaces. We also talk about infrastructure in the form of computer programs and computer architectures for engaging with students Trunk, iSIS, these sorts of things. I think
there was a general view that there was a lot of scope for improvement on all these fronts.

I think one of the feedback we got at one of the early meetings was that we began to conflate physical building infrastructure with sort of broader kinds of infrastructure and that we need to work on that a little bit in the final draft. But it's clearly an important part.

PROFESSOR HAMMER: David Hammer in Education. I didn't introduce myself earlier and Kim's made me feel like I can speak more than once. I just want to come back and highlight how many different threads of conversation point in the direction of more demanding scholarly attention to graduate students becoming instructors of undergraduates as research advisors, as teachers in discussion sections, as teachers of courses, and making that something that has scholarly depth to it. With reading and assignments and you collect evidence and you bring back the evidence and you study the evidence together about what's happening in your courses. Not just, again, I think Gift is great, but that's not what's happening in Gift. So that's one way to step up. Another connection I'd like to make came up in the faculty meeting last week when with the great concern over making public teaching evaluations to students because everybody knows just how terrible teaching evaluations are as reflections of the quality of teaching that we don't want them to go out to the students. It was a theme of the discussion. Jim Glaser or Roger or somebody stood up and said if they're so bad why are we using them for promotion. The theme of the discussion was we should be looking for better ways to think about the effectiveness of teaching. That too ties back to having more scholarly attention to teaching and how we decide is the course accomplishing what we would like it to accomplish. If we created a graduate program, not a program, a system of courses with attention, it could help the university in that way.

DEAN COOK: We're almost to the end. Any last comments? Kim? Well, I think if we've done that, I'll have to save my presentation for later. Holly, we're doing lots of things that are going to manifestly improve the graduate program and some of them you're experiencing already, soon you'll experience more. I'd be happy to share those with you. So thank you very much. Do I have a motion to adjourn? We're adjourned.

MEETING ADJOURNED

Respectfully Submitted,

Jillian Dubman
Secretary of the Faculty for Arts, Sciences & Engineering
To think strategically about the future of the School of Arts and Sciences represents a significant challenge and a heavy responsibility. As the country and the world are involved in discussions about the nature, value, and prospects of higher education, and as Tufts University is considering its identity, structure, and the relationship of its constituent schools, that challenge is even greater. We, therefore, begin our report with a statement of the principles underlying the vision for the School of Arts and Sciences – principles that serve as the bedrock on which our strategic planning rests.

The most basic is also the simplest: Arts and Sciences consists of faculty, students, and staff who collectively work to preserve, develop, and refine our ways of thinking, knowing, and doing. The school exists to support those endeavors through practices that respect the educational enterprise and the legitimate stake in it variously held by faculty, students, and staff. Tufts is rightly proud of its long history of shared governance rooted in an awareness that decisions affecting such wide-ranging issues as admissions, student life, and co-curricular activities neither can nor should be separated from the academic mission of the school. Insofar as they affect Arts and Sciences, we believe that these areas should come under its purview.

In planning for the future we maintain our belief that the school must preserve what is most valuable from the past. The core value we affirm is a respect for community and for treating all members of the Arts and Sciences community—faculty, students, and staff alike—as persons who must have a genuine voice in the decisions that affect them. This report follows months of conversations with representatives from across the school, and we firmly believe that in this it reflects how the school—and the university—must continue to operate: with transparency, open and efficacious conversation, and a recognition that decision-making processes that fail to respect our tradition of shared governance not only do a disservice to the institution but also threaten its future. We look upon this report as an opportunity to reaffirm that tradition and thereby strengthen the foundation of this essential part of Tufts.

Introduction

The School of Arts and Sciences at Tufts University is a community of teachers, students, researchers, artists, scholars, practitioners, and staff members devoted to excellence in the discovery, preservation, dissemination, creation, and application of knowledge, ideas, and works of art. It is pleased to be supported in its mission by approximately sixty thousand alumni.

Fundamental to the identity of Arts and Sciences is its ability to pursue, in ways both dynamic and complementary, a two-fold commitment: to the education of undergraduate students in the liberal arts and to an intensive research environment that includes graduate students and post-doctoral fellows in professional and academic programs. This combination of education and research allows both undergraduate and graduate students to extend the frontiers of intellectual discovery and to enlarge their capacity for artistic creation. The school itself rests on the fundamental belief that undergraduate education and the training of graduate and professional students work in concert to produce graduates at all levels whose commitment to and participation in the creation of knowledge and art fosters the
qualities and characteristics necessary for professional and personal success. Among those qualities and characteristics are: creative and critical thinking; resilience, persistence, and adaptability; independence and the ability to work with others; effective communication skills; insight into the diversity of human experience and the various perspectives from which problems can be approached; a passionate investment in a particular field; and a driving intellectual curiosity.

The School of Arts and Sciences is justifiably proud of its members who embody Tufts’ signature commitment to engaged citizenship by undertaking to have a positive impact on their communities, however understood, and who endeavor to solve the most pressing societal problems through collective or individual action, whether that action be political, scientific, organizational, pedagogical, humanitarian, or artistic.

The School of Arts and Sciences takes equal pride, with equal justification, in its members pursuing knowledge for the sake of knowledge itself. Discoveries or intellectual advances may bear fruit in unexpected ways and both the pursuit and transmission of knowledge and artistic creation encapsulate something important about the university as simultaneously the archive and incubator of human resourcefulness.

The School of Arts and Sciences, therefore, embraces these various roles in society as both its responsibility and its privilege. This document is intended to review the state of the school and to lay out its animating vision.

The authors are intensely aware of the many challenges that face higher education and intend to make the case for enhancing our already vibrant intellectual community, both in Medford and beyond, at a moment when brick and mortar institutions are widely said to be under threat on a variety of fronts: from distance learning, changing economic models, shifting demographics among college-age students, and an increasing focus on vocational preparation in place of education in the liberal arts.

This document makes the case for a liberal arts education in which the arts and humanities figure as prominently as the sciences and social sciences. It articulates the continuing importance for our students of the broadest cultural formation at a moment when commentators on higher education say that the humanities are in crisis and when many see education as a way to a job instead of as a preparation for life. It insists that the goal of the academy is to shape future citizens of the world, not merely future employees. It is this approach to education that makes Arts and Sciences graduates so successful in their professions and so much in demand by employers.¹ They have learned how to think, to innovate, to imagine, to evaluate, and to produce.

¹ A report released in January 2014 from the American Association of Colleges and Universities found that students who had received a liberal arts education ultimately had more professional success and higher earnings than those who received professional degrees as undergraduates. See http://www.aacu.org/press_room/press_releases/2014/liberalartsreport.cfm. For a trenchant response to this report that welcomes its findings but also argues that the value of such an education cannot be adequately measured merely in economic terms, see Scott Samuelson, “Would You Hire Socrates?,” Wall Street Journal, 29 March 2014, A11.
Our fundamental enterprise is to create a diverse, stimulating, and inclusive intellectual community that not only furnishes its graduates with the knowledge and skills required to become leaders in their fields but also equips them to pursue a lifetime of learning and creativity.

Prior Strategic Planning Exercises

This strategic planning exercise should be understood as building upon previous planning efforts. These earlier endeavors have made a difference. The Task Force on the Undergraduate Experience articulated a vision of the ideal Tufts education, one that was important to our accreditors as they sought evidence of purposeful academic planning and assessment. The task force also led to many improvements on campus, including a new system for advising that enhanced “continuity of care,” a new library café, the summer scholars program, a fund for unpaid internships in public service and government, a major lecture series of intellectual figures, and a much improved commencement, among other things (see Task Force on the Undergraduate Experience 2003; final report on implementation, 2009).

Similarly, the last strategic planning exercise of Arts and Sciences in 2005 laid out a vision for significant growth. Major accomplishments of the last strategic plan include: the humanities center, a vibrant mentoring program for junior faculty, regular external reviews across all departments in the school, a thorough review of interdisciplinary programs, health insurance for graduate students, and a publication fund for faculty. The plan’s ambitious goal of the expansion of full-time faculty by sixty additional lines, as a way to support our aspirations to offer a fine liberal education embedded in a larger research institution, has been met. Not everything envisioned by that committee has come to be, but there have been a striking number of successes.

Accordingly, we hope that this strategic plan, developed under the aegis of the University’s T10 Strategic Plan, will guide the school as effectively as these two prior exercises.

Themes and Proposals

We intend this strategic plan to serve as a blueprint for the future of Arts and Sciences. The planning process was conducted by faculty and student representatives together with representatives of the school’s administration. It has been informed by a wide-ranging gathering of information, the sharing of nascent ideas with the community, and feedback on those ideas from the community. Implementation of the plan does not just belong to the administration, but to the entire community of Arts and Sciences. While there are many modest and tangible recommendations in these pages, there are some grander ideas and themes that follow in our discussion of three themes: community and climate; academics, curriculum, and pedagogy; and research and scholarship. We summarize them here so that they will inform a reading of this document.

First, it is clear to us that the thrust of new resource allocations in upcoming years should be toward the improvement of facilities. During President Bacow’s administration the major investments of the university were in students, staff, and faculty. Tufts has greatly benefited from the approach that was taken at that time. Notably, in Arts and Sciences, we added sixty full-time lines to our faculty. We would not want to see retrenchment from these gains in faculty, but we recognize that we cannot do
everything all at once. The next major gains should be in infrastructure—the building of new spaces to accommodate our ambitions as well as repurposing and renovating older structures to meet the demands of a contemporary university.

Second, it is essential that we continue to invest in our students. As the cost of a college education climbs, our values demand that we continually strive to serve a broader swath of society. The key to meeting this goal is providing financial support to undergraduates and graduate students. Many universities have abandoned the idea of “full need” undergraduate financial aid policies. We have not, and should not, do the same even though our approach is costly to maintain. Fortunately, financial aid resonates with many of our alumni. We not only wish to articulate its importance to maintaining our identity as a school but also to partner with the university in its advancement effort on behalf of building additional resources.

Third, improving graduate programs should be among the highest priorities of the school. To this point, the undergraduate program has been the centerpiece of the academic reputation of Arts and Sciences. Our undergraduate student body is filled with enormous talent and our faculty members clearly appreciate the challenge and excitement of teaching very strong undergraduates. Our graduate programs are less selective and of uneven quality. Arts and Sciences needs to focus more resources on graduate student aid and programming so that Tufts can compete with other major research institutions for the best talent. It is clear that improving the graduate programs is central to the research mission of the school, but we also encourage the community to ensure that graduate education continues to complement the commitment of Arts and Sciences to outstanding undergraduate education.

Community and Climate

“Education is all a matter of Building Bridges.” Ralph Ellison

An Intellectual Community

First and foremost, Arts and Sciences is an intellectual community in which all of its members—faculty, staff, and students alike—pursue the life of the mind. The intellectual community we strive to embody both produces and is supported by a campus climate that is inclusive and endeavors to support all of its members in exploring new undertakings, assuming new responsibilities and challenges, and expanding the range of their competencies. Enhancements of the intellectual community on campus should, whenever possible, take advantage of Tufts’ identity both as an elite institution for undergraduate students pursuing a liberal arts education and as a rigorous graduate school that houses both academic and professional programs.

The health and success of our intellectual community are built upon the dedication and tireless efforts of the school’s outstanding staff. That support depends on close knowledge of the specific needs, practices, and priorities of the people and units being served. Even as we seek greater efficiency, it is essential that staff be treated as valued and respected colleagues and that we not lose the benefits of close and long-term professional relationships between staff members and the faculty, students, and administrators who rely on them.
Composition of the Community and Climate

The intellectual community of Arts and Sciences must be as diverse as possible in order to maximize the experience that Tufts can offer its members. The President’s Council on Diversity has recently completed a large-scale, in-depth study of the many dimensions of diversity at Tufts. We support the council’s various findings and recommendations as they relate to faculty, staff, and students. As a general principle, we believe that diversity should characterize all parts of the student body and not be confined to discrete pockets (e.g., undergraduate rather than graduate programs, social sciences or humanities rather than science departments).

Because more than two-thirds of each undergraduate applicant pool applies for need-based aid, continued excellence in undergraduate quality demands expanded endowment resources for need-based financial aid. We are proud to highlight Tufts’ status as one of a diminishing number of institutions that meets the full, demonstrated need of each student we accept and enroll—a resource-intensive commitment we honor for four years—and we call for a reconfirmation of that commitment to access for students from all socioeconomic backgrounds and the dedication of additional resources to sustain our policy on need-blind aid. **We support an expansion of the percentage of need-based grant recipients to at least 40 percent of each first-year class.** To accomplish this, a concurrent commitment to maintain at least 10 percent of each class from first-generation college-bound backgrounds will require at least $400 million in additional endowment resources.

A healthy campus climate requires that we be ever mindful of who we are and who we wish to be. Given projected changes in the demographics of the northeastern United States, **we recommend the creation of a task force in which faculty and administrators in Arts and Sciences work in concert with central administration to examine the size and composition of the undergraduate and graduate student bodies, to assess the global and socioeconomic diversity of the campus, and to forge a plan for the future demographic make-up of our student body.** In short, the task force should ask “Where do we want to recruit, whom do we want to teach, and whom do we want to enroll?” There is a clear opportunity for Arts and Sciences to enhance its visibility in the fast-growing markets of the West Coast, Southwest, Asia and Latin America. In attracting these prospective students to our undergraduate and graduate programs, Tufts has an opportunity to develop ties to new populations of students who will expand and enhance the intellectual and social atmosphere on campus. In so doing, there is an opportunity both to enhance campus climate by showcasing perspectives drawn from around the globe and to continue to reinforce our international signature. (See Academics, Curriculum, and Pedagogy.) **The creation of a discrete endowment to support need-based aid for foreign citizens—undergraduates as well as graduate students—will support this objective.**

Bringing students from diverse backgrounds to campus is not enough; we must also help to ensure that all students thrive as participants in the intellectual life of the community once they arrive. To that end, we regard the creation of the Bridge to Liberal Arts Success at Tufts (BLAST) as an important and positive initiative. **We call for it to be sustained through continued funding so it can provide support to incoming undergraduates who are the first in their families to attend college or who attended under-resourced high schools. In addition, we propose that a multi-year assessment of the program**
be implemented to gauge its efficacy in helping these students achieve academic success and to provide data for a subsequent review of the program that would consider ways of enhancing it. (See Academics, Curriculum, and Pedagogy for additional proposals in this area.)

Our graduate student population is less diverse than our undergraduate population. The expanded outreach and recruitment efforts for graduate students, including the development of an enhanced web presence for the Graduate School of Arts and Sciences and the creation of an Office of Graduate Admissions, will no doubt help to address this challenge. In addition to the general increase in graduate student support recommended elsewhere in this document, we call for increased financial resources necessary to increase merit and need-based grant aid to recruit a diverse graduate student population. (For additional discussion and proposals, see Scholarship and Research below.)

Tufts must maintain and improve its web-based infrastructure for recruitment as well as for student services at the undergraduate and the graduate levels. We need to continue to develop the digital presence of Arts and Sciences in various on-line and social media channels. An ability to convey to an international audience the achievements of our students and faculty and the myriad opportunities that this institution provides is now an essential element in recruiting students and faculty alike. Those same outlets can serve to keep the community informed about and engaged in the institution. Thus, attention to and investment in our digital footprint can enhance the campus climate by opening channels of communication among faculty, students, alumni, parents, and prospective students.

A Residential Community

For its undergraduate students in their first and second years in particular, the Medford campus is also a residential community, where they sleep, dine, receive medical attention and counseling, socialize, and participate in over 200 student organizations. When students from different backgrounds live together in a residence hall, they have numerous opportunities to interact as thinkers, whether that interaction occurs as a result of a sponsored talk, a social event, or a chance conversation. The distinctions between the social and the academic dissolve in ways that promote a sense of a community. The co-curricular activities and organizations teach students important life skills as they not only participate, but also found, organize, promote, and lead them. We should embrace the learning that goes on in these activities and redouble our efforts to bring the learning that goes on in the classrooms, laboratories, and practice spaces into the broader campus community (an express objective of the Task Force on the Undergraduate Experience). Finding ways to integrate curricular and co-curricular activities at Tufts more successfully should be a priority over the next decade. We strongly believe that matters related to admissions, residential experience, co-curricular engagement, and student life are intimately bound up with the academic development of students in Arts and Sciences.

The development of a strong undergraduate community at Tufts is hampered by the fact that approximately 48 percent of juniors study off campus for one or both semesters, and that, when they return as seniors, fewer than 20 percent live in campus housing. For many undergraduates, their involvement in campus life ends with their sophomore year. In addition, there are significant challenges
in drawing the graduate students, who are housed off-campus and who currently find their intellectual life largely in their distinct departments and programs, into the life of the campus.

We propose a new residence hall that will be designed for both advanced undergraduate and graduate students. Such a residence hall would address the needs facing both populations, but its most compelling case, we believe, rests on the type of intellectual community it could help the school to build.

International graduate students in particular would benefit from a residence in which they could live for one academic year before they navigate the rental market in a new country. Moreover, the difficulties of navigating the private rental market in the area surrounding the campus for all students will become more acute when the new MBTA stop becomes a reality. We anticipate that the area around this new commuter hub will become more attractive, increasing the value of the property and driving up rent.

This new residence hall will bring a larger percentage of the senior class back to campus, incorporate some graduate students into the residential population, and allow both groups to benefit from the presence of the other. In this way, Arts and Sciences would be making a powerful statement that graduate students are an essential part of campus life.

Additional Spaces on Campus

Individuals with disabilities are valued members of our community and we wish to make the campus environment as accessible as possible to all. We support the employment of Universal Design concepts throughout the campus as the university continues to improve accessibility for all.

There is a dearth of appealing spaces on campus in which students, faculty, and staff can congregate for conversation. Moreover, since the closure of the faculty dining hall in the Chase Center, the faculty has had fewer opportunities to interact outside individual departments and programs. This seriously impedes the establishment of a vibrant intellectual community. We propose that all new buildings and major renovations offer gathering spaces and lounges as well as options for food and drink.

Undergraduate and graduate leaders have been pursuing the possibility of a pub on campus, which would serve undergraduate and graduate students who are 21 and older, as well as staff and faculty. Students who support its construction note that a pub would address the lack of a campus community for seniors who live off campus. They also note that it would attract graduate students onto campus in the evenings and provide a place for students, faculty, and staff from all three schools—Engineering, Fletcher, and Arts and Sciences—on the Medford campus to interact. This approach is fully compatible with our intention to promote a more vital campus community.

We recommend that Arts and Sciences work with operations and campus planning to initiate a phased refurbishing of the current spaces on campus with a view toward creating more attractive and welcoming spaces in academic, residential, and athletic buildings. As the central administration renovates and remodeled, the administration of Arts and Sciences as well as appropriate faculty
committees should be consulted to ensure that the new spaces are appropriate for their occupants and as user friendly as possible.

The Community beyond the Campus

We understand that one aspect of Tufts’ appeal is its location near Boston. We support efforts to make the cultural life of Boston available to all students. (See the Boston drop-down menu on TuftsLife.com for Cultural Ticket to Boston). We also support the student government’s effort to discount MBTA transportation to all undergraduate and graduate students.

We recognize that faculty, students, and staff have active commitments to other communities outside of Tufts. Helping employees and students navigate challenges related to work-life balance is an important piece of recruiting and retaining top faculty, staff, and graduate students. We applaud the progress that has been made on these issues and support the continuing work of the AS&E Committee on Faculty Work/Life.

As one of the goals of Tufts is to create life-long learners, we recommend that the school redouble its efforts to keep track of alumni and to keep them engaged in and informed about the intellectual life of Tufts. Alumni, both from the undergraduate and graduate programs in Arts and Sciences, should be inspired, based on their shared educational experiences, to serve, to donate, and to mentor. This sense of appreciation and commitment to the long-term excellence of this institution should be cultivated in our current students—that is, in our future alumni.

Postscript

As our discussion and our recommendations in this section illustrate, we regard admissions, financial aid, student life, and student affairs to be of collective concern to the school—to its faculty and its administrators alike. Throughout this project, the strategic planning group has taken on questions of who our students are, where they come from, how they can best contribute to the community, and how their experience in the classroom dovetails with their experience outside the classroom. These are all questions that must be answered within the school. There are benefits to be gained from a university-wide perspective and officials from the various schools should have opportunities to share best practices. Arts and Sciences, however, is the only school delivering a residential liberal arts undergraduate education, and we have distinct answers to our distinct questions. We hope that the provost’s recent initiative to reorganize Arts, Sciences, and Engineering will take our strong collective opinion into consideration.

Research and Scholarship

“The challenge for Tufts over the next decades will be to balance the values of outstanding teaching, the values that got us part of the way to where we are, with those of significant research, which got us the rest of the way.” — Sol Gittleman

Topic for Discussion: What aspects of student services, admissions, and athletics must remain under school-level control, and what aspects could benefit from more centralized oversight?
The School of Arts and Sciences regards research and scholarship carried out by faculty, undergraduate and graduate students, postdoctoral fellows, and visiting scholars, artists, and experts in their fields, as central to its multiple missions of transformative education, the pursuit of knowledge, and engaged citizenship. Over the past ten years Tufts has substantially enhanced its research profile through the addition of outstanding faculty members and increased resources, including the establishment of individual faculty research accounts, improved administrative support for sponsored research, and the Summer Scholars program. During the next decade we need to consolidate these gains; this will mean, among other things, securing reliable funding for existing programs, increasing the number of endowed chairs across departments, and enhancing the school’s infrastructure to support a world-renowned research environment. In addition to these efforts at consolidation, we also must make strategic investments and decisions to reinforce areas in need of support and respond wisely to an evolving intellectual environment.

**Enriching the Research Environment**

In many fields excellence in research and in graduate education are inextricably linked. Graduate education is an area in which relatively modest resources can leverage much larger improvements in scholarship and, in some fields, competitiveness for external funding, both by attracting a stronger pool of students and by providing them with the support they need to be successful and productive researchers. **Areas of priority include:** fellowships for summer support of graduate students; one year of guaranteed research support for all doctoral students; named fellowships for a range of purposes, including masters as well as doctoral students; and improved career development and placement services for graduate students and postdocs, for both academic and nonacademic careers.

Strengthening the graduate programs in Arts and Sciences also contributes to a stronger and richer undergraduate research experience. In many disciplines research programs are built on a three-legged stool with faculty, graduate students, and undergraduates each serving to support and reinforce one another. Undergraduates work as lab assistants or as research assistants to graduate students on their doctoral dissertations; graduate students serve as teaching assistants in undergraduate classes; and both groups of students interact at lectures and departmental events that enrich the intellectual community on campus. Done well, graduate and undergraduate education complement rather than compete with each other. **Tufts should take the opportunity to invest in graduate education in a way that enhances the education of all students in Arts and Sciences.** Arts and Sciences and Engineering should expand the Summer Scholars program to include teams comprising both graduate and undergraduate researchers, and provision should be made to allow the participation of graduate students on senior honors thesis committees for departments where this is appropriate.

Researchers engaged in externally sponsored projects need to be supported by an effective infrastructure of pre- and post-award administration with a mission of facilitating the research enterprise at Tufts while ensuring compliance with the growing body of complex rules and regulations. In recent years that support structure has lagged behind the evolving needs of researchers in Arts and Sciences, leading to inefficiency, missed opportunities, frustration, and risk of penalties. **We welcome recent steps to improve research administration in Arts and Sciences, but continued effort and**
investment are needed to ensure that all faculty members who have or seek external funding are fully supported throughout the process.

The science facilities on the Medford campus have been outdated for quite some time. The new building at 574 Boston Avenue and the new Science and Engineering Center are exciting projects that we hope will address our needs for modern, highly functioning, environmentally sound research and teaching space for decades to come. Of course, the planning of these buildings should balance the needs of the faculty who will populate these buildings with the desire for efficient, flexible space.

Lastly, we note that modern research takes place within a global community of scholars. Just as Tufts benefits greatly from its reputation as a national and international school at the undergraduate level, the school’s intellectual climate, research enterprise, and reputation are enhanced when established researchers as well as those in training come to Tufts either for short visits or for longer-term study and collaboration. The lack of housing poses a major obstacle to realizing such exchanges, especially for international students and visitors. Within the larger context of expanding and improving housing options on and near campus, we recommend that opportunities be sought to provide suitable space for both short-term (a few days to a few weeks) and longer-term (a semester or more) housing for this important population. A guesthouse on campus, perhaps in a wood-frame building, also might allow us to accommodate job candidates and other campus visitors, saving significant funds that Arts and Sciences as well as the School of Engineering are presently spending on hotels.

Keeping the Universe in University

Both within and outside the walls of Tufts there has been a strong and welcome emphasis on research and education in the STEM fields (Science, Technology, Engineering, and Mathematics) and a valuable effort to increase the diversity of the students prepared to explore them. Sometimes, however, this emphasis has been accompanied by a tendency to question the value of the arts and humanities and to discourage students from majoring in these allegedly “impractical” fields.

We strongly reject this way of conceiving the university in the 21st century. A core belief underlying this Strategic Plan is the important role that a liberal arts education plays both at Tufts and in the wider world. To that end we reaffirm the mission of Arts and Sciences to cultivate excellence in education, research, scholarship, and artistic creativity across the fields of human intellectual inquiry, encompassing the arts, humanities, social sciences, natural sciences and mathematics. In our efforts to enhance research and scholarship in the coming years, we must ensure that all of these areas of inquiry are supported. We call upon our leadership, particularly the president, to advocate forcefully for the value of the liberal arts to our students and to society.

Since the last strategic plan we have seen the development of much-needed facilities for the sciences as well as the renovation of Packard Hall; the institution of semester leaves for longer-term associate professors in the social sciences, humanities and arts; and the creation of the Center for the Humanities at Tufts (CHAT), among other initiatives. Ensuring the continued success of CHAT through

Topic for Discussion:
In planning campus development, is it desirable to try to locate related departments and programs in proximity (e.g., an “arts corridor” along Talbot Ave., an “international cluster” near Packard Ave.)?
a dedicated endowment should be a priority in the coming years. We also need to continue to invest in the human resources of our faculty. Allocating funds to top off prestigious but often underfunded external fellowships is one important way to promote success in the humanities and social sciences. Given our commitment to the teacher-scholar model for tenure-stream faculty, it is also critical to develop flexible mechanisms for balancing the demands of research, teaching, and service. We endorse the study of a workload policy that takes into account important and time-consuming activities such as directing theses and dissertations, serving in leadership roles, and teaching courses with large enrollments.

Facilities improvements for the social sciences, humanities, and arts are long overdue. We look forward to the renovation of Eaton Hall, the repurposing of Barnum Hall, and the development of new studio art space. It is important that planning for them be done well, as these spaces and buildings have the potential to offer office space for our overcrowded departments and interdisciplinary programs, new classrooms, and much needed multi-purpose spaces for conferences, meetings, and admissions programming.

Strategic Planning in an Evolving Intellectual Landscape

Every university must be able to adapt to a changing environment of ideas, student interests, resources, and societal needs and demands, while remaining true to its central values and mission. Over time, fields of inquiry wax and wane in priority and new fields emerge. In many cases new and exciting interdisciplinary intellectual arenas arise at the interfaces between traditional fields, and Arts and Sciences must be nimble enough to nurture scholarship and education in those areas. Interdisciplinarity, however, is one means to the goal of excellence, not an end in itself.

Those developments are most easily managed during periods of growth, and the changes in Tufts’ intellectual profile over the past decade have been facilitated by the addition of some sixty full-time faculty lines, roughly two-thirds of them tenure track. Even as resource constraints dictate that over the next ten years we can anticipate little or no growth in overall faculty numbers, we must not relinquish the hard-won gains of the last decade. With approximately one-third of the tenured and tenure-track faculty over the age of 60, however, anticipated retirements offer the opportunity to evolve in response to changes in intellectual and educational priorities. That evolution should be guided by the regular reviews of departments and programs initiated as a result of the last strategic plan. Future reviews should include an explicit ten-year outlook including both opportunities for and consequences of growth and contraction in particular areas as well as potential synergies with other fields. We also need to continue the ongoing conversation about modes of hiring for faculty who do not fit into traditional academic categories, such as artists and practitioners and those with degrees or scholarship in interdisciplinary fields. This could include expanded use of the title “Professor of the Practice” and other titles and positions that may need to be developed.

Academics, Curriculum, and Pedagogy

“The object of education is to prepare the young to educate themselves throughout their lives.” Robert Maynard Hutchins
The School of Arts and Sciences is proud of the education it provides to its students. Our national and international reputation, strong and ever-improving applicant pool, high retention and graduation rates, and impressive measures of student satisfaction all support that pride. Rather than a balance between teaching and scholarship, we seek an integration in which faculty scholarship enriches the student experience by offering opportunities for intellectual transformation in the classroom and beyond (for example, by encouraging students to participate in faculty research or engaging in their own). Over the next ten years our academic programs will need to evolve to maintain our tradition of leadership and excellence in the face of several important trends: 1) changes in the composition, preparation, needs, and interests of our student population; 2) the impact of modern technology on citizenship, culture, and scholarship; 3) the rise and influence of cultures outside of western traditions; and 4) the growing body of research on effective pedagogy.

Faculty members own the curriculum both by right and by virtue of faculty composition and interest. We must review and modify our curricular offerings and requirements and invest in the human and physical resources to offer our students the transformative intellectual experiences that make a Tufts education extraordinary. It is critical that we provide a modern interpretation of what it means to have a liberal arts and science education. This requires a continuous evaluation of our curriculum that recognizes and anticipates the challenges presented by the emergence of new academic fields and transformations in the basic nature of society. As just one example, computers and technology have revolutionized and transformed the world and the academic pursuit of knowledge. Technological literacy across all fields of inquiry will be a requirement in the future. One challenge to the faculty is to respond with initiatives that advance our curriculum and our scholarship within this digital context. We need to prepare our students to be sophisticated digital citizens.

It is also important to recognize that curricular changes are driven in part by student demand and interest. Between a constantly evolving faculty and changing student interests, our curriculum will change and we can expect new majors, minors, graduate degrees, and certificates to be offered as new areas of inquiry develop. We also need to recognize that we cannot be everything to everyone. Within the framework of maintaining a world-class program offering a full experience of the liberal arts and sciences, we may need to prioritize certain areas of faculty strength in response to changes in the intellectual landscape. As the world changes, so should our curriculum.

Commitment to Improved Teaching and Learning Infrastructure

A university of Tufts' caliber requires an absolutely first-class digital infrastructure that flexibly and seamlessly works with the different hardware platforms that faculty, students, and staff commonly use. By infrastructure we mean not only the learning and teaching spaces in the school—the classrooms, teaching laboratories, library spaces, and Academic Resource Center—but also the support systems that allow the faculty to teach and advise students more effectively. While our lecture halls and teaching laboratories have improved since the last strategic plan, classrooms designed to encourage more effective faculty-student and student-student interactions are still not the norm. As old buildings are refurbished and new buildings are planned and constructed, we encourage the continued updating of our teaching spaces with the most advanced technology and with the flexibility to accommodate a
range of approaches to teaching and learning. Our concern with accessibility makes this updating all the more imperative. Classrooms should have sound systems that provide equal distribution and clarity within the classroom space as well as assistive technology (such as SMART boards and similar real-time platforms) that allow students with low-vision access to presentation materials without the need for special arrangements.

Infrastructure also includes software such as our learning management system (TRUNK), student information system (iSIS), and new on-line student evaluation process. The entire community of Arts and Sciences has high expectations in this domain. We encourage continued efforts to improve and update these teaching, learning, administrative, and advising systems so that they are efficient, easy-to-use, interconnected and ADA-compliant.

Finally, Tisch Library is an important intellectual center on the Medford campus. As we move towards a digitized society, a newly envisioned library that reflects both the increasingly collaborative nature of student learning activities as well as the exponential growth of information in digital form will be critical to achieving our scholarly and educational goals. Library staff and administrators in Arts and Sciences are considering how the library space can be revitalized to enhance education and research. **To translate an emerging vision of a twenty-first century university library into a reality will require financial resources that should be an important element of the upcoming capital campaign.**

**Examining Undergraduate Requirements**

The foundation and distribution requirements for the undergraduate degrees in Arts and Sciences should reflect the values and priorities of the school and its faculty. Our present requirements require students to master certain skills, such as writing and a foreign language that are critical to any well-educated person. They further require students to encounter an array of disciplines and methodologies, a reflection of our firm commitment to the importance of the liberal arts, and our belief in forming well-rounded individuals equipped to think critically and creatively.

It has been decades since the faculty has undertaken a comprehensive review of our undergraduate requirements. Our recent accreditation review and the increasingly stronger skills and abilities of our incoming students each present challenges to our current requirement structure. **Together with the Educational Policy Committee, we endorse a faculty-led comprehensive examination of the foundation and distribution requirements.**

**Building on our International Signature**

Tufts is synonymous, throughout the United States and around the world, with international education. Arts and Sciences contributes to this profile with an international student body and faculty; a curriculum that emphasizes the importance of the languages, arts, literature, history, and religions of other cultures; international research collaborations; and nationally-recognized study abroad programs. More
than 20 percent of the Arts and Sciences graduating class in a given year majors in International Relations. For decades, Tufts undergraduate students have had the opportunity to study at the Tufts European Center in Talloires, France; in ten Tufts programs of study abroad; and in over forty-five countries around the world through hundreds of approved non-Tufts programs. It makes strategic sense to build upon this strength. As Arts and Sciences plans for the coming decade and beyond, it will be important to supplement the on-going review of existing programs—on academic and extra-curricular matters—with an assessment of the criteria for Tufts curricular programming around the world.

Our Tufts study abroad programs are extraordinary educational immersion programs rivaled by few programs in the United States. It is worth asking whether there is an opportunity here to build upon their stellar reputation. Marketing our programs and opening places for students from other universities could be a valuable new source of revenue for Arts and Sciences.

Finally, our study abroad programs (whether Tufts owned or Tufts approved) are based almost entirely on linguistic and cultural immersion. While there are great benefits to such immersion, we see opportunities in global educational programming built around thematic rather than language foundations. One could imagine, for example, intellectually challenging and rigorous programs centered on the study of global health, climate change, or art and architecture that places students in different parts of the world—perhaps several places over the course of a semester or year—to study important global issues. We encourage the Committee on Foreign Programs to examine this issue to see if this alternative way of thinking about non-Tufts study abroad should be pursued as well.

Financial aid considerations are significant factors as students consider study abroad. Although Tufts fares much better than most universities in providing opportunities for low-income and underrepresented students to study abroad, any plans to enhance opportunities for foreign study will need to ensure that these opportunities continue to be available to all Tufts students, regardless of family income and resources.

Supporting Pedagogy and Career Development

Improving the quality of teaching in the school should continue to be a priority. We support the goal of the T10 Strategic Plan to add resources to teacher training via Teaching and Learning Engagements (TALEs). This program will enable our faculty to share best practices, to teach more effectively with technology, and to keep their pedagogy fresh.

The starting date for new faculty contracts in Arts and Sciences has long been September 1. We recommend that the starting date for contracts for all new full-time faculty members be July 1. This change would allow Arts and Sciences to provide orientation and pedagogical training to our new colleagues during the summer when they are planning their first courses.

We further recommend that the Campus Planning and Development Committee include teaching and learning specialists from Center for the Enhancement of Learning and Teaching (CELT) or elsewhere as
ex-officio members. This sends the important signal that campus space planning decisions should be informed not only by faculty and staff who are intimately involved in day-to-day teaching but also by scholars who can contribute to a better understanding of new directions in pedagogy.

In providing teaching training for advanced graduate students pursuing academic careers, the Graduate Institute for Teaching (GIFT) has been such an extraordinary success that it has generated much more demand than we can meet. **An increased focus and attention on professional and career development for our graduate programs and students is critical for the Graduate School of Arts and Sciences.** We encourage greater investment in GIFT, thereby creating more available slots for graduate students. We further encourage comparable programs focused on the professional development of graduate student research skills and scholarship.

**Concluding Remarks**

Much of what we have called for requires significant resources. But for resources to be spent, they also must be raised. We could increase revenue via a larger undergraduate student body, improved grant infrastructure, better support for technology transfer, and new master’s degree and certificate programs. We must engage in creative thinking about how to bring other new revenue streams into the school in order to meet our myriad objectives. How do we take full advantage of our intellectual resources and our physical plant to raise funds for the university? This will continue to be a challenge for the school—an exciting challenge that we hope will be welcomed.

We also call attention to the implementation of this plan. The key to the success of this document rests in how it informs the future. We encourage the administration to report back regularly on progress made in implementation. The experience of drafting this plan has been time-consuming, demanding, and sometimes contentious, but has also been very satisfying. We all care deeply about this institution and we look forward to what is in store for Tufts University and the School of Arts and Sciences.