ARTS & SCIENCES
FACULTY MEETING
COOLIDGE ROOM, BALLOU HALL
WEDNESDAY, January 27, 2016

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DEAN BAUER: Welcome to the first arts and sciences faculty meeting of this calendar year in this semester. It's also the first arts and sciences faculty meeting that I can recall where Jim wasn't here, so Bárbara and I will be trying to fill his shoes.

I have been asked by our staff to remember that if you have something to say here, raise your hand when you're called on and wait until someone brings you a microphone. Transcripts of the meetings are required to be taken, and the person doing the transcripts can't always hear you. So someone will probably yell if you forget to do that. And I'm going to turn things over to Bárbara.

DEGREES

LA&J DEGREES
DEAN BRIZUELA: I'm supposed to read everything that's on these pages?

I would like to open the meeting of the faculty of arts and sciences and proceed with voting degrees for Liberal Arts and Jackson College at this time.

Members of the faculty, I have the honor to present these candidates from Liberal Arts and Jackson College. It is the function of this faculty to recommend to the board of trustees all candidates for degrees in Liberal Arts and Jackson College as authorized by the trustees for the award of the degree in February 2016, subject to the usual conditions.

I am happy to certify that these candidates have met or will meet the degree requirements as set forth by this faculty for the programs in which they have been enrolled.

The total number of bachelor degrees to be recommended is 80. Of those, in Liberal Arts, there are 27 Bachelor of Arts candidates, 12 Bachelor of Science candidates. In Jackson College, there are 27 Bachelor of Arts candidates and 14 Bachelor of Science candidates.


I would now like to close the School of Arts and Sciences meeting, and I call on associate dean Sinaia Nathanson to open a Graduate School of Arts and Sciences faculty meeting to vote on graduate degrees.

GSAS DEGREES
DEAN NATHANSON: At this time, I would like to open a meeting of the Graduate School of Arts and Sciences to vote degrees.

Members of the faculty, I have the honor to present these candidates from the Graduate School of Arts and Sciences. It is the function of this faculty to recommend to the board of trustees all candidates for degrees in the Graduate School of Arts and Sciences as authorized by the trustees.
for the award of the degree in February 2016, subject to the usual conditions. I am happy to certify that these candidates have met or will meet the degree requirements as set forth by this faculty for the programs in which they have been enrolled.

The total number of degrees to be recommended is 65. Of those, 59 are master's degrees and education specialists, and 6 are Ph.D. degrees. The number of graduate degrees are as follows: 27 Master of Arts, 2 Master of Arts in Teaching, 2 Master of Fine Arts, 27 Master of Science, 1 Master of Public Policy, 6 Doctors of Philosophy.

Is there a motion to recommend? All in favor? Against? Abstentions?

I'd like to close the meeting of the Graduate School of Arts and Sciences. Thank you.

COLLEGE OF SPECIAL STUDIES DEGREES
DEAN BRIZUELA: I call on Dean Nancy Bauer to open the College of Special Studies meeting to vote degrees.

DEAN BAUER: So as I always say at this point, the College of Special Studies is a vehicle that Tufts has. I'm the dean of the College of Special Studies ad interim, by the way, which is why I'm announcing this. It's a vehicle that we have that allows us to administer degrees on behalf of other schools, and the SMFA is still, at this time, another school. When we merge with the SMFA, when we acquire the SMFA, it will become part of our school. I guess we'll do this one more time.

Members of the faculty, I have the honor to present these candidates from the College of Special Studies for the degree of Bachelor of Fine Arts. I am happy to certify that these candidates have met or will meet the degree requirements as set forth by this faculty for the programs in which they have been enrolled.

The chair of the Department of Visual and Critical Studies of the Museum School, College of Special Studies, has approved this list of degree candidates. I would therefore move that this faculty recommend that these candidates be forwarded to the board of trustees for the award of the degrees in February 2016, subject to the usual conditions.

There are 18 Bachelor of Fine Arts candidates. Is there a motion to recommend? Second? All in favor? All opposed? All abstaining? Thank you very much. These people will get degrees.

HONORS
DEAN BRIZUELA: At this time, I would like to close the College of Special Studies meeting and re-open a meeting of the School of Arts and Sciences faculty. And I believe we now are going to turn to honors.

[Discussion of Honors]
ANNOUNCEMENTS

TALLOIRES SCHOLAR-IN-RESIDENCE
DEAN BRIZUELA: The next item on our agenda is an announcement, the Talloires scholar-in-residence program, and Gabriella Goldstein will be talking to you about that.

MS. GOLDSTEIN: So I know many of you have probably received multiple emails about the scholar-in-residence program, but I am here to offer you an in person public service announcement on behalf of the office of the provost about the scholar-in-residence program.

I am the lucky person who gets to go to Talloires for six months every year, and I'm sure or I hope that many of you have students who come back glowing from their experiences in Talloires. And now it is your opportunity to come to Talloires if you would like to. The scholar-in-residence program is a wonderful chance to come and spend six weeks on the banks of Lake Annecy at the foothills of the French Alps, focusing all of your attention on some wonderful scholarly endeavor with financial support from the office of the provost. It's a very easy application to do. I think even in this room, I think there are three of you -- Jeanne, Laurence-- who came as scholars, and Mark, as scholars-in-residence.

I am happy to answer any questions by email. The deadline for the applications is the 5th of February, and you just need to fill it out and send it to Kevin Dunn, and hopefully we can make it happen for you. I think it's a wonderful opportunity, and I would love to welcome you to Talloires. That's it.

DEAN BRIZUELA: Any questions for Gabriella?

MS. GOLDSTEIN: You don't have to speak French. You have to like cheese.

DEAN BRIZUELA: Thank you, Gabriella. The next announcement is from Nancy about the senior awards nominations.

2016 SENIOR AWARDS: CALL FOR NOMINATIONS
DEAN BAUER: So you've all gotten an email about this, but I've been asked to reinforce the request from the Tufts Alumni Association to recommend seniors to honor at the annual Tufts senior awards ceremony. Each recipient, in addition to having this honor, gets a $1,000 check. There's a nomination form that you've been sent. There's no information on the piece of paper that I've been given about where that is. If you don't have it, you can always go to the Tufts alumni website, and all you need to do is a copy of the nominee's resume and to write a letter of support. Do you have any questions? I've now given you the total sum of the knowledge that I have about this.

DEAN BRIZUELA: We've switched the order of the items, because Nancy needs to leave early. She's going to give us an update on the SMFA.
UPDATE ON SMFA
DEAN BAUER: I actually have to leave early to do something related to the SMFA, which is one of the many, many, many activities going on, is checking with every conceivable government agency or quasi-governmental agency, agent of the government -- for example, NEASC -- about accreditation things and permissions and so forth. So there's a phone call at 1:00 with the Massachusetts Board of Higher Education, which probably has no jurisdiction over this, but we have to be sure. It's because we acquired the vet school since 1945, we need to -- we have had a change since 1945 in our structure, so we need to give them a ring. So that's happening at 1:00.

A lot, a lot, a lot has happened since the last time I stood up here. I won't talk for very long, but I'd be happy to take your questions. Most importantly, on December 22, the Tufts board of trustees and the MFA board of trustees decided to sign this memorandum of understanding that had taken many weeks to hammer out. I was one of the people on the negotiating team for that. It was an incredibly interesting process.

And we then sent an announcement to all of you. We had special announcements for SMFA students, SMFA faculty. We tried to address people's concerns. To our astonishment, we've had unbelievably little negative feedback. We had no negative feedback at all from SMFA. We and SMFA had no negative feedback at all from SMFA students and parents, which was very surprising.

I had one phone call from a parent whose child just signed on to start at SMFA next fall, but their concern was about the dorm, which I actually was able to address, and that parent was very happy. So it's been surprising to us. But ever since that happened, there has been what I call the SMFA juggernaut has really started moving forward. This is an unbelievably complicated acquisition.

Just to give you some examples, just to pull them out of a hat, the SMFA library is the contemporary art library for the Museum of Fine Arts. It is one of nine or ten, depending on how you count them, libraries at the Museum of Fine Arts. Eight of them are curatorial libraries that are located in the MFA, and Horticultural Hall, which is near the Christian Science complex downtown, houses in a way that makes them inaccessible -- a huge number of other books.

Over the years, SMFA has bought books and contributed to the library, and sometimes the MFA does, and it's a completely different system from ours. And there's a question of who owns the library. It looks like the resolution to that question is we will own the library, which is great, because we have an infinitely better system than the MFA cataloguing system, thanks to Laura Wood. Laura, am I messing this up at all? I gave you credit. And she deserves a lot of credit. And there are some really interesting objects in that library, but that's one whole thing.

There are I think ten different agencies that we have to be in touch with, and I'm involved in all of these calls: NEASC, NASAD, the National Association of Schools in Arts and Design. There are lots of boring things like this.
Then there's the fact that the faculty and the staff had not met us. We know the visual and critical studies faculty, since those folks used to be part of arts and sciences until September of 2014. I happen to know some of the artists, but not all of the artists. We met some of the artists during the whole process.

So on January 4, which was the first day that places were open for business after the holidays, Jim Glaser and I went down to the SMFA and met with all the staff members who were there, and we tried to be completely open about everything that was going on -- a lot of this turned out to be news to those people -- and to tell them what is true, which is that we are taking most of the staff, but not all of the staff over here. We don't need a registrar, for example. But we are also trying -- in fact, right after this Board of Higher Ed meeting, I'm meeting with Julien Carter, who's the VP for HR here. They've been trying to identify jobs in the Tufts organization that would be appropriate for the people whose jobs don't make sense, given the overlap between the two institutions.

They also have a situation where, for example, their director of admissions, whose job is much, much, much smaller than Lee Coffin's -- and Lee is a dean here -- that director of admissions is a vice president. Their head of student affairs is a vice president. So even if there are jobs for these guys, they're not going to get that same title and so forth. So there's all sorts of issues like that.

However, that meeting seemed to be pretty well received. I bizarrely had - one of the people who was there is friends with a friend of mine on Facebook, and actually wrote something on Facebook about how well that meeting went. So I'm taking that, being a non-scientist, as a tiny piece of evidence that at least one person thought it was okay.

Then a week ago Tuesday, so right after Martin Luther King Jr. Day, as soon as the semester week was about to start last week, we had in this room, a meeting with all the faculty who could make it. That meeting went amazingly well. To be perfectly frank -- some people are nodding, because the academic working group, so the representatives of our faculty who are on that working group, many of them were here, and it went -- Renata is nodding, because it went really well. They seemed to respond very, very well.

I think the main concern that we all have is that at the very end of the negotiations, we thought we had really gotten -- we finished the negotiations. They all went well. We had a number of negotiating sessions. And we went to go finish them off in a two-hour session at the MFA, and we had a nine-hour session that ended in a kind of, I don’t know, and the issue was space -- the main issue was space in the MFA building that the museum wanted.

This ended up becoming something that became where most of the negotiators were no longer present, and it was the head of the MFA, Tony Monaco, trustees on both sides hammering that out in the end. And at the end, we realized that there was going to be no budging on the part of the museum. They are taking over 25 percent of the main SMFA building.
There are two buildings, one you know about right across the street from the museum. Even if you don't know about it, it's right across the street, the little side street from the museum, and next to the parking garage at the MFA, and the other one is about a mile away on St. Alphonsus Street in Mission Hill. That building, the Mission Hill building, no problem. And in fact, we could even build a third floor on that two-floor building at some point if we needed to.

But we're losing 17,000, roughly speaking, usable square feet in the SMFA building, which again is about a quarter of the space. And so we have had Linda Snyder, who's the head of operations, which means -- I'm saying this because I'm the kind of person when someone says the head of operations, I had a vague idea. She does everything with transportation and campus planning and buildings and police and everything that makes the university operate.

They got into that building right after the holidays and have basically colonized it. We actually have an office there now for this. And luckily, MFA did a space study about a year and a half ago in hopes that they could renovate their own space, and it was done by a fantastic architectural firm called Design Lab, which has done a number of other schools. So we had all that stuff showing like the transit enrollments and different kinds of arts and places that they could economize in space.

So we hired Design Lab, and we have been working really closely with them to try to figure out a way to do this. One of the things we're going to do, for those of you who have been to the SMFA, is totally refresh the atrium space that you first walk into. So first, you walk in and you see a security desk to your left and an enormous staircase circa 1980, whatever it was, post-modern staircase rising up in the beginning, in the middle, that makes you wonder what you are walking into.

And so we're probably going to take that staircase and recess it so that you're walking into this beautiful atrium where you'll see students' art and stuff like that. But we also need to move -- the MFA picked the exact places that they wanted, and they involve the heaviest equipment, fume hoods. It would be like moving very complicated, for example, chemistry labs. They're very, very heavy. Printing presses that they have are enormously heavy.

So yesterday and Tuesday, I was the academic person there, at the SMFA, meeting with the groups of faculty who will be affected, every one of them. And they were of course distressed, but they knew it was coming, because we talked about it here. Their leadership had not told them that this was happening, so we did.

And they were unbelievably constructive, and they really were like making lemonade out of lemons. They were saying, “oh, you know what, if we had the this next to this, then we could actually” -- one of them, “if the sculpture really is next to the metalworks, then maybe like a student could just see the metal stuff and like put some metal onto their sculpture, and that would be so cool, and so that's okay.”

So that's really the huge, huge thing that's going on. Now, you'll also be happy to know two other things that affect this faculty, and then I'll shut up, and if people have questions, let me
know. I can talk for five hours. A lot has been going on.

But one of the things we are doing immediately is improving the transportation and the security there. So let me just give you an example. There's going to probably be a shuttle bus that runs that includes both of the academic buildings for the SMFA plus the dorms that will run continuously so students can easily get to those spaces. And then at night, some students will work in the Mission Hill building or in the other building until 3:00 or 4:00 in the morning, and then they walk home to their dorm.

We have two options. One is to have a Tufts police officer who's in a cruiser who can escort people back and forth. But it turns out that Uber has a program that's been very successful where they have people hovering, usually the same people night after night, in the neighborhood, and any student can pick up the phone and call an Uber, and we pay. And it's cheaper than having one cop in a cruiser. And I know my kids, they would never call a cop in a cruiser for fear that their indiscretions of the past would somehow be apparent. But they would call an Uber. And we're floating that with people.

And the other thing is SMFA is thinking about changing its block schedule to make -- we're doubling the number of shuttles that go back and forth, and SMFA is thinking about changing its block schedule so that the times you have to get there for class are not peak traffic times, and the faculty is very amenable to that.

But the other thing is I had a conversation -- don't worry, just a conversation -- with Joann Jack and with Linda Snyder, the head of operations, and with Lois Stanley, the head of campus planning, about just the question could we change our block schedule not to accommodate the SMFA, but because this gives us an opportunity to rethink that? Personally, I don't like the fact that if I want to teach a seminar, I can only teach it at 9:00 in the morning, 1:30, or 6:30, or whatever it is. And so the registrar's office would absolutely love to change it. And it turns out we're underutilizing our classroom space here because of this block schedule, which is out of date.

So what we will probably be doing if the faculty wishes to do this -- it's not imperative, but it's giving us a lever to do this if you want to -- is convene a group of faculty -- again, the way I'd like to do it is it would be a volunteer group of faculty to look at this along with the experts and figure out if this is something that we want to do. And no, we would not do it without getting a lot of information from everyone.

But the other question is do we really want the open blocks at these lunch times? Is that really the right time to have them? There are lots and lots of questions, and we have a chance to look at it again. No, nothing will happen without people's participation this way, but that's one of the many, many, many, many, many things that are going on right now.

So now I'll stop and take questions, if you have any.

PROF. SENELICK: Since the MFA is taking 25 percent of the space, have they reduced the
rent by 25 percent?

DEAN BAUER: Yes. We pay by the square foot. And we're actually having something called the BOMA study done. Don't ask me what that means. The BOMA study is an independent person who comes in and measures the space without prejudice for other side so that we know exactly how many square feet are in there. So yes.

PROF. DEVOTO: May I speak?

DEAN BAUER: Yes.

PROF. DEVOTO: Thank you. I'm just curious, is the bus schedule expected to dovetail with the NEC bus schedule?

DEAN BAUER: Yes. The plan now is to have a loop, but to have it run more often, and hopefully at times, that will make it easier for people to travel between campuses. Because now that this is going to happen, we want all of the students at SMFA that were Tufts students, they should be able to get to this campus when they want to for events and so forth. So they're looking very carefully. They're doing a usage study and trying to figure out how that would work. And yes, it would involve the NEC. Right now, we have very few students at the NEC, but we still have that affiliation. So yes.

PROF. KRIMSKY: Congratulations. I know how long you've worked on this. I remember the meetings that you had. So really, it's a great accomplishment.

DEAN BAUER: What I would say is you need to be careful -- one should be careful for what one wishes for.

PROF. KRIMSKY: Right. Tell me about the faculty. Are there any tenured faculty there?

DEAN BAUER: No. So this is another huge issue.

PROF. KRIMSKY: And do the faculty have union contracts, and will the trustees just be let go, or are they going to be integrated?

DEAN BAUER: Let me take those questions in reverse order. I would definitely forget them in reverse order, so help me. The trustees, they right now have a board of governors. It's more complicated than this, but if I told you, you would just weep, when I think about it.

But basically, they have a board that is a subset of the museum board -- which has 100 people on it, by the way. There are 100 museum trustees, all different kinds. They will have 101. That's one of the things in the agreement. Tufts has for "N" number of years, where I think "N" is the number between five and ten, a seat at their table.

But they will become like an advisory board. When I became dean, I realized I knew much less
than many faculty members about how this school functioned. So every school has a board of advisors. Jim is not here, because he's in L.A., meeting with our board of advisors. They meet usually two or three times a year. That group will become a board of advisors for the SMFA and will not have the same kind of fiduciary control, because Tufts will have it.

Faculty. Their faculty do not have any ranks at all. They're not lecturers. They're not tenure-stream. They're not professors of the practice. They have an amending title of visiting, like visiting artist. They have this part-time faculty members, full-time faculty members. And in each category, there are visitors as well.

They also have something called a post-graduate teaching fellow, where they keep some of their MFA students on and give them a quasi-faculty position, and frankly pay them an obscenely low amount of money to stay on for a year. They are not unionized. What we are trying to do is work with our unions. It seems fairly straightforward that the part-time lecturers insofar as that's what they're doing would be in our part-time union, but we are hoping, or we want to take this opportunity to have a faculty conversation to figure out about what the role of artists on our campus is in general.

We are out of line with our peer institutions. Our peer institutions have lines of professor of the practice and tenure-stream lines for people who are in fields where the terminal degree is a master of fine arts. So go to any school. Go to Harvard, go to Yale, go to Duke, go to anything, and you're going to see that many of -- they have lecturers in the arts also, but they have in every artistic field at least some people who have that.

As far as I know, we have two professors of the practice among our artists. A professor of poetry is a professor of the practice, and Jennifer Burton, a wonderful filmmaker in drama and dance, is a professor of the practice. Other than that, our set designers are various people who are practitioners. In music, our creative writers. What field am I leaving out? Dancers and so forth. All of these people are going to be part-time lecturers or full-time lecturers.

The problem here is that we don't, as you know, recognize the research or activity, or non-pedagogical activity of lecturers as something that is required of them or as something that we recognize in terms of people's compensation or what they have to do for us, if that makes any sense. That's just not part of their job.

But if you're in a creative field, and you're not practicing your art, or if you're in a creative field in which there are changes -- for example, I'm going to pick a lighting designer. Lighting design changes. The technology changes. All of that stuff changes. And if you're not out finding that, and you don't have that as part of your job, it's going to be very difficult for you to keep up with your field and be the best possible teacher you can be, too.

So we want the faculty to think about whether we should start opening up our system so that some people at least in these fields are professors of the practice or even on the tenure-stream. It’s a very complicated issue. We realize that. And we're hoping that the union will give us some time to work that out. They may not, but that's fine, too. But we really feel like this is
an opportunity that we have as a faculty to consider that question.

PROF. ORIANS: Colin Orians. I have a question about the green line extension, because I think we talked about it in the fall. This is a perfect opportunity to get students from there to here, and I guess I'm just wondering what role Tufts is playing or being forced to play in the discussion about whether or not the green line extension actually happens?

DEAN BAUER: I don't know a lot about that. I know that, as you may know, the Cummings family, I believe, is building an air rights building. I mean, you might have seen -- if you get this thing called Blueprint, which they sent out to I don't know who. It's one of those publicity things Tufts sends out. There's a drawing of this building that's already been planned out, and it's going to be where the T station would be, where Boston and College Avenue meet, and it would have this bridge building.

So you'd come up out of the T station, or not, and you could sort of walk between the Tisch Center, the Tisch Sports Complex, roughly speaking, that area, where Halligan is, that whole area, all the way across to the quad through this building, somehow. And I think that building has got to be built. So I think Tufts has to work that out.

There's not that much we can do, because they're $86 trillion in debt, and the red line can't even run on time after it snows three inches. So I don't know. I know we're heavily involved in those discussions. That's all I can tell you. And that would be great, because then the students could just go and get right here, and our students could, too, if the green line works.

PROF. STEIN: Ninian Stein, environmental studies. Very quick question, as someone who has an international au pair living with me. My au pair agency discourages the use of Ubers by international au pairs, because they may not be as savvy and there are safety issues with the Uber drivers not having the same background checks that taxi drivers have. Is there any chance of asking the Tufts Uber drivers be certified somehow through some sort of extra background check?

DEAN BAUER: Thank you very much for that comment. I will definitely check into that. And please feel free to follow up. Thank you.

Thanks, and if you have further questions or comments at any point, obviously just let me know, and if I don't know the answer, I will get it for you.

ACTIVITY INSIGHT DEMONSTRATION
DEAN BRIZUELA: Thank you. So the next item on our agenda is I'm going to do a short demo of Activity Insight, which is a new platform that we contracted for faculty to report their activities. This is not a training session. I'm just going to show you very quickly and show you where to find things, and also take questions.

I'm going to show you how to navigate, how to log in, etcetera, and then I'll give you a little bit of context for this. So if you find yourself not knowing where to log in, all you need to do is go
to http://as.tufts.edu/about/ -- Nancy and I now have a webpage of our own, where we're keeping track of common questions that we tend to get over email, and there is a whole section on the webpage for Activity Insight.

So you would just log in, and when you log in, you use your UTLN and password. There's my page. So here is a guide provided by Activity Insight. We have also put together our own sets of materials for Activity Insight. You can click here, and it will basically take you to another set of our webpage. There's frequently asked questions. There's again the log in. If you don't remember how to log in, of course you can bookmark the site as well. Our own IT group has created a training guide. There's another guide developed by Activity Insight. And there are also three videos, which basically lay out the main things that you need to know for inputting all of your information.

This is the email address that you should email with any questions or requests, any feedback that you have. So I'm going to go back to my page, and I'm going to show you just one example of the kinds of things that you can do with Activity Insight. I spent some time making sure that my Google Scholar page was up-to-date and that all the information on it was accurate. Others use Endnotes, Zotero, other kinds of sources. And I spent some time on that in the fall.

But since the fall, I have had -- so if I go into my own page, and I go into “publications,” this is what I did with my Google Scholar page. I was able to import all of my references. Since I did that, in the fall, I've had two papers, so I'm going to click on them. I am going to export them as a bit text, and there it is. I'm going to load up my page. I'm going to say I want to import items. I'm going to go here. These are all the options for the different sources that you can use, “Announcement,” “Layout,” all of them are there. Click there. I choose a file. There's my file. Continue. I'm going to continue, and they will -- it doesn't recognize me, so I'm going to say who I am. And this is a way for the system to recognize any Tufts-based collaborators.

PROF. HOFKOSH: You way lost me already, Bárbara. When you say "sources," I don't even know -- like sources of what?

DEAN BRIZUELA: What do you mean?

PROF. JOHNSON: I think maybe we need to use this.

PROF. HOFKOSH: Where do you start before the Google Scholar page?

DEAN BRIZUELA: If you don't have a Google Scholar page, then you would start from your C.V. There is a paste function within your C.V. to import records. That was just an example to show you the capabilities of a platform of importing very quickly from other sources. I'll now come back to the paste function, Sonia.

The other thing that the platform does automatically is when you click on your page, it has all the data for your teaching. It has imported. So for this fall semester, I have my enrollment. I
have my course evaluations. If there's anything wrong or inaccurate, I can right that, and I can tell you a little bit more about that.

So coming back, Sonia, to people who don't have their data in Google Scholar or Zotero, your admin -- so Wendy has gone to training, and a lot of them report that they find the use of the platform very straightforward and very easy. We've also provided funding to all departments to hire students so that they are the ones who can import your data.

That said, we are not requiring you to import everything you've ever done in your life. We are only asking you to import data for the past year.

UNKNOWN FACULTY MEMBER: Is there a way of entering a C.V.?

DEAN BRIZUELA: There is through the paste function, yes. And again, if what you want to do is import your whole C.V., I encourage you to take advantage of the funding that the departments are getting and have a student do that. Again, we are not requiring you to do that. So if you published one paper, two papers, three papers, that's all we're requiring you to do.

The advantage of importing everything is that then you can use the platform in other ways. We are not requiring people to use the platform in other ways. The other ways would be you could create your own C.V. to look the way you want it to look using the platform. For faculty who are in research, grant funded, like NSF, NIH kinds of departments, you can produce the bio sketch and NSF bio sketch also just by clicking what options you want within that.

So again, we're only asking for you to import whatever you would have put in your faculty information form. No need to go back. And of all the categories that are there, I know it's daunting. You don't need to include information in all of them; only the ones where you want to report what you've done. You don't even have to fill out your employment history, your education. That's only if you wanted to create a C.V. out of it.

Again, I'm going to encourage you to take advantage of the students that we're funding so that they can help you as much as they can.

PROF. MANZ: If we take advantage of the student, does that student then get access to our thing, and does that mean that the teaching evaluations are open to that student?

DEAN BRIZUELA: Yes, that is true. I know some faculty think it's a problem. However, I want to remind all of us that we did vote a few years ago -- I don't know how long ago -- for students to have -- and perhaps those on the Curriculum Committee or EPC can remind me about the date of that. But we did vote that students should have access to course evaluations. That has never been --

PROF. MANZ: I think that was implemented --

UNKNOWN FACULTY MEMBER: Numbers, not comments, though.
DEAN BRIZUELA: Yes, this is only numbers. This is only numbers. This is not comments. That's all that's imported.

PROF. FOSTER: I just have a quick question. We were talking about this in our department meeting. Can you clarify the time span, because I know last year, it was a longer time span. So are we supposed to do it up through April, and what about spring course information?

DEAN BRIZUELA: So we're doing it April through April. So by the time that we sit down with your chair, we will have access to your teaching data anyway. So that's not a problem. So the year before, if you remember in the past, the faculty information forms ran the calendar year, and not with the academic year. That's problematic for many reasons. And so we shifted to match with the academic year, but we also don't want you to be doing work in June or the summer, reporting your activities, and that's why we've done a cutoff of April 20.

If you go into, again, this page, and you go into the frequently asked questions, there's a schedule for trainings. Most departments have actually sent their department administrator, staff, students to those trainings. David Bragg, who runs the trainings, is amazing, and he's also done one-on-ones with faculty who have questions. So I encourage you to reach out to him. His email is right there as well.

PROF. SENELICK: So we're no longer to do the FIFs at the end of the semester? Well, I'm going to be very blunt. I spend more time publishing, going to conferences, advising, vetting, doing a large number of activities which prevent me from having any time to mark them down every single time one of them occurs. So I will not take advantage of this. And if as a result, the university has no idea what I'm doing, they can consult my page.

DEAN BRIZUELA: How did you do it in the past, Lawrence?

PROF. SENELICK: I submitted the FIF at the end of the year.

DEAN BRIZUELA: Well, the advantage of this is that you can do it as soon as you find out --

PROF. SENELICK: (Inaudible) in the past.

DEAN BRIZUELA: As soon as you find out, you can put it in.

PROF. SENELICK: And that's what I've got to think about. Now I've got to put this in, instead of saying, “Okay, now I'm going to take a few days, and I'm going to do the FIFs.”

DEAN BRIZUELA: You could also do that. You could also do it at the end of the year. You could also put it in your C.V. and ask for support from your department to help you transfer the information from your C.V. to the platform as well.

I want to kind of step back and tell you a little bit of the motivation behind this. The paper
forms are just not practical. They're not practical. I will tell you, it shocked me to know -- and if you think about it, we have 400 faculty who turn in these paper forms. Guess where they live? They live on a server. Guess how often we get to look at them? Not very often.

So we think it will be to the benefit -- I know that the transition is hard, but we think it will be to the benefit of the faculty to be able to showcase your work. When we get a question, you know, “Who is doing work on morals or ethics?” We always think of the same people, because it's whoever we know. And through this mechanism, both your chairs and the dean's office are going to be able to showcase work that you do more widely.

My husband for the first time last month went to an ATM to get cash from the ATM and to deposit a check at the ATM. It was a huge struggle for him to accept that he could go to the ATM and do that and trust that his check was going to end up somewhere safe, and he wasn't going to be robbed of his money. So I know that transitions are hard, but we are confident that it's going to benefit everyone in the long term, even if indirectly, figuring out how to get from your C.V. -- my suggestion, Laurence, is to focus on your C.V. Get everything on your C.V. Figure out a system within your department. I'm happy to work with Heather to think about this, to help the faculty to get the information from the C.V. to the platform. But it's going to be a lot more helpful for us, and I think for your chairs, to be able to have access to this kind of information.

PROF. CURTIS: Just to clarify. So I can tell the faculty in my department everyone can give their C.V. to our student worker, and that person can input everything?

DEAN BRIZUELA: Yes.

PROF. CURTIS: That's not something that we're required to do, or none of the faculty? Okay. And then from that point on after that's input, then in future years, we would be responsible for updating our own information?

DEAN BRIZUELA: This is a work in progress. We'll see how it goes. We are open to your feedback. We want it to look the way you will find helpful, and a lot of faculty and department chairs and department administrators have given us feedback in the fall, and we have been able to implement I would say everything. So we'll see how it goes, Heather, and if it seems like this is something where we need support, staff support or student support, then we will most definitely do it.

We do not want this to become a burden on the faculty. We want this to be helpful to the faculty. Again, I'll stress, we're not requiring you to go back 20 years, 30 years of your career and import everything. It's just the activities for that year.

PROF. TOBIN: Roger Tobin, physics and astronomy. A couple of quick comments and a question. First of all, a C.V. is not a complete solution, because there's a lot of stuff that goes on the FIF that we would never put in a C.V. I don't list every student I supervise and research on my C.V. I don't list advising on my C.V., and there's a ton of other stuff. So the C.V. is
not a solution.

I have not used this yet. I'm perfectly open to it. I certainly will not be sad to say goodbye to the FIF. That said, the number of clicks you had to do to import something that was already in Google Scholar was a little daunting. I would have thought if it was in Google Scholar, and you were already linked to Google Scholar, it would just go get it, at least, and just need one click. So that said, I'm willing to learn it.

But the question: you talked about getting student help. Do you have a staff of students already trained who we can just grab, or do we have to find students and get them trained? Is that up to the department to do that, or is there already a group that we can just call upon?

DEAN BRIZUELA: Right now, each department has been handling it on their own. And, in fact, some of the departments have already run with it. So there is a group of students who has been trained. However, they're department-based. So if you're comfortable with using a student from another department, I could put you in touch with other departments. I'm happy to do that. But it's really up to you to decide how to handle that.

Coming back to Google Scholar, this is what happens when you're in front of a crowd. I did this yesterday, and it was two clicks. Today, it was many more. I ask you to try it. It's really not that complicated. I know, I threw a lot there at you. And if it is complicated, I want to hear about it so that we can hopefully solve it.

We also tried to do an automatic import of information from SIS for all the advising and students. The problem with that I've learned is that the data on SIS follows the student. So the unit is the student. It's not the faculty member. That means that if a student is working with you today, but tomorrow switches over to Peggy, SIS has absolutely no record tomorrow that you were their advisor. So pulling information directly from SIS for that purpose doesn't work. I think it's a problem with the system and how we're keeping track of that data, so I'm hoping that that will improve in the future.

I do want to give time to our next -- Jack, you have the last question, and then Debbie and Diane need enough time for their --

PROF. RIDGE: So you mentioned that students could access our system. How do they access it? Do they have our username and password?

DEAN BRIZUELA: No. So the way it works is you will contact us and tell us we have this student, please create a username for them, and then you will give us a list of exactly who they should have access to within your department. It will be person by person. They won't have access to everyone in your department if you don't want that. Does that make sense?

PROF. RIDGE: Yes. So another thing is we don't have student helpers in our department, so you're going to have to feed me students.
DEAN BRIZUELA: Yeah. So write to me, and I'm happy to put you in touch with other departments. I'm sure students would appreciate extra work, and all of them have been trained for this.

Thank you so much. If there's any feedback, please either email at the email address, dmadmin@tufts.edu, this one, or you can also email me. Though if you email me, it will probably take much longer for me to get back to you. Thank you.

OVPR AND RESEARCH ADMINISTRATION UPDATES
VICE PROVOST SOUVAINE: I'm going to talk at the outset without the slides, and then I'm going to turn the microphone over to Debbie, who will talk more.

The cover slide that's going to come up says "Not Your Old OVPR." What we're trying to suggest here is that many of us in the past would have thought of the OVPR as mostly a transactional unit, where maybe you apply for a patent. Maybe you had a grant. Maybe you had trouble with a grant, where there was a finding that some money couldn't be spent that way and the wrist was slapped and there was a fine, but they were transactions that were done by the office.

I think both at Tufts and across the country, the role of the OVPR has changed dramatically over the last few years. We now joined the Education Advisory Board's research forum that collects VPRs, and while, say, VPRs is about half the institution, it's the vice president for research, and half of them, it's the vice provost for research. So everyone just says VPR so it's inclusive.

But as this group of VPRs gets together, whether it's people from BU, from U-Chicago, from Duke, from various places that are joining, there's a sense that the OVPRs in places are really intended to be strategic units and to partner in far greater ways than we did in the past.

Let's give a couple of examples for that. First of all, we partner with the general counsel's office, with our contractor, Lewis Burke Associates, which is the government relations firm, but they go beyond that. They set up a meeting, for example, with Tony and me to meet with a foundation, so they're not just doing government relations. They're looking at ways to expand the impact of the university.

Internal to our own office, many of you have met Kirby Johnson before. He is the person who works on the Tufts Collaborates Initiative to provide seed funding for faculty, whatever the discipline is, who are collaborating on a new initiative with grants of up to $50,000. The most recent round has just had a deadline a week or so ago.

But the grants span the full spectrum. People sometimes think that an OVPR focuses on wet labs and science and equipment. That's not the charge. The charge is everyone. The charge is to look at all research, all scholarship, all creative ventures, and to look at yes, working to try to provide extramural support to advance the goals of individual faculty, no matter what the discipline is.
In the Tufts Collaborates awards, some were in the wet labs. Some have been in music or the arts. Some have been in social sciences and humanities. It's broadly speaking enhancing the work of the faculty and the university.

In that same unit within the OVPR that we'll call facilitation and new initiatives, Augusta Rohrbach, who's here -- will you wave your hand -- joined us a few months back. She was a tenure-track faculty member at Washington State for a number of years. She's on the humanities side, humanities and social sciences. So she partners with Kirby, who comes from a scientific background, and she's been coming around and talking with many people about new possibilities for expanding their partnerships in ways that serve their own goals and interests.

So we want to help empower things. We don't do that obviously just by ourselves. We already are collaborating within our unit with Amy Gantt's group, the Office of Research Development, that certainly works on helping teams of faculty and also new faculty advance their research. We partner with people within the schools. Clearly, Jackie Dejean does a great job of moving around and talking with new faculty about how they enhance their portfolios or to work with teams of faculty.

We partner a lot with corporate foundation relations, and we also have within our own unit the tech transfer -- people call it tech transfer, but it is tech transfer and industry collaboration. So that unit is also making connections for faculty with companies that want to be part of certain kinds of ventures and help provide extramural support. So there's a lot of work that happens there.

One example of a new partnership is Justin Hollander found out about a group, where they're making certain kinds of investments in having faculty partner on things in the social sciences. We became one of the few non-New York State partners in the relationship. Jackie Dejean and I attended a meeting on that in New York. Justin has a grant from them. There's lots of opportunity for other people to have grants from them.

I spent two weeks in Oman in early October as a guest of their version of the Natural Science Foundation, but they have a whole list of initiatives. A key initiative for them is to reduce traffic deaths in Oman. And they're looking for partners with U.S. universities and others. How do you understand why they have so many deaths, and a lot of it is how do you change how people think about what their practices are?

So it really would be partnerships with people who are looking at behavioral science. Not how to make the cars better or the traffic lights better, but we're trying to create partnerships in all sorts of ways. So that's kind of trying to empower the upside. We do have to also manage what you could say is the downside or compliance, and we hope to do that in ways that have the least possible burden on the faculty.

A federal demonstration project survey from a couple of years ago showed that faculty members often are spending 47 percent of their time on administrative tasks, when that's not necessarily what we were trained to do. We would be better off if we spent more of it on our creative
scholarly and research activities.

So we're trying to do those things, and I'll have Debbie talk more specifically about things in the research administration area. But I want to mention a couple of side parts. First of all, we talk about conflict of interest. Currently, many of us completed a form that was issued from Patricia Campbell's office in December about conflict of interest of faculty, what are our outside commitments. We're required as an educational institution to do these.

But you're about to get in the next few weeks those people who have extramural support or are applying for it. We have a conflict of interest process that we have to go through if we have extramural support. We want to try to align these. Often, if you have an IRB, there's another conflict of interest process that happens when you have the protocol going through.

We'd like to get it down to one system. But what kinds of conflicts are there, and the things that we don't necessarily think of. A faculty committee is choosing a vendor to supply some equipment that's needed for a department or for a CORI. Everyone uniformly agrees on a certain vendor, all the paperwork's going through, and it turns out that the committee chair's spouse works in that particular vendor and is involved with purchasing.

We needed to have something in place to protect that. What if you have a department chair who has an interest in a company, and the chief scientific officer of the company wants to be an adjunct and teaches in that person's department? Then there's a student complaint about the person. The chair is conflicted, and we should have had some sort of management plan. So we need to look at that.

Also, as we look at more diverse funding sources, we need to think about indirect costs, which is obviously an issue that all of us should talk about when we have more time as well. But you think about the published indirect cost rates, where do they come from. They're very similar, actually, to what used to happen where you -- we also had to collect a receipt when we traveled. We had to turn in a receipt for the coffee and a receipt for the lunch and a receipt for this and a receipt for that.

And Tufts went to having a per diem, where you could just say, “Here's my per diem charge, here's my per diem charge.” So we didn't have to submit the receipts. Well, to some degree, the federal IDC rate is the same as that. They come in every five years, they check all the receipts, they check all the stuff, they look at the electric bill, they look at absolutely everything. It's exhausting. But then they come up with a rate that says, “Okay, we agree that this is how much the cost to the university is for the research that's done,” and they agree not to charge receipts.

As we go to more foundations, as we go to other funders, we need instead to look and say when they say they have a zero percent IDC or a ten percent or a fifteen percent or an eight percent, “That's saying how much they will reimburse without the receipts.” It's their equivalent of a per diem. We need to look at a more nuanced way at the cost that's actually incurred by that project. So if it's a project involving human subjects, there should be a protocol charge as a direct charge, whereas on the federal grant, that's bundled into the cost. But we'll come back to that. I'm
happy to talk about that at a later time.

So why don't I turn over to Debbie. We'll actually do the next slide, if we can. So I monologued without my first slide and try to show how complicated it's gotten to be.

ASSOCIATE VICE PROVOST GRUPP-PATRUTZ: Okay, we like wheels. It means a lot's going on. I wanted to tell you a little bit about the research administration partnership. Some of you might know it as the Change Collaborative. Essentially, that's a change across Tufts where we're trying to facilitate the administrative process across all schools and central so that we have a better infrastructure and are more coordinated across the institution.

Now, you want to ask, “Why make the change?” Obviously, research is a priority for Tufts. What we've noticed is we've had inconsistent support, not only across arts and sciences, but across every school at Tufts as well. We do know that Boston is a highly competitive area for research administration, and we are losing our research administrators to other institutions. We're taking other research administrators here, but what we really need to do is find a way to retain our talent here at Tufts and work to start promoting them within our job families.

Historically, we've also had a few issues with promoting and training and making sure that there's an infrastructure for professional development. So we're working on that as well so that the research administrators that we do have here have a progression that they can work with.

So we have four core values for our initiative, and one of the most important ones, which I hope you all appreciate, is the fact that we want to give all faculty equal access to research administration. And I know that some of you in physics and in mathematics do have support, but there are other departments that just don't. So we're really looking to fill the gaps and make sure that all faculty have access to research administration.

We have learned that faculty want the research administrators to be local or close to local to the faculty, so that is one of our key findings as well. So we are building the model so that we can get as close to researchers as possible.

We've noticed that we need to be synergistic with both central and departments, so we're creating a bridge so that we work together and we communicate better. Changes that happen in the institution, trainings, whatever it takes to make sure that we're all on the same page. Communication is obviously one of the biggest issues that we have, and getting the right communication timely, not after it's been done incorrectly, but before that. So we're really working hard to better our network of communication.

And as we said, we also have to retain our research administrators. I want all of you to look around and see the research administrators and understand how important they are to arts and sciences and for the rest of the institution. If one of them would leave and go to another institution, we'd have to bring somebody new in to train them, and it takes an incredible amount of time. These guys have been trained. It's taken a lot of time to understand regulations, but also it takes a lot of time to understand what we do here at Tufts and what our processes are. So
value them, say thank you when they help you. Whatever you can do, we'd all appreciate that.

So I'd just like to go over where we are with arts and sciences. So we're working with your EAD, Scott, and your dean to make sure that we come up with a group of talent that we have here currently and how we can grow this talent. We're right now doing the modeling and identifying who are the research administrators or who are they people who we can make become full-time research administrators. We've obviously found some gaps, and we're working on those. And if you have a gap in your department, please let me know so that we can make sure that we fill those gaps.

We're working on portfolio sizes. There are inequities in portfolio sizes. Titles, pay ranges. Some people get professional development, some people don't. So we're really trying to level the playing field and make sure that everybody has access to these resources.

What I'd also like to briefly mention is the research administration system, and that's a new electronic system for processing proposals. I know I only have a couple of minutes, but we're moving from manual proposal processing to an electronic system. We're hoping that the research administrators will work with faculty to process these proposals. We're hoping it will reduce errors across the institution. We're hoping that the paperwork gets processed more quickly. At any given time, if you're looking for “where's my signature,” you'll know, because it'll be in the system. We'll also have better data to be able to report from. So if somebody wants to know, “How many proposals have I submitted? and “How many awards do I have?” we can do that at our fingertips. Right now, we've finished a pilot which happened over the summer. We've had Wave 1, which we're currently working on, which is on the Boston campus, and we're soon to start in March, Wave 2.

So our remaining challenges, just to be brief. Our time to process proposals, you've all seen the five-day rule, and I know that's difficult to adhere to, but what we're noticing is in order to do all the proposal submissions that we have to submit, we do need a little bit of time to review them. Again, we're training administrative talent. That's where all you come in. I hope you help us retain our talent. And the use of indirect cost rate, our F&A, we have to bring the numbers up so that the school gets supported to do the things that they want to do in order to succeed.

So that's what I have today. Are there any questions or comments? I'm willing to take them. Great. Thank you very much.

DEAN BRIZUELA: Thank you, everyone. I think that's it. Any final comments or questions? Thank you. See you next month, if not before.
Jillian Dubman
Secretary of the Faculty for Arts, Sciences & Engineering