ARTS & SCIENCES
FACULTY MEETING
COOLIDGE ROOM, BALLOU HALL
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PAGE

Announcements
Introduction of Joe Auner, Dean of Academic Affairs ........................................... 1
    Jim Glaser, Dean of A&S
Introduction of Melissa Kelly, Faculty Affairs ........................................................... 2
    Bárbara Brizuela, Dean of Academic Affairs
Dean of Admissions Search ......................................................................................... 2
    Jim Glaser, Dean of A&S

New Business
Update from A&S Representatives to the Provost’s Working Group on Faculty Governance... 4
    Lynne Pepall, Professor, Economics
Revenue Generation Ideas .......................................................................................... 9
    Jim Glaser, Dean of A&S
    Bob Cook, Dean of the Graduate School of Arts and Sciences
    John Barker, Dean of Undergraduate and Graduate Students
    Jonathan Kaplan, Senior Associate Director of Alumni Relations
SMFA Update ............................................................................................................. 24
    Jim Glaser, Dean of A&S, and Nancy Bauer, Dean of Academic Affairs
ANNOUNCEMENTS

INTRODUCTION OF JOE AUNER, DEAN OF ACADEMIC AFFAIRS

DEAN GLASER: The first announcement has to do with the leadership team of the school, which I think is of great interest to everybody. As most of you know, Nancy has been appointed to be the leader of the transition to the Museum School, and I can tell you it is an 80-hour-a-week job just to do that through the springtime. And there will be more news on that front as time goes by.

I will tell you that on Friday, the president of the SFMA and the dean of the SFMA announced that they were stepping down as of June 30, and Nancy will really be an essential player in the leadership there until June 30, so stay tuned.

To make it possible for Nancy to do this, we needed to secure a new academic dean, and I am so very proud and pleased that Joe Auner agreed to take this responsibility on and to do it on such short notice. By the way, there’s a credit that goes to David Locke in the music department, because Joe was the chair of the music department, and we needed to do some musical chairs.

At any rate, Joe has been here for over ten years, nine or ten years, and in those nine or ten years, he has become a beloved figure here and a terrific leader and with lots of experience. He had lots of experience before he arrived. He was in the administration at SUNY Stonybrook, which was his previous university.

But here, a leader in the arts, a leader with regard to relationships with some of our benefactors, including the benefactors of the music department and leader of this department, and a thought leader on the faculty. And I am so very pleased that he agreed to do this, and I hope that you will join me. I'm going to ask him to say a few words, but now would be an appropriate time to thank him.

PROF. AUNER: I don't have long remarks, but I did want to say thanks very much to Jim for giving me this chance. It's an amazing group of people in the dean's office, and I think everybody knows that and sees that and experiences it, that that's the only reason I agreed to this, is I think it's a very strong team, and I'm happy to help however I can.

I have to say, I have a very steep learning curve, so I look forward to working with all of you in this new capacity and would be grateful for any help or support you can offer, moving ahead. I do want to say that I also can only do this because the Department of Music is so great.

David Locke agreed to step in on the whole process. It took about two weeks for him hearing about it to deciding that he would step in as chair as of last Monday. And Rich Jakowsky, our director of Graduate Studies is here. It's an amazing group of people in the department. So I appreciate all their support in helping me do this. So I look
forward to working with you all, and I'll pass it back to him.

INTRODUCTION OF MELISSA KELLY, FACULTY AFFAIRS
DEAN GLASER: I have another new arrival to the dean's office, and it's Melissa Kelly. Melissa comes to us from the dental school, where she was the director of faculty affairs. Prior to that, she was at Simmons College, where she also has a degree. Prior to that, she was an undergraduate at Ithaca College. I've memorized this. To have somebody to step into this very, very important role with Tufts knowledge, but with an outside perspective we think is a real benefit to us.

I would say we've had a functioning faculty affairs office for many years, but very, very lean and not running at optimum capacity. And especially with the new union contracts, it became very clear to us that we needed to strengthen our systems and our processes. And just about this time, Inez McCarthy, who was loved by many of us, moved to Dana Farber, and we have had a void in the office.

This is a position that was funded by the fact that I did not replace the executive assistant that I had, and I want you to know that, since we're trying to be careful with the resources of the school. We are very, very happy to have you here, Melissa. I'm sure many of you will come to get to know Melissa and enjoy working with her, and I was wondering if you would just stand up and be recognized.

MS. KELLY: I just wanted to say “Hi,” and I'm happy to be here and very happy that I have the Tufts knowledge, and also that I’ve worked for arts and sciences before, because I can imagine coming into this job and not having that would be very challenging. So like Joe said, there is a steep learning curve, but I have some base knowledge that's definitely helpful, and I'm happy to be back with the arts and sciences.

DEAN OF ADMISSIONS SEARCH
DEAN GLASER: Welcome, Melissa. Since our last meeting, we of course all learned of Lee Coffin's very happy, sad decision; happy for him that he's going on to a new challenge, sad for us because he's been somebody we've so enjoyed working with, and he's done so much for us. I think last year, during the conversations about potentially reorganizing the units, there were a lot of people who commented on how valuable Lee was to us.

I don't need to recount all of those comments, but he has been very important to us, and now we are in a position to have to replace him. So I wish to tell you about what's going on there. We have formed a search committee. The search committee will have representation from the faculty. We have Jeff Taliaferro from arts and sciences who is the chair of the Admissions and Financial Aid Committee who will be representing arts and sciences. There will be a representative from engineering. There will be a student. There will be an arts and sciences advisor. There will be an engineering advisor. There will be representatives from Dowling Hall. There will be a representative from the admissions office, from athletics, from advancement. It is a
broad, large committee, and the committee is just gelling right now.

We have come to the cusp of an agreement with a search firm, Witt Kieffer. Witt Kieffer actually is the firm that hired Dartmouth's admissions director. I was talking to Patricia Campbell, and I said, “I really don't want to reward the search firm that stole our dean away from us.” However, the advantage of Witt Kieffer is that they have already developed pools of candidates for the searches, and they're very, very dominant in this particular area.

So we'll be working with Witt Kieffer. We expect to have what I hope will be a fast process, an unusually fast process, because we would like to have a new admissions dean announced by the end of the spring or early summer so that we have as seamless a transition from Lee to his successor as possible. We expect there will be internal candidates as well as external candidates. This is not an area where you get huge pools of candidates, and I do think that that will give us the ability to move fairly quickly by the standards of searches.

Oh, two other things. One is that I'm told that this is considered to be a prime job, that there are lots of people who find this to be a very attractive place and a very attractive school. So we're very optimistic about developing a strong pool of candidates.

And I just wanted to say that I've spoken with Lee, and he said especially with the SMFA going on, he would be very involved in getting the SMFA infrastructure together. Obviously, he won't be here during the admissions cycle for the SMFA next year, but he's promised me that he will not leave here without setting that admissions structure up in a way that he thinks will be most effective for us.

So with that, I'd be very happy to entertain any questions that you might have.

PROF. GARMAN:  David Garman, economics.  Is there any redefinition of the position that will take place at this time, or will it continue as it's been in the last year or two?

DEAN GLASER:  So Lee's job has grown over the past five years to encompass graduate admissions.  And I recognize that most of the graduate decisions are still embedded in the departments, as they should be, but the sort of mechanics of the process now residing in -- I believe that that will continue.  And of course, the SMFA has been added to the admissions position as well, and that will certainly continue.  So the job will be somewhat different because of that SMFA change.  It's somewhat enlarged.  But I expect the position will be the same with the same importance and the same reports out, upwards that presently exist.  We will definitely keep you informed as we proceed.

Now I'd like to call on Vida Johnson and Lynne Pepall to talk.
NEW BUSINESS

UPDATE FROM A&S REPRESENTATIVES TO THE PROVOST’S WORKING GROUP ON FACULTY GOVERNANCE

PROF. PEPALL: I think you're going to call on me, actually. I think Vida couldn't make this meeting. Sorry.

DEAN GLASER: So Vida Johns on, German, Russian, and Asian languages and literatures is not here, but Lynne is.

PROF. PEPALL: So I'm reporting as a member of the Working Group on the University Faculty Governance Committee. And we've reported before, just to give you an update on where we are in the process of proposing a senate and how it would function, how it would be elected, and what powers and responsibilities it would have.

I think I told you before that we met biweekly last semester, and it was a really steep learning curve, not just about arts and sciences, but all the other schools, and particularly the wide definitions of faculty, the different ways that faculty roles are created and assumed, particularly at the medical school.

So we have lots of learning going on. We sort of Skyped in. There was always a host campus for our meetings, but we rarely were all able to meet. So when we wanted to actually come together and finalize and come to a consensus on our proposal, we met after term in December, and it was a really great meeting. We met for a long time and came up with a proposal.

So I'll just sort of broadly sketch it to you, because where we are in the process is after drafting the proposal, we've now given it to David Harris, who actually sort of asked us to create this task force, and he's going to be working with central administration and the deans, I believe, in reviewing the proposal, get back to us. At that point, we'll bring it to you, and all the schools will have a chance to consider it, weigh in on it, give us your feedback.

We would like ideally, if the process goes smoothly, to sort of say that we could vote it into place this year. I think it would all have to be approved by the trustees, so I doubt the timing, but I don't know exactly how quickly this will all happen. But the trustees need a certain lead time, I believe, to review and create a new senate and bylaws.

So that's sort of the process. But let me just tell you what consensus we came to in our December meeting for the proposal. I think last time I talked to you, I mentioned that we were trying to figure out what would be the optimal side for a university of our overall size, and yet complexity. And that was quite difficult, because we felt if this was too large and too cumbersome, it wouldn't be effective. On the other hand, if it was too small, how could it capture the diversity across the schools?
So we sort of came to a number, sort of like how we decided, some numbers -- where a magic number appears, and the magic number actually was around 29, 30. We figured that would be a functional size for the senate. And given that size, then we have to work the distribution of members across the schools.

So the current distribution is as follows: nutrition, Fletcher, dental, and engineering would each have three senators. The Sackler School would have two senators. The medical school would have five senators. And arts and sciences would have seven. From about 29 senators, each school would be responsible for electing their senate representatives, according to the rules of that school. Voting privileges differ quite considerably across schools, and we figured that it would be up to the schools to decide their slated nominees and to elect their senators.

From the senate, the senate would elect its officers. There are three officers, or we propose three officers: a senate president, a vice president, and a secretary. Those three positions, we haven't really nailed down all those rules and responsibilities, except for the president, which is a key member of the senate because in our design of the senate, we really wanted to have faculty representation in the key decision making bodies of the central administration.

And so our goal was to have the senate president attend, whether it's called the “Administrative Council” or “Academic Council,” be sort of participating at an early stage on the kind of decisions that we're confronting at the university that would have an impact on the members, the faculty members. And that is a pretty wide ranging.

I should also say that the senate feels that the schools have a lot of autonomy in how they decide their own governance structures and their own affairs, but there's quite a few issues that cut across all schools and all faculties, and so we wanted this individual to sort of represent faculty. The goal of the senate is to make us feel as a more cohesive academic community and also to sort of create some faculty representation at the level of central decision making.

We've outlined all their responsibilities, but the senate president is ideally to be meeting with the provost and/or president biweekly, to always keep sort of informed of what are the issues that are of interest to the Senate.

Also the senate is to participate in a search of the president, provost, deans and consulted when the central makes other university appointments; the evaluation of our leadership team and all direct reports to the president and provost; be able to give sort of input on how the effectiveness and quality of the university, central administration; any new schools, cross-school degrees, any major reorganization. And then any issue that the faculty want to bring forth to the senate.

So those are the kinds of rules and responsibilities that we've been thinking of. I've
just sort of sketching them. But under the very able leadership of Jes Salacuse at the Fletcher School, he’s been drafting these bylaws, which hopefully will, after we get that feedback from the administration, will then put into a format that we can then distribute to you.

So that's where we are. We feel very pleased with how we've been able to sort of agree what would be in the interest of the university, and still respecting I think, as I said, the diversity. And sort of what makes Tufts kind of unique, is that composition and sort of the complexity -- no, I don't want to say complexity, but just the interesting composition of a very strong undergraduate program nested in this network of professional schools.

So we feel that it's been a very positive experience, and I'm very hopeful that we'll see faculty senate improved. I'd be happy to take any questions, if you like, or feedback.

DEAN GLASER: So one of the things that I noted in the document was that the schools would retain the autonomy that you suggested in their governance, but anything that cross-school would be raised to this level. And one of the things that made me think about it is that arts and sciences and engineering are actually two separate schools with one governance structure and one faculty.

PROF. PEPALL: I know.

DEAN GLASER: And of the concerns that I have is that things that rightly belong to arts, sciences and engineering that would then float to this group, when in fact, in my opinion, they should probably stay in arts, sciences and engineering. I'm wondering if that is something that you're concerned about.

PROF. PEPALL: Well, the cross-school initiatives tend to be focused very much on curriculum issues. And right now, those kinds of issues are dealt with at the school level. And I think our engineering faculty felt that they were really a different school and didn't feel that we should think of arts, sciences and engineering as an exception in how we think of cross-school.

So it would be useful to point some examples. I would say where I thought there were examples was really in the governance structure of arts, sciences and engineering, because most of our -- I mean, we have a very elaborate governance structure compared to the other schools. But our governance structure, unlike the other schools, is cross-school. So it's complicated. Do you see what I'm saying?

But we kind of said that's the school's issue. That's really not going to be this issue. But if, for example, arts and sciences and engineering wanted to propose a new degree program that was cross-school, I think it would fit into the category of coming to the senate.

DEAN GLASER: Can I ask a follow-up? There are issues that are undergraduate
issues and that we deal with in EPC, which is an arts, sciences and engineering committee. I imagine that those kinds of things -- when I met with Jes Salacuse earlier today with the other deans, he used a D1 football team as -- you know, if we decided to become a D1 football power, which I don't know if it's in the cards for us, but if that sort of decision, which sounded to me like an undergraduate decision, would be the kind of thing that would float up to this group. But I wonder --

PROF. PEPALL: So very cleverly, one of the senate's rules and responsibilities is that they would be aware of the university's priorities and budget allocation at an early stage. And so if we decided to become a Division 1 football school, that would be a priority and have some budget allocation impact. So that's the kind of issue.

I do not believe that curricula issues that affect the school -- and I think we're going to have an asterisk that the undergraduate program, being arts, sciences and engineering, that those are not issues that would be relevant to the senate. Honestly, it's quite difficult to sort of understand, and for our colleagues outside of arts, sciences and engineering, to understand the separate but together structure that we have. We'll have to nail this one through, and I'm sure we'll get some feedback on that score to be clearer exactly how the autonomy of the schools is preserved, given the structure. I knew it would get some questions.

PROF. TOBIN: Roger Tobin, physics and astronomy and co-chair of the executive committee. I'm wondering how soon you would have a document that the faculty could review. And in particular, I'm asking because we have a faculty forum scheduled on March 9, and this might -- it seems to me to be a very good topic for it. And so I wonder if you would have even a preliminary document that you're willing to share with the faculty in time enough for that date?

PROF. PEPALL: So in principle, I'd be happy -- I think that's what we thought we would do this spring. So I think the best thing to do is for me to contact Kevin Dunn and see whether or not they could give us feedback enough that feel comfortable that we would now take the report and put it -- I mean, nothing's been in sort of printed form, sort of a draft form. We haven't actually committed to it yet, whether or not we could do that or not. I'll suggest that that's a reasonable date. I think we were probably thinking after break, so that's one week more or less before break.

I think it might merit two meetings, anyway. So that would be a first good time to -- I think to vote on anything, we would probably -- well, arts and sciences is different from arts, sciences and engineering, right? So I guess you could, but we haven't really thought that one through yet. It might be worthwhile to have at least two meetings dedicated to this.

PROF. RICHARDS: Dan Richards, economics. In terms of the proposal, has any thought been given as to how long a term would be and whether there would be a course release associated with that or two course releases, and whether any distributional
representation would be required in different fields and so forth.

PROF. PEPALL: No. This would be something that arts and sciences will decide when they put together their slate of 7 representatives. I can tell you the terms. I think we're intended to be three-year terms with some sort of overlapping structure, renewable for another term. But I think there are term limits, but I will check. Do you want me to check into the details? We haven't really hammered that one out. We wanted I think to get it going as soon as possible and perhaps to hold elections in the fall, and I think we've thought about how we could possibly do that.

Some of the schools, because they sort of don't understand that whole nine-month calendar, couldn't understand why we couldn't elect the senators in June so that we could start meeting in September. And I can't remember how we resolved that. But that's basically what we're thinking of, a three-year term.

PROF. EICHENBERG: Richard Eichenberg from political science. You somewhat anticipated this question when you mentioned a university-wide budget and priorities. My question was whether you expect a committee structure to emerge within the senate; that is to say, I assume it's not going to meet all that frequently?

PROF. PEPALL: The senate is intended to meet once a month during the academic year.

PROF. EICHENBERG: Well, my suggestion would be that something like budget and priorities is one of the most important things that the senate will deal with, and requires sustained attention so that we can get into the details of an (inaudible) budget. So it's just a suggestion. There may be other issues where a subcommittee of the Senate gives matters sustained attention that would also be useful.

PROF. PEPALL: I think in our bylaws, we felt that to get this going and then sort of let the senate figure out what they wanted to take on and what kind of internal committee structure. I think that was our thought. But I'll certainly bring that back. That issue with the university budget and priorities is a tricky one, exactly how that all plays out.

So I think in our meeting with the provost, we felt that it was we wanted faculty to understand what are the priorities of the university and thinking overall about their budget, but not really getting into the nitty-gritty of the budget, but more what are the priorities and what drives -- how the budget then is created to drive those priorities.

So that's sort of the conversation we had with David, but not trying to have a Budget and Priorities Committee. And none of the other schools have anything like that in terms of their governance structure.

PROF. EICHENBERG: They don't know what they're missing.
PROF. PEPALL: Yes, I know. Oh, and I guess I didn't say anything about the leadership. Clearly, the senate president's job is an important job -- and I'm probably taking too much time -- and we'll have to see what negotiated package could be made so that a person would take on this job. I will say, though, that some of the other schools are very eager to take on these positions. And I love competition, so if you want to be in the game, you're going to have to run for election. But the other schools are keen. They'll serve.

PROF. MANZ: Beatrice Manz, history. I'm just wondering why is it you feel that you need a final draft before the faculty discusses this in the faculty forum. Given that this is a faculty body, wouldn't it make sense for us actually now to get the draft and have time to think about it and discuss it freely in a forum? That would, I would think, save time if you're going to have counsel and someone look at it, to have the faculty weigh in in a relatively formative stage.

PROF. PEPALL: Well, in our logistical time line, we created the draft, and then we felt we would pass it to David before we came to you. That's where it is right now. But I will certainly say to Kevin that there's an opportunity now, and even if it's not the finalized form, there's enough things to discuss in it, probably, and to get your feedback as well. But if something is a completely no-go, for some reason, it's then useful to know that.

DEAN GLASER: Thank you, Lynne, and thank you for representing us.

REVENUE GENERATION IDEAS
DEAN GLASER: With regard to budgets, I will say that the AS&E budget last year came in on the positive side of the line. We were in the black, but not by very much. So out of a roughly almost 400-million-dollar budget, we were in the black by less than $100,000. So that's called threading the needle, and it's actually not good practice. And, in fact, I think the expectation is that we would be able to bring some modest surpluses in, because those surpluses do give you the capacity to invest in your infrastructure and to have rainy day funds and to do the kinds of things that you don't anticipate needing to do.

With that in mind, and with the fact that we have major pressures that are going to be coming to bear on our budget, the financial aid needs are not going down, they are only going up, and they're going up in big increments. Financial aid is a hungry beast. And we have responsibilities, and it is part of our ethos to provide full need financial aid.

The new buildings: The CLIC building and the SEC are going to be adding big pressures to our budget, and we're going to have to be finding large sums of dollars to be able to afford the debt service and the O&M on this buildings.

The faculty unions have led to increases in the arts and sciences budget, and that's okay. In many ways, I think that there are some very good things that have come from the
union contracts, but the reality is that they've put additional pressure on our budget.

I met last week with the graduate committee, and of course they want to know what we're going to be doing for graduate students in the future and graduate studies. That is a priority of the school. It is embedded in the arts and sciences strategic plan. We do want to continue to invest in our graduate students.

When you add all these things and others, just the usual things, the arts and sciences budget is under a lot of pressure, and our responsibility as the leadership of the school is to do our best with the resources that we have.

And the best solution is to grow our resources, and that's why we put this item on our agenda for today, is to talk to you about some of the ideas, some of them very recent and some of them actually a little bit down the road, to increase revenue into the school.

And so with that, I'm going to turn this over to Bob Cook, who will be talking about some of those initiatives in the graduate school, who will then follow with John Barker, who's going to be talking about some English language programs that we've initiated, as well as perhaps some other things, and Jonathan Kaplan, who's here from alumni relations about a very exciting idea that is brewing there.

But actually before I do this, Karen Mulder is here. Karen, do you want to stand up. I think you may have been introduced to Karen as we talked about the SMFA, because she's been one of the point people with regard to the administration, and she's really kept all the trains running on time with regard to the SMFA negotiations. We would be lost without her.

Patricia Campbell hired Karen to be the director of business development here at Tufts. Her job goes well beyond the SMFA, and we will also ask Karen if she wants to say a few words at the end of this presentation. Thank you.

DEAN COOK: Hello, everybody. So before we start, the D1 football idea, not as crazy as it seems. The single best revenue idea I think we could do is we could ask for admission into the Ivy League. That would rock it. They might say no, but we would get their attention. And we'd just have to lose the D1 for a little while, but we can lose to Alabama, so it would be okay. I don't think this is as crazy, as I've said. I'll keep saying it. We should ask to join.

So I thought I'd start off with this slide first called “Preparing Tomorrow's Leaders,” because it seems so scholarly, before we move to the next slide, which is called “Ideas for Revenue Generation,” or this is where the O.J.'s should be singing, “Money, Money, Money.” You know, it's all about the Benjamins. I thought we should maybe talk a little bit about this.

And to do this, I think you need to -- at least from my perspective, as dean of GSAS,
understand what our short-term goals are, because they're all interrelated and have to do with the ideas for revenue generation.

I've outlined five goals. The first one is, "Increase the visibility and recognition of our graduate programs within and outside the university." That is, I want to increase our scholarly reputation as a graduate school.

Two, "Strengthen the quality and diversity of graduate student population" that we have.

Three, "Integrate career and professional development into the curriculum for the greater variety of future careers," so they're prepared for a broader set of careers.

Four, "Increase our digital signature and presence," and then, five, "Develop innovative new programs."

Now, these are actually, for me, all quite interrelated, and you need to understand how they're interrelated to understand at least the ideas of what we're going to do. One of the greatest strengths of the graduate school is that we generate tuition. That means we're not an obligated parasite, but we're a cooperative symbiont. This gives us some opportunities.

Now, I realize that there's some limitation in solving these goals. To increase the recognition of our graduate programs, we need stronger graduate students. And if I sat here and we had a two-second conversation, you'd say, "Bob, the single most important thing to getting better graduate students is you need to offer better stipends." I got that. But there's no money left for stipends.

So that means we need to develop new programs, because I'm getting tired of asking OT and school psychology to try and generate one or two more students. I need like 40 new masters students. If I do that, I could generate a million more dollars. And if I had a million more dollars, well, some part of that could then go back to increasing stipends, which would then go back to attracting better students, which would go back to increasing the reputation of our school.

So my interest in generating revenue for the school tries to service all of these things. So one of the things that you've been seeing us actively do over the last year is to discuss various innovative programs, and that's both to increase our reputation, because I think some of this we need, especially the digital ones, because the future is tied up in digital, and the second is to generate some revenue.

So what we have going here are a bunch of two streams of new masters programs and new certificate programs, because both of those are revenue generating. So the first thing that we're proposing is a new revised Tufts Plus Program. This is a five-year program, where we'll have students be able to come in as bachelor's students and already be on a track to possibly completing their master’s degree in five years, so they'd be able
to take courses in their graduate program as early as their senior year. There would be separate graduate admissions. There are some other changes that we're making to Tufts Plus. But the idea is to be able to as a yield activity for the graduates have them have the attraction of staying and getting their masters here, because jumbos are our number one source for graduates. So we're revising that. We're hoping to have that approved by P&P by March.

No, you can't photograph these things. These are top secret documents. We're hoping to have the Tufts Plus program approved by P&P by March and available for graduate programs to begin to think about coming up with their own programs by the latter part of the semester.

The other program that is very close to being done is digital humanities. This is a classics program that will take care of the strengths that we have in various kinds of Perseus and those kinds of theories that will create a new classics program focused on pre-modern studies. That one is also very close to working.

And I've also talked with biology about possibly expanding their coursework, biology program. This is a stand-alone program where students don't have to do research, and they just take courses. And this might be a very lucrative program in that if we could offer it on an executive style basis, there would be lots of various biologically-oriented corporations in the area who might want students to come back and take this.

We have two other masters programs that are making advances. One is in computational science. The other is in diversity administration, or diversity science in some way, shape, or form. These two programs, you may have already seen announcements about, in the sense that this semester, we're going to hold symposia, both in February and March, and what we're trying to do is get interested faculty together to try and talk about what our strengths are in these various areas and whether we could put together interdisciplinary masters programs in these two specific areas. Those are much more concrete.

As we go down, there's the possibility of also having one in digital media. That one is more a hallucination at this particular point.

Science, Technology & Society is to take an idea that was approved as an undergraduate major and perhaps supersizing that to be a master’s program that we could also offer in the future. And then there have also been discussions with someone in English where I'll possibly come out with a narrative studies MFA program.

Those latter three are more sort of hallway conversations at this point. But they all actively are examples of us trying to add new programming that will increase the number of students that we have here.

On the other side of the coin are certificate programs. Certificate programs are not as
well-regulated as masters programs. They're typically sort of created by whatever the market will bear. They're typically four to six courses that you put together and offer as some kind of program that will advance people's careers.

This semester, we have approved two, a new one in child study called “Early Childhood Technology,” and one in UEP called “Urban Justice and Sustainability.” Both of these are online courses of study, so that we're working with IT to get these courses so we'll be able to take them and deliver them online, although there's a blended part to both of them, where they come to campus for at least part of it. This has to do with the fourth goal, which is increasing our digital presence.

We also just got a complete proposal that I haven't even had a chance to read on strategic environmental communication. This is from environmental studies. And the idea here is to essentially prepare journalists for talking about the upcoming environmental crises.

We also are working with a variety of different departments: education, science education. David Hammer has an online continuing ed program that he had working with Springfield, and the idea is that we could -- if that ended, we could morph that into something that we could offer on a regular basis.

OT has a school-based practice program that's very close to being online. We're working with them to advance that. Community health, there would be I think great interest in a health economics certificate program, Dan, and we should get you and Jen in the same room and generate that.

We've talked with the biology department. There's considerable interest in genetics and genomics. Chemistry, math, and even sports analytics are all places where we could conceivably grow new certificate programs that could bring money into GSAS so that we could do various new things.

Now I'd like to actually collect your ideas. Before I do this, though, I have an important question to ask myself. And I'll put on my faculty hat, and Faculty Bob would say, “Geez, aren't you just asking us to do more and more and more? Isn't that just the way Tufts works, we always keep asking us to do more and more with less and less?”

And the answer is that I get that conundrum, and at least part of what I would like to -- I'm not promising anything here, Jim -- what I'd like to promise is that we understand the necessity for using some of the revenue that we generate to help pay for the resources that you need, right?

Because there are all sorts of resources that we need. We would need part-time lecturers. We would need new classrooms. We would need various kinds of support for online things. You would need help with the marketing. These are all things that
we're actually aware of, so I don't want to just come up here and say, “Let's do more with less.”

We understand that these are (inaudible) part. But we could generate a million new dollars, pay for the programs with part of it, generate some new money for Ph.D. stipends, help out arts and sciences, help out the university. It could all be a good, mutually beneficial deal.

That's all I have to say, but I'm happy to hear your ideas for new programs or other questions that I can answer.

PROF. TALIAFERRO: Jeff Taliaferro, political science. I have a question about the Tufts Plus program, five-year BA/BS, MA program. Since 60 percent of our undergraduates receive financial aid, have you had any sustained discussions about what the discount rate would be?

DEAN COOK: Yes, and I think the current working idea is that we will trust the new dean of admissions, and whatever the package is that they probably will receive on the undergraduate side, we would probably honor that on the graduate side. So even though there would be two separate admissions decisions -- being an undergraduate is one, becoming a graduate student is the other. So if there's some cost certainty, we would probably accept whatever the original package is and use that kind of scholarship offer. I think that would probably work out okay.

PROF. ROBINSON: Cynthia Robinson, museum studies.

DEAN COOK: You should yield students. I just thought of channels to pitch.

PROF. ROBINSON: I will. Thanks. I'd be curious as to what kind of market studies you've done for the certificate programs, because they're offered in other schools in the area. For instance, Harvard's School of Continuing Education has certificate programs, and they are cheaper than ours. So how would we compete effectively against theirs?

DEAN COOK: Well, we'd have to price it just right. But we have two things that we're trying to do. One is we have -- IT has a contract with a company called Ed-ventures, which has promised to be able to do some of the benchmarking and marketing studies that we would need to do this, and the graduate school is also working with an undergraduate group, Tufts Creative Collective, and these are sort of business-oriented undergraduates who we're trying to recruit to help faculty create these programs, do some of the benchmarking, do some of the looking on the website, finding out the prices. They're very motivated to do this, and I'm hopeful that that will be a successful way of at least getting some of our certificate programs written up.

PROF. ART: David Art, political science. I'm concerned with the general principal
about the Tufts Plus, and it's a general concern about education that what are the
tensions when you start pulling your masters students from your undergraduate
program? There are good reasons, I think, that Ph.D. programs rarely pull their own
undergraduates in. So I'm concerned about that point as a model for generating more
revenue, and would be interested to see what other people have to say.

Having said that, I fully think that revenue generation is incredibly important, and
maybe I'm a minority thing, and it is part of my job to do that. So I am not saying that
I'm resentful about less resources, but that point concerns me.

DEAN COOK: It is a point of concern. I have to say one of the surprising facts that
I've learned as dean is that the number one school for both our Ph.D., source schools for
our Ph.D.'s and our number one school for masters is Tufts in both cases. I was brought
up in the scholarly tradition that said you didn't do it that way. But that is the reality of
what is happening.

PROF. PEPALL: This is a good place for me to have my question, because it's on
Tufts Plus, which originally was a term we used to give Tufts undergraduates sort of an
easier admission application process to graduate school and a commitment to review
them for up to 50 percent tuition scholarship. But it was really to get them to go into
programs in which they did not major, like OT and education, because what used to be
called the combined degree, or is often called the combined degree, is the five-year BA,
masters in the same field.

And when we tried to look at that, financial considerations aside, most of our masters
courses are upper-level senior courses, so it's kind of difficult unless you're going to
create a whole new set of masters courses, how somebody who is a history major, what
are they going to do? So we tried -- I think the combined degree is much more
challenging if it's within the same field.

But there's lots of masters programs -- and you've got some wonderful ideas -- which are
not what you do as a BA. And I think maybe the Tufts Plus could direct them towards
those, and that would address some of the concerns that you have, particularly if they're
thought more to be professional masters and not ones that are just feeding into a Ph.D.
program.

Because I agree with you otherwise. I think there's a real concern about that. So just
to sort of let you know that the Tufts Plus really started out more to get them to think of
graduate school here in other programs than their major, and so I think -- and many of
our OT students and education, that's where they come from. They come from Tufts'
population.

DEAN COOK: Right. And I see at least part of it, although I didn't talk about it
here, is that we're making a strong marketing effort to try and increase the traditional
strong base we've had in New England for attracting students and trying to reach out into
New York, New Jersey, all the way down the eastern seaboard through Washington, down to Atlanta.

UNKNOWN FACULTY MEMBER: It's more of a growth strategy, I'm saying, to break from the outside as well.

DEAN COOK: Yes, I agree.

MS. ETISH-ANDREWS: Jane Etish-Andrews, international center. Just a quick comment around certificate programs. They will attract international students, and we don't have a lot of low res. or online courses, and we have to think about -- faculty need to think about these implications and how to keep those students full-time. So Angela Foss and I will be working on that, but it's just a factor that they have to be full-time.

DEAN COOK: Yes. You could say, “Oh, let's expand our international markets, because the possibility is there.” That comes with an interesting set of problems that if we're going to do that, we need to go in with our eyes very wide open and make sure that we're offering the right support and the right kinds of opportunities, because it's much more complex than I would have first imagined.

PROF. RICHARDS: Dan Richards, economics. I guess it's more by way of comment. One is I think that the summer school needs to be part of this discussion, because I think there's lots of opportunity to do more in the summer school, and the current structure of the summer school, particularly the revenue aspect of the summer school, are opaque, Soviet-style formulas that I have no idea where the revenue goes to. So I think that (inaudible) a lot of incentive that makes it very difficult.

The other thing I think is it would be helpful if, for example, taking the instance of, say, a community health economics program. It would be helpful if faculty who teach in that can use that to fulfill their teaching requirements, their teaching load in general. I think that it would be helpful to have greater flexibility in how we could build those requirements in terms of pursuing some (inaudible).

DEAN COOK: I couldn't agree more. I think the general sentiment is that the summer school could play a bigger role in this. But it would take a transformation sort of in our own culture, right? The summer school has always been more a faculty-oriented kind of program in some ways, and some of that may need to change in doing that kind of thing, or at least be an additional consideration.

All right, thank you.

DEAN BARKER: Good afternoon. So I'll preface the presentation by saying this. We're going to be talking about international programs, which segues into this, and also probably segues into the kind of summer programs that we're talking about and how we better utilize our summer space. That's something that Jonathan is going to be talking
about as well. And there are a lot of ideas percolating around all of those areas, but I want to focus in my limited time, since Dean Cook overshot by ten minutes, to make sure that I cover all of my areas.

So we want to talk about international programs and the history of those programs at Tufts and how they've developed over time. So international programs, as its current mission, is around these areas: expand traditional English language programs around the world, creating a new non-degree international program and partnerships with various constituents around the world, respond to opportunities from institutions such as the Institute of International Education, and to partner with other departments throughout the university to expand and enhance international initiatives.

Now, giving an historical overview of what this used to be. Formerly part of the conference bureau and summer programs. It has a 35-year-old tradition here at Tufts, so it's not something that is new. It's been around for a long time. And we're looking at new ways to bring that to the forefront and utilize programs that are already in place to generate revenue in the future.

So there's academic and cultural enrichment based programs for international participants through two divisions. Those two divisions are the Summer English Language Programs, which is SELP, and individualized programs that we partner with across the country, and I'm going to go into more detail about this.

Our Summer English Language Programs. English Today Program Series is open enrollment for ages of students who are 15 to 23. And believe me, we have all the concerns about having minors on the campus and understand what that means, all the way going to age 23. They attract 100 participants from nations around the world right now, and it combines ESL classes with the cultural immersion of being in Boston and what those transitions look like, to better equip those students to go on to four-year institutions and graduate schools around the world.

Our Summer Institute for International Scholars primarily started with a connection with Fletcher, for Fletcher School conditional admits. So what that was an initial partnership with Fletcher, so they're preparing those students to transition in. And that was a focus on research and writing techniques, and it provides orientation for life as a graduate student for incoming Fletcher students.

The second part of this is our individual programs. And I want to go a little bit into this. Right now, these programs exist with WEGO Private High School, a three-week English language institute in collaboration with Taiwan; our University Preparatory Program, that's in collaboration with China; our Teacher Training Program for the Wuhan Bureau of Education, that's another partnership in China; and our Kanazawa University English Language Capacity Building Series in Japan.

Now, we're very excited about this. I'm going to go into more detail. Professor
Hirata was nice enough to go over to Japan in the last month and do an assessment for us, and we're utilizing that information to tweak the program and make it better all the way around. And right now, it has over 400 participants across these programs right here.

So activities from 2009 to 2016. I got involved about a year and a half ago, and we can talk about in more detail what we've been doing for the last year and a half, but this is a strategic approach from 2009 on how we've been moving forward.

We've partnered with GreatOne Education Group in China. Everybody knows that China is very tough to navigate, and we need collaboration to get through and make connections. It's a very connection-driven business interaction in China. So we need people to help us with those connections. Our International Student Cultural Exchange in Taiwan, and our Kanazawa University partnerships.

The main theme has been to expand programs offering the scope of departments beyond summer residential programs. Not housing students here. Where can we actually generate revenue from being out in the world, utilizing technology, utilizing their spaces, and not being fixed by our local constraints on campus?

With that, the GreatOne partnership has benefitted in this way over the last few years. We are right now working with Wuhan Foreign Languages School, Shenzhen No. 3 High School, Zhuhai Bureau of Education, the Wuhan Bureau of Education, the Canada Columbia International College of Hong Kong, and Zhejiang College of Construction. Each one of these is an individual partnership, and we're working with them to get what they want out of the partnership, while already providing a service that we already have and tweaking it for each individual partnership that we create.

International Student Cultural Exchange Programs. WEGO, which is the private high school, a three-week English language institute here. Largest and most prestigious school in Taipei. It mirrors aspects of the English Today Program right here. Our English Today High School Program, which was established in 2013, established to meet the demand for partner high schools and send students to Tufts and other prestigious schools around the country. Accepts applicants from all around the world, and now established a SELP program as well.

I want to go into more depth with Kanazawa. We've got a 16-year history with Kanazawa. They're one of our study abroad programs. So they came to us with the unique proposition. Kanazawa is moving forward with putting in application to be the top global university, which is one of 37 grants that were given out in Japan. They want to teach 50 percent of their courses in English over the next ten years. They partnered with us to do that, and we right now have troops on the ground over in Japan, helping them do that. And we have a ten-year plan, and we're in the first contract with them in rolling this out, and that will develop over time.
What that’s leading to, this extended partnership which we already have with Kanazawa, is staff exchanges, which we’ve had already; summer student research programs, where we’re going to send students that are going to do a combined research program, half in Japan, half here; they’re going to do faculty exchange programs, which are potentials; potentially more students from Kanazawa studying at Tufts; collaborations already. CELT has already done a presentation at Kanazawa this past semester. International Center and Student Affairs are also collaborating in a number of different ways.

Summation: Working with established partners is our goal, not expanding too quickly, but really understanding where we want to go and the direction that we’re moving in; developing new innovative programs; strengthened relationships with our partner universities. We already have relationships with our ten study abroad programs. We can strengthen those relationships and see what kind of bandwidth we can generate out of those programs.

Creating additional opportunities for Tufts departments to engage internationally, and increase the number of participants from 200 each summer to over 500 annually.

Now, there’s what you want to know. From 2000 to 2016, you can see the trend here of gross revenue. So in 2010, about $400,000, $800,000. We're estimating this year, that's $2 million, with new revenue of about $1 million. That's a 41 percent increase in the last year. So we think that that has potential to grow and continue to grow.

Our new initiatives, what we're looking at is teacher training certificate programs for Wuhan. Eventually, they're going to come back to us and say, “You know, we need more. We need a certificate. We need something that we can say that we can show that we have this credential.” Tufts has a brand. They love it, but they're eventually going to need to grow.

Wuhan Bureau of Education, which we will continue to grow. We have such tremendous success with Wuhan Bureau of Education, and they want us to be a continuing part of the teacher education in Wuhan. But still open to all international teachers. So we think we have a market for international teachers coming here and refining their English language preparation and going out.

Institute of International Education, Brazilian Scientific Mobility, our Fulbright Getaway Orientation, and we also have opportunities in Colombia. We're reaching out right now to the Ministry of Education in Colombia to do other programming there for education. And that's that. Thank you. Questions?

PROF. WINN: I think you do have this long history there. We can be embedded in terms of quality on the basis of that. But your Chinese institutions seem to be all over the place in terms of quality. You're using the Tufts name. I understand that it's essentially a money-making proposition. But it's also something else. You're committing Tufts in a certain kind of way. So I want to know who is vetting these
institutions in China. You could fill every seat, every room, everything in this university with Chinese who are trying to use that to get into American institutions, etcetera. But who is doing the quality control here?

DEAN BARKER: I have a two-part answer. These programs have been around, like I said, for a long time. Our partnership, like anything else in China, you have to partner with people that you trust. That's one of the disadvantages of going in any area, such as India, or going into Russia or China. It's partnering with people who can give you the terrain. We've done that with GreatOne.

Myself and Scott Sahagian have worked with GreatOne in China and have met with their organizational leadership. We've done all those preliminary measures, and we're continuing to make those connections and moving very slowly with programs. These programs are designed for English language prep, preparing teachers and students for English language prep, and moving them into schools here.

Most of this is done locally over there in a way, and part-time over here over the course of the summer. So there's no kind of -- I might be missing the question.

PROF. WINN: I think you are. I think the question really is about the quality of our partners in China and who is vetting that, who has the knowledge of Chinese institutions to be able to do that in a reliable fashion. Kanazawa, we have a long relationship with. The Tufts in China program is in Hangzhou. Maybe that relates to the Zhejiang partner that was one of those -- Wuhan is a totally different article. Have you involved, for example, the faculty on this institution who are involved in teaching about China or involved in teaching Chinese in these decisions, or is this simply a question of who comes to you, and who's willing to pay for it?

DEAN BARKER: It is not a question of who comes to us or who is willing to pay, or play. What we're doing is being tactical in the way that we move through with the collaborations that we have, and none of these are scatter-shot across China. It's tactical. We decided to use GreatOne as our kind of emissary in China, and that's who we've used. So we can talk in more detail later on, but that's who we're going with right now, is GreatOne, and utilizing their services to bridge that gap for us.

PROF. WINN: What I would like to suggest is if the university is going to go forward in this fashion that there be a Faculty Advisory Board created that's been --

DEAN BARKER: Noted. Any other questions?

MR. KAPLAN: Hello everyone. = For those who don't know me, I'm Jonathan Kaplan. I am a proud graduate of the School of Arts and Sciences from 1996, and will be celebrating my 20th reunion, and can recognize some of the faculty from those days as well. I've been working in the alumni office for the last 11 years, and the last couple of summers, I've actually gone to a summer program that my wife's school, Cornell, offers,
and it is an adult university program.

You go back to school for a week, and you experience the classroom again. Your kids can actually go to class as well, separate class from what you take. You stay in the dorms, you eat in the dining hall, and it's a great way to engage any of our alumni. And from the standpoint of the faculty, I think there is a great opportunity for a partnership as well. Indeed, Cornell finds it to be revenue generating, but we think it's really great community building with our alumni of many different generations and a great way to make use of the space that we have on campus.

This proposal is for summer 2017, and we are building a committee of folks who will help to navigate some of the challenges and logistics and marketing that we would have over the next year to get the program up and running. This would be for a pilot for a one-week section in summer 2017, with the hopes that if it goes well, it will not only be profitable, but it would be a great way to engage our faculty for part of a week and to look at future opportunities with different generations of alumni and expanding the one week to two weeks and hopefully for a full month, as Cornell does it.

So I'll just quickly walk you through this, and in the interest of time, let you guys get to questions quickly.

So the other programs, aside from Cornell, certainly exist. Michigan does a program. Many other schools have used this model, and they do it in different ways. In Michigan, I believe they use something that's more of a summer family camp, and it's for alumni who come back and bring their kids along. The program that we're proposing is one that would be more based on what Cornell has as their model, again, with the alumni coming back. It also can engage members of the local community to be part of it as well, so it's certainly not limited to alumni, but that would certainly be a primary audience for us.

On average, it could bring as many as 100 to 150 people to campus for a week program, and we can certainly as we get into it and discuss whether it would be for five full days, or whether it be for a long weekend. Tufts has the flexibility. At Cornell, you need to get to Ithaca, and that in and of itself is a challenge for most people, even those people who live around it, because alumni -- so to get there and staying on campus and making use of the resources around Ithaca and the Cornell campus is something they needed to do. Obviously here, we have Boston and many other resources at our disposal.

So some of the key goals that we're looking at: Long-term increase in revenue and philanthropy is part of it, but in the immediate term, we think it's a great boost to our alumni engagement, a different way to provide continuing education. As we do our research and surveys with alumni, their number one in two ways of engaging are usually connecting with other alumni and students, for professional networking, and also to have continuing education to remember why they connected to Tufts in the first place, their intellectual side. So that's a big part of it.
We also think this would be a great opportunity to work with faculty and to have opportunities to offer a short class to a different type of audience than you typically have, who would be very engaged, and you wouldn't have to assign a lot of homework, you wouldn't have to grade any papers or anything like that. So there's a benefit there.

Again, the benchmark that I have used through personal experience the couple of times that I've been there is Cornell, and they have done some really wonderful things. They've been running that program for decades, and I am going back again this summer as well.

So the pilot, as it is proposed -- and again, we'll work through a lot of these details. This is by no means final -- is to do something around the first week of August for 2017, target for the first year between 60 to 100 guests, and offer approximately four courses so that the courses would be roughly the size of 15 to 25 per course, depending on the nature of the course.

And it's the first year to avoid some of the additional challenges that come with, as John mentioned, working and bringing minors to campus. We would be focusing on people in the fifties to eighty age range, but certainly we'd be engaging the entire alumni population who want to join us.

And so in addition to the classroom experience and staying in a dorm and eating in a dining hall, we would also offer up evening programs, receptions and tours and things like that, looking at if there are students on campus who could give a performance. And then one of the things that has worked well at Cornell is this closing reception that they do on Friday, where everyone comes together at the end, and there's actually a choir, an alumni choir I saw perform.

And basically, the alumni took a choir class for a week, and at the end, they had a performance, and we thought that was a lot of fun and a great way for the alumni to feel like they produced something from their week.

And that is that. I know I grew up in New York, I talk fast, so I hope that the main points got through. But if you have any questions before we wrap up and I hand it back to Dean Glaser, please feel free.

PROF. DEVOTO: What do I have to pay to go to it?

MR. KAPLAN: So the rates that are charged are normally somewhere in the neighborhood of $1700, and that's all inclusive per person. That again includes most all of the meals, the housing, as well as the courses.

PROF. NATHANS: Is this open to all Tufts alumni across all the schools?
MR. KAPLAN: Yes, it would be open to all Tufts alumni across the schools, and we're also looking at engaging the community around here as well to promote town relations. Cornell probably has -- at least 25 percent of the attendees are not directly connected to the institutions.

PROF. NATHANS: The courses, are they also across schools?

MR. KAPLAN: In the pilot year, we would probably offer only about four courses, so we wouldn't be able to obviously cover all of the schools, but the intention over time would be to have as many as four weeks’ worth of courses, and it may be as many as six or eight courses per week. And absolutely, we would want to take advantage of the expertise across all schools.

UNKNOWN FACULTY MEMBER: Will a call go out for proposals for participants, or how will you collect interest from people?

MR. KAPLAN: So that's a great question for the pilot year. I think we need to figure out how to be very selective, because I think if we're only offering four courses -- I can imagine just in this room, we have more than four people who want to participate. So we need to figure that out for year one, for the pilot. But on an ongoing basis, if we're offering as many as 20 or 30 or 40 courses over the course of a summer, we would probably do an email and promotion to get people to submit what they'd like to present, I imagine.

PROF. ROBINSON: Pearl Robinson. I think this one is a winner. I'm curious from your experience with Cornell, since you got this 50 to 80 age range, do you find that people are more excited if you have older, more senior faculty so they might have someone who taught them, versus --

MR. KAPLAN: Rather than someone their child's age, yeah. I think that some people did. I ran this idea by Sol Gittleman, and he was thrilled at the idea. As a pilot program, if Sol were available, that might be something we would try to do. People certainly want to reminisce when they come back to campus, so that's a big part of it. But we also found cutting edge programming was really great.

So there was a 3D printmaking class that had a huge -- they actually had to cut off registration for that class. And there's a wine tasting class that I took, and that was fantastic. So we definitely would look at the different age ranges. We're going to do a survey to look at what people's preferences would be and types of courses that would be offered.

DEAN GLASER: Jonathan, thank you. I don't think it's going to be organic chemistry. Karen, would you like to say a few words?

MS. MULDER: I promise I won't keep you long. We heard a number of great ideas
today. I hope you're all energized and excited about them. But I'm sure there are more ideas out there, and we would love to hear them. So if you are interested in brainstorming or if you have an idea that you would love to discuss, that's what I'm here for. So I would love to be in touch with you, and please feel free to email me or call me anytime, whether you're interested in just it being done for a conversation in general, or you have something specific that you want to see brought to life with us. That's why I'm here. So please be in touch.

SMFA UPDATE
DEAN GLASER: Lastly, we do not have time to talk about the SMFA and give an update on the SMFA, though things continue to advance on that front. As I mentioned before, Nancy and Karen have been very, very involved in that, and I just want to pay tribute to them, because it's just been a huge, huge project. When I talked to my colleague at George Washington about the combined Corcoran Gallery and GW, I said, "How's it going," and he said, "It's terrible, it's messy, it's awful. I'm so glad we're doing it." I think we're starting to feel that way, but it is really an exciting thing, and we don't have time to update you on it, but I can tell you that it is in very good hands.

DEAN BAUER: If people have questions, of course come and just ask me.

DEAN GLASER: And with that, have a great day, everybody.

MEETING ADJOURNED

Respectfully Submitted,

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