ARTS & SCIENCES
FACULTY MEETING
COOLIDGE ROOM
WEDNESDAY, September 16, 2015

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ANNOUNCEMENTS

DEAN GLASER: Welcome, everybody, to the first Arts and Sciences faculty meeting of the year. It's great to see so many people here. We have a whole lot of business to cover today, so I'm going to start it. Let me start with some announcements about personnel in the dean's office, because there have been a couple of changes, very recent, in fact, this week, that will have some implications for some of you.

In the dean's office, Tina Schiavone is leaving the office. She's taking a job at Austin Prep, which is 15 minutes from her house, instead of an hour from her house. She's going to be gaining an hour and a half of her life back, and we're very pleased for her. We will miss her. She has been the primary assistant for Nancy, Bárbara, and Margery. We will fill that position as soon as we can. And Tina is here today, but I think today is her last day. [clapping] She's directly above us, so I'm sure she felt it. Also, Inez McCarthy has left the university. Inez has moved to Dana Farber. She's very excited about this move. She's very passionate about the cause. We are in the process of reorganizing some of the faculty affairs business. Inez will be replaced. And we are also in the process right now of hiring someone who would be responsible for the faculty affairs process more generally.

Some of you may know or may not know that in April, my assistant, Lisa Aufiero, left the university. She had twins, and I think with twins, living on a boat, I think she decided it was just not possible for her to return to work. So with the Lisa position, we are using that position -- since I don't need that kind of assistance, we're using that position to bolster the functioning of the department, and we are really hoping that at the end of this process and with the help of Ron LaRussa, who is sitting here and came here and helped us vision this out, that we'll have a better system with better processes, fewer mistakes.

We're hoping that our contracts and our data, our faculty data will be in better shape at the end of this process with this new person coming aboard, that the connection to Scott's office will be stronger and better. And so we're really quite optimistic about this, though of course we will miss Inez. She was a wonderful colleague, and she was here for 12 years and a presence in our lives. So we will definitely miss Inez.

And I want you to know that there are very definite things that are in the works to try to improve the processes in the office. Inez's job was just way too big for one person, and especially with the implications of the part-time faculty union and the full-time faculty union, the amount of work in the department, Faculty Affairs Department, is huge.

Jillian also has an announcement, a personal announcement, a very happy piece of news and a more functional piece of news.

MS. DUBMAN: Hi, everybody. For those of you who don't know me, I'm Jillian Dubman, Secretary of the Faculty for Arts, Sciences and Engineering. I just wanted to let you know you might have seen Maxine a couple of weeks ago at the first faculty meeting out to here, and she has just had her baby. So she will be out for the next few months, but we are very fortunate to have
Bryanna Benedetti here, who will be working with me temporarily over the next few months. She got to work with Maxine for a few weeks before Maxine went and delivered Sofia. So we are very fortunate to have her.

She has her master's in divinity from B.U. School of Theology. She worked for a faculty member in the Chemistry Department there, and also for the School of Theology as an office assistant, and so she's picked up and just run with everything. So I just want to let you all know that for everything you contacted Maxine for before, you can contact Bryanna. Thank you.

DEAN GLASER: Welcome, Bryanna.

HONORARY DEGREES
DEAN GLASER: An announcement about honorary degrees. This is not honorary degree time. We give those out at commencement. But this is the time to generate ideas for honorary degrees, and the provost has said to the deans that they always like to have an honorary degree candidate who's been suggested by the faculty. So I encourage if there are notable figures in your disciplines, if there are notable people who you have particular admiration for to nominate somebody. It's not an onerous process, and the deadline is soon upon us. I don't know exactly when it is, but it is soon upon us. So if you are so inclined, please consider nominating somebody and have the pleasure of seeing them receive an honorary degree next May.

At this time, it is painful but important to acknowledge the passing of our friend and colleague, Jim Ennis, and I ask Pawan Dhingra to come forward.

MEMORIAL SERVICE FOR JIM ENNIS
PROF. DHINGRA: As Jim said, and as I'm sure all of you know, Associate Professor of Sociology James Ennis passed away over the summer. He was battling an illness for a couple of years, but at the same time, his passing was unexpected. It's a major loss not only for the sociology department and for the university, but for the social sciences as a whole. I won't dwell on his records and accomplishments right now; me standing up here is just to say that we're having a memorial for him on Monday at Hillel at 12:00 noon. You received an email about this. So hope you can join us. We have some old colleagues and friends flying in from across the country. We hope that it will be a nice tribute to his memory. There are ways of giving in his memory that are also in the email that you received. Thank you.

DEAN GLASER: You do have another announcement, so please go ahead.

DIVERSITY FUND COMMITTEE APPLICATIONS NOW ACCEPTED
PROF. DHINGRA: So on one of the more future looking and a lighter tone, on behalf of the Diversity Fund Committee, we are accepting applications. The next due date is September 30. To learn more about the Diversity Fund, you can visit the website on committees, which tells you members of the committee, the general outlines. I'll just say that the things we look for as a committee are applications that bring together parts of the university that normally would not necessarily be in dialogue addressing the issues of social justice that have a clear way of assessing or at least demonstrating their impact on the university. There's a general template to keep in
mind. You can reach out to members of the committee or to Jillian who can guide you on any specific questions. But the next deadline is September 30. Thank you.

DEAN GLASER: Thank you. Sonia Hofkosh from the English department.

PROF. HOFKOSH: I'm representing FRAC. I just have a couple of things to bring to your attention. Jillian will be sending you an email later today outlining the various FRAC awards and the deadlines, but I wanted to just draw your attention to a couple of things. One is that the first round of faculty research fund awards, the deadline for those requests is September 28. That's the earliest one. The rest are October and later. So I just wanted to remind you of that if you're interested in submitting a request for that.

Another thing is that in the past, we have awarded support funds for online open access publications. We have in the past funded hybrid journals, and we are no longer able to do that. So we will be funding only pure open access journals, but we will be doing it on a rolling basis. There are no explicit deadlines for that. So when your need for funding support for such a publication comes up, you can submit an application right away. I think that was all I was supposed to tell you for now. So I encourage you to send us your requests and look at the list of awards and let Jeff Berry or Behrouz Abedian know. They are the co-chairs if you have any questions.

DEAN GLASER: Thank you, Sonia. One final request of you, which is if you publish a book, most people know to send it to the dean's office. And if you have great success, it is our success as well. I'm looking at Jeanne Penvenne. I haven't read the book yet, but the outside of the book is beautiful. And we will be putting that book on the shelf for everybody to admire and enjoy. But please, as you have successes, whether it be the publication of a book, an article that comes out, or a grant, we love to know. We toil hard to work to support the faculty, and we love to know when these things happen. So please, just a reminder to send us your good news.

PROF. SENELICK: This was easy enough in the past. My last couple of books were over $100. Who's paying for the gift to the --

DEAN GLASER: Who's paying for the gift to the dean's office? The dean's office will pay for that. I would be delighted -- there's a whole shelf dedicated to just your books. You're very expensive, but worth it.

PROF. SENELICK: Yes, it's in the minutes. It's spread across the minutes.

DEAN'S AGENDA FOR THE UPCOMING YEAR
DEAN GLASER: So I thought that I would use this opportunity to talk a little bit about what our plans are for the upcoming year. I'll do this I think pretty briefly and in bullet form, but just to give people a sense of the kinds of things that Bob and John and Scott and Bárbara and Nancy and I are working hard on this year.

Let me just start and give you some sense of some of the things that happened last year, and some
of the really big mega things that happened last year, some of which happened over the summer, or some of which the final results came in over the summer, and so we thought that you would want to know.

First of all, of course, last February, we got A&S's Strategic Plan, and it is something that we are continuing to focus on. We were in a meeting this morning, and got a light shined on it by the provost, and we're starting to think about housing and residential strategies, and I hope that the A&S Strategic Plan will be something that we'll continue to be informing any of the plans that we make in the near future.

We had our year-end close at the end of June. And of course, it takes a few weeks to really know how you did, because sometimes you discover that you book something twice or that a gift comes in at the last minute, and to check that loss. Anyway, when it all adds up together, we raised $32.5 million last year. It was a great year. A&S is blessed with a really fantastic staff. Nancy Mahler, who you know, heads up that staff. Chris, Rob, Costa, really terrific people who work with Nancy. The goal is $28.9 million, so we beat the goal by almost $3 million, almost $4 million. And the annual fund, which raised $7.3 million. That $7.3 goes into that $32.5.

The difference is that that annual fund goes directly to the bottom line of the school, and we spend that money. We rely on that money. It's budgeted. The rest of it is coming in as capital gifts. Those are gifts -- some of them are endowment. Many of them go to help Lee yield the class. Financial aid provides support for our students with financial aid, but that $7.3 is actually terrific. We had a goal of I think $6.9, so we beat our goals in both of those areas. And it's a very, very good piece of news. And of course, the problem with this business is that the slate gets wiped clean, and we have to start over again.

We negotiated a contract with our part-time faculty colleague union, which we are now implementing that contract. It is complicated and complex, and we're doing the best we can. We're well underway with that, and I think that the results are good. And I know that our part-time colleagues are feeling better integrated into the school and the university, and that's a really good outcome of this.

We have our first bridge and Mellon-bridge hires. In fact, I saw Riccardo walk into the room somewhere. Riccardo Strobino is one of the Mellon-bridge professors. The other Mellon-bridge professor I believe will be showing up next year. He has a fellowship. And yesterday, Barbara and I had lunch with Jan de Ruiter, who will be our first bridge professor. He's bridging psychology, computer science, and philosophy. And he and his wife were on campus this week, and he will be joining us in June. So we've actually accomplished lots of great hires, as you know from our visit to the last university faculty meeting, AS&E faculty meeting, but these were sort of extraordinary hires, extraordinary in figuring things out, as we hadn't done this before, as well as bringing extraordinary people to us. And it's an accomplishment.

We have some new majors and new departments. Film and media studies, of course, was voted on, and I know at least one: Andrew McClellan's son announced to me the other day that he's going to be the first film and media studies major. But there will be many more that will reap the
benefits of the new film and media studies program.

Community health. Jen is right here. Community health is moving from being a program to being a department. That has been officially confirmed. That has lots of implications, but most are very good implications, and we will be working through those implications over the next year. And of course, Education now has a secondary major in place. I know that there's lots of student interest in that as well.

574 Boston Avenue, the CLIC building, opened, and our colleagues in occupational therapy and physics and some in child study and community development and community health and entrepreneurial leadership have all moved in. How's it going? Awesome, awesome, awesome. Roger told me that one of his colleagues, who's not known to be enthusiastic about very much, is very happy, and by that testament, I think it's a great success. I don't know if you've been in the building. It is fantastic. It is really a spectacular building, and we're really looking forward to getting the most out of it. And we promised Roger that we won't schedule too many meetings of our meetings there.

PROF. TOBIN: I'll hold you to that.

DEAN GLASER: The class of 2019 looks very strong. Lee described in a qualitative fashion about matriculation, that it's very strong. I made notes to myself about this, and unfortunately, I left them on my desk, so this is by memory. Our acceptance rate was 16%, which is a record for us and makes us one of the most competitive schools in the country, I think the top 15. Our yield is 44%, down from 46% -- up from 46%, and that's extraordinary. We have a really talented group of students who are coming in. We're really excited to have them in our classrooms and in our offices, and it's all very, very good news with regard to that.

The diversity in the class is down. The percentage of students of color is down 4%, the percentage of students of color down 30 to 28, and the international student community is up. Part of those have to do with the fact that the budget for financial aid was limited. There was an additional million dollars that was put into the budget in this cycle for financial aid, but even so, we did the very best with what we had. There are implications of it, and we're concerned about them. We will pay attention to them. We will fight hard for additional increases in financial aid, in the financial aid budget in the next cycle. But diversity and the percentage of students in financial aid both went down this year, and that's something that we are concerned about. But I thought you should know.

And the year ended up on budget. I see Jonathan here, and he will correct me if I'm wrong, but I believe that Scott told me that on a 400-million-dollar budget, we have a surplus. That's the good news. The bad news is that the surplus was less than six figures. So we had a surplus of less than $100,000. Is that correct?

MR. DUDLEY: Yes.

DEAN GLASER: So that's like really playing it close, really close. This year will be a
challenging year with regard to the budget, but the fact is that this year, we ended up just landing the airplane on the aircraft carrier and right up to the line.

Let me talk a little bit about what some of the goals of the upcoming year are for us. Nancy and Bárbara are going to be working again on the workload policy. I don't know if you want to say anything?

DEAN BRIZUELA: We have a working group that was put together this spring, and we have scheduled the meetings once a week, on Fridays. Our first meeting is next week. We have a lot of work ahead of us, and you're all free to contact us and ask us who your department representative is and share ideas with us, and we'll give you updates as we make progress.

PROF. FREUDENREICH: Is there someone from every department, or what is the make up?

DEAN BRIZUELA: There is someone from almost every department. And all the chairs were invited and asked to nominate someone from their department. Your department is represented. There are two members of your department.

DEAN BAUER: The way we did this is by asking departments and asking the faculty to just send volunteers. So if your department is not represented, we would be thrilled to have someone from every department on this group. We want it to be as inclusive as possible. And we have a range of full-time faculty, from full-time lecturers up through department chairs, and that's really helpful to piece together the nature of what the situation is.

And the goal here is to make sure that people's service activities are acknowledged in a concrete way so that we don't have some people -- everybody teaching a certain number of courses, but some people doing all the service and getting no recognition for it. And the reason we can afford to do that is that -- Bárbara and I just found the list yesterday -- we have lots and lots and lots of courses that are very, very small and the departments can teach those as they wish to.

But I think in some cases, people are stretching to find courses for them to teach, and we're working through this situation with variations in every department, and we hope to have something that we can test and kind of follow the activity of people throughout the spring semester and see what the system we came up with would have produced and then tweak it as need be, and we're hoping we can potentially implement it as an instrument.

DEAN BRIZUELA: And it's also not a closed group, so if anyone in the room wants to join our working group, just email us, and we'll send you the schedule.

DEAN GLASER: Thank you. We are in the process of negotiating with a full-time faculty union contract. I am seeing some of you on a regular basis, and we look forward to making real progress and coming to a contract.

And we are working with David Walt and the provost's office to figure out how joint appointments between the school and the Tufts Innovation Institute will work out. It's complicated, and there's
a lot of interesting implications of this, and we are doing our best to both be cooperative partners with TII and represent the interests of the school and the departments where these faculty will come from. We have some curricular initiatives that are underway. Of course, we will continue with the Carnegie unit implementation, 3-4-5 implementation, and we will be addressing retention concerns that will stem from the fact that we will be requiring more courses of our students to graduate.

Nancy and I are going to talk about this in a little while, but we are going to make a decision by December on whether to acquire the School of the Museum of Fine Arts. An extraordinary opportunity has arisen. We will talk about that at some length and answer any questions from you. A faculty working group has already formed in consultation with the Committee on Committees. Thank you very much, Ioannis. And there's a lot of very interesting things that could happen, or could not happen as a result of this opportunity.

And we have some other curricular initiatives that are working their way through. David Proctor and his committee -- I'm blanking right now as to which ones are -- science and technology studies is working its way through. And of course, there's, I hope, continued progress on a nutrition and food studies minor, which Colin Orians is taking the leadership of.

On the facilities side, we hope there will be continued progress on the SEC, the Science and Engineering Complex. Robinson Hall will be dedicated -- at least the third floor of Robinson Hall will be dedicated to the biology department, and we are very, very pleased that the biology department will have a new home. The school is investing a lot of resources to make sure that that space is lovely and updated and close to the laboratories there in that building and a really good home for the department.

We would like to make progress on the Tisch Library – [phone buzzing]

MS. DUBMAN: It's the Tufts alert system going off.

DEAN GLASER: I think the point is we want to make sure we're being alerted, and we're fine.

So the Tisch Library is now over a decade beyond its last major rehabilitation, actually, much more than that. The role of libraries changes a lot as students' habits change, as the resources that the library makes available to us change. It provides new opportunities, and it makes some of what we have there obsolete. And so we hope to get through the first stage, which requires mostly planning for the Stage 2 and Stage 3 renovations needed in Tisch Library.

And our art studio teaching space, which is presently in Lane Hall, and maybe the worst space on campus. If it's not the worst, it's in the top three. But we are very much hoping to identify new space for our Art Studios, and that's underway. Graduate Studies will continue to be an important goal, and with Bob Cook's leadership, we have identified a variety of what we hope are tangible things. One is we would like to increase the number of students, the number of Ph.D. students who receive summer support. I know we actually had some increase in that number this year. Do you have any sense of what the number was?
DEAN COOK: No. It's more.

DEAN GLASER: It's more. The arrow is up. We will continue to keep our eye on that ball. We would like to have a conversation with faculty about double degree programs and incentivizing Tufts students to go into some of our graduate degree programs, and part of that involves looking at some of our policies on how we count courses. We'll leave that to Bob and the Policy and Planning Committee to discuss. But that is a hope, that we can change our policies to create more incentives for our own students to stay here and pick up two degrees in a shorter period of time. Engineering has such policies, and we would like to look at them and see if they might work for us.

And then we'd like to continue to initiate new masters and certificate programs, and this is something that's really critically important, finding new sources of revenue, particularly in the context of the tight budget that I made reference to earlier. It's really important to us, and we'll continue to seek opportunities in this area. And Bob has tried to incentivize, and there are lots of conversations that are taking place in various corners of the school.

We have an obligation to do Title IX training for every staff and faculty member in the school. They have done this in the Engineering School, they've done it in the Veterinary School, they've done it in the Dental School. It is Arts and Sciences’ turn. You hopefully received an email about this. We would like 100% coverage. I myself will be doing my training sometime next month. We ask that you sign up, that you get all of your colleagues to sign up. It is imperative. You will be pestered until you sign up to participate in this. But it is an obligation that we have, and it's one that we embrace fully.

Mary Pat McMahon, our very excellent Dean of Student Affairs, is hoping to do much more comprehensive student leader training on issues of diversity, reaching out to Greek leaders, RAs, Ace fellows, a whole assortment of student leaders, pre-orientation leaders to do better preparatory work on issues of diversity.

John Barker over at Dowling is seeking to upgrade Career Services for students for under-represented populations, and in fact, there are other changes underway in Career Services. This will be part of what's going on there. We also are hoping to improve our Career Services for graduate students. But that is both a short- and long-term goal for Career Services.

And we would like -- and I know Lee is very happy to see this -- we would like to increase the percentage of students who are on financial aid. This is a goal of the Arts and Sciences Strategic Plan. It's a long-range goal, but it's one that we have made progress on every year, and we'll continue to aspire to that.

And finally, the work-life website, we hope -- is Elizabeth here? Do you want to say something about it, Jillian?

MS. DUBMAN: Yes. We're in the final stages of reviewing the content, and it should live in the
DEAN GLASER: So it's always good to announce as a goal something that you know is going to happen. We also hope to surpass the excellent results that we had this year in advancement, and we hope to come in on budget. So that is a whirlwind tour of what our plans are and what we're going to be working on. We'll go into much greater depth on the SMFA in just a few minutes. But I welcome any questions or comments that you may have.

MS. DUBMAN: If anybody does have questions, if you could please wait for a microphone to come to you, I would really appreciate it so we can capture it accurately. Thank you.

PROF. JOHNSON: Vida Johnson, German, Russian and Asian. You didn't get to the international students in the class. I assume that that is -- I just wonder what kind of percentage we have met there? And I wonder what percentage of those students are students of color, or if that is even counted? I understand the whole issue of diversity for our students more in the U.S., but in terms of what happens on the campus, it would be interesting to know that.

DEAN GLASER: That's a great question, and in fact, Lee and I have talked a lot about that this year. Increasingly, many of our students, by the way, are like my children, multi-racial, and we're trying to figure out -- that is, the census is trying to figure out how is it that you count those students. How you count international students, you used to have to put them in the international group or the racial group. And when you consider that some significant portion -- and I'm going to turn the microphone over to Lee in just a second -- of our international students are students of color and are experienced on the campus as students of color and experience us as students of color, it does increase the percentage of our student body who are students of color.

DEAN COFFIN: The number of students in the first-year class with an international background is 185, which is up from 120-ish last year. So there's a big increase in the international enrollment led very strongly by Asia. So China, Singapore, India were the top three in the first-year class. And to Vida's really insightful question, three-quarters of the foreign citizens in the class are not Caucasian. So they have a racial identity of part of our census -- the percentage of people who are not Caucasian in the entering classes is about 34%.

DEAN GLASER: Any other questions or comments? Well, wish us luck. I work with the best people. I am so lucky to be surrounded by so much talent and creativity and intelligence and the world's best arguer, the best -- nobody can -- honestly, Nancy Bauer is the world's greatest at putting the whole argument together and is so convincing. You don't want to be on the opposite side. But I'm very lucky to be working with Nancy and with Bárbara, and we have a really good thing going in the dean's office.

For the next topic, I will be turning this over to our colleagues Lynne Pepall and Vida Johnson to talk about university governance.
UPDATE FROM A&S REPRESENTATIVES TO THE PROVOST’S TASK FORCE ON FACULTY GOVERNANCE

PROF. JOHNSON: Okay, T&P is over and back on the floor. Lynne and I are the elected members of the task force that has been charged with looking at issues of faculty governance across the university, and this is what we have done so far. It's a little bit unfair. Lynne sent me yesterday her notes, which I am going to read, because she was going to be serving on a jury. However, she won the lottery. As I told her, I once served on a three-week jury, so she was released. So she's going to fill in.

So the faculty elected to serve the university-wide governance committee met for a full day retreat on August 31 and yesterday for two hours via teleconferencing. Basically, we have two members from each of the eight schools. The members that you might know from our schools are Maria Flytzani-Stephanopoulos and Jeff Hopwood from engineering, Laila Fawaz and Jess Salacuse from Fletcher, and then the two of us. I don't know everybody's names yet from the other schools. What's interesting is that of the sixteen people, five are men and eleven are women. So I don't know what that bodes for us, but anyway, you might want to know. Everyone is elected by their respective school, except for the Friedman School, where the two members, excellent members, I believe, were appointed.

David Harris and Tony Monaco joined the group for breakfast to thank the committee for their work and to express support for our thoughtful deliberations in the process, and I will add hopefully thoughtful deliberations. I think we were all actually very pleased how fruitful the discussions were in the first two parts. I'm thinking that this is our -- the kumbaya moment comes first, but then the hard work is going to come later. But anyway, right now we are in that stage.

From the day of discussion, a consensus emerged on the following. One, the decision to actually move forward in developing a proposal for university-wide faculty governance structure. The first thing we said is: are we going to do this or not? And I think we realized that the school is going in so many cross-school ways that we really need to do this. We would, A) improve collaboration around the schools; B) share information among the schools; C) involve faculty in university-wide decision making. All the while, being cognizant of the actual independence of the schools, and that, we will come to in the future.

The president and provost we thought should be non-voting members of the faculty governance structure, as involved, but as ex-officio members. And we thought that the members of this body must be elected members by their respective faculties. The working title we came up with -- and don't hold us to it; it's a working title -- is UFS, University Faculty Senate. We used it because a lot of schools have this structure and use the word senate, but we may not. It doesn't imply that we'll have a senatorial model versus a house model of election, etcetera. It's just a working title.

The working group meetings will be convened every Tuesday morning from 8:00 to 10:00 a.m., and they will be rotated among campuses. I think our dedication is demonstrated by the earliness. I teach until 7:00 that day, by the way. A video conference space will be secured at each location in case there are members who cannot travel. The goal is to produce a recommended structure with bylaws by May 2016. The working group will meet frequently, thus, in the fall semester every
two weeks and share information with their faculties, as we're doing now. And we'll take the spring semester to revise whatever we come up with based on suggestions and feedback from the faculties. I'm sure at some point later in the semester, we will have -- or early next semester, we will have a meeting, hopefully more time in a meeting devoted to this.

It was agreed that the working group will further explore the governance structures of universities that are sort of similar to ours. So we've picked Brown, Cornell, Duke, Georgetown, Northwestern, and Washington U. of St. Louis, all of whom have some form of university-wide governance structure.

On 9/2, already three days after the meeting, Jess Salacuse from Fletcher, who had been dean at Fletcher, and he told us he had been previously dean of a law school -- this was very useful -- he circulated to the group a very preliminary draft of possible categories for bylaws for a Tufts University faculty senate that we will then discuss. First, the establishment was that involved; second, the statement of purposes, which we've come up and started working on. Senate membership: the crux of the matter will be what kind of representation the schools have. Senate powers and responsibilities. Senate officers and committees. Senate meetings and decision making. Senate bylaw amendments. All this is very preliminary.

So we focused at our meeting on 9/15 on the statement of purposes. We acknowledge that the prime function of this body is to deal with issues that are university-wide concerns, and that issues that are not under the purview of individual schools or divisions. I think there is a lot of nervousness at all the different schools about whether any of their prerogatives would be advocated. We are not working on that. We are working to address, as we've been asked by the administration, by the provost's office, on issues that really cross the schools and for which we have no faculty input, in fact, no structure that gives, except individual sort of faculty input.

So we will work to facilitate and further develop collaboration and cooperation among schools and to play a greater role in decision making at the senior leadership level of the university. We acknowledge that the purpose of this group is affected by how membership powers and responsibilities are actually defined. And we will be moving on to these questions at our future meetings. Our next meeting -- and I have to say, Lynne has done yeoman's duty on this. We will present at our next meeting the governance model of the five peer institutions. She and I will be presenting Duke, we've divided, and we'll look deeply into the governance models there.

And then we're going to try to find people in those institutions, call them up and say: now, how does this really work? You know, we're aware that what's on paper may not, in fact, be how things are actually working. I really have to say that my mind took a really big vacation after coming off of T&P. It still hasn't come back into -- and Lynne, who is on T&P, has really hit the ground running on this and has been -- in our meetings, we have to give you the credit, because you've done a lot of the talking and discussion and bringing out the relevant points. And you studied more deeply than anyone else all these other models already. So I'm going to give you this.

PROF. PEPALL: So I wouldn't necessarily recommend bylaws for everyone to read, but you learn a lot from an institution from reading its bylaws, and you learn sort of what's said and what
isn't said. So I've been trying to read these different institutions' bylaws, and it's interesting to see that these peer schools struggle in many ways with some of the questions we have, having a medical school, with a very different set of faculty and responsibilities that constitute their faculty from what would be in arts and sciences. 

So I think some of the issues that people encounter have been encountered by these schools. I think we also hope that we'll be able to talk to people to sort of see: okay, that's what the bylaw says. If you could do it again, what would you do, what works, what doesn't work about this model, since we really have an opportunity to improve on what's out there?

But it's really preliminary. And as Vida mentioned when we started to talk about the purpose of this group, it was clear that the purpose and powers of responsibilities were somewhat intertwined. And so we really need to think about that as well as membership. So we're moving in that direction, but I think it's going to take a lot of meeting time with this group. I think it's a great group. It makes you feel really proud to be a member of the university. They're really hard-working, committed individuals. So it's a good group, but it's a very difficult task. And I like to sort of think of it as having sort of a horizontal dimension, kind of improve across school issues, but also a vertical dimension, how faculty can feel with regards to senior leadership that there's some voice to faculty.

The schools all have a very strong governance structure, but there seems to be sort of a missing link in the vertical dimension. So how this group would address that is I think something of interest to us. Anyway, both of us are happy to answer any questions or concerns you might have at this point.

PROF. JOHNSON: I was going to say hold the questions until our next meeting.

PROF. TOBIN: Roger Tobin, physics and astronomy. Of course, I just wanted to thank you. It's a lot of work, and I think we've gotten off to a great start. That gives me a lot of confidence. I know you said not to take the word senate seriously, but then again I'm a little concerned because one implication of the word senate is that it's a legislative body, and I don't know that that's clear that that's where we're going.

Also, there is kind of an implication that senates have equal representation from different organizations, rather than by populous, and I know that's an issue you guys are going to be wrestling with. I just want to sort of give a warning that by incorporating that word in the discussion so heavily from the beginning, we may be biasing the outcome.

PROF. PEPALL: I think arts and sciences has made that point very clear, that there is no -- we are not agreeing to any kind of model that looks like what we think of a senate in using that term. It does seem to be a term that is used by faculty in terms of how they govern themselves as a faculty. The term faculty senate with proportional representation and certain voting powers seems to be a term. Duke, however, uses the word council. Brown has a faculty executive committee. There are different terms, and so we will wrestle with that. And you can imagine the smaller schools tend to like the senate model. So we'll call it that for now, but I think we've made it very clear that
this will be an issue. I take your point.

PROF. PENVENNE: Jeanne Penvenne, history and international relations. When you chose the peer schools for benchmarking, was it size, budget, competition? Because when we were in work-life, the work-life board, sometimes we were thinking: why are we comparing ourselves to these schools?

PROF. PEPALL: One is the composition of the professional schools. Having a medical school seemed to be really important, because it brings different challenges to the university committee. So it was looking at schools that we thought had something that was similar in terms of the strength of the undergraduate curriculum and a medical school and professional schools. Most of them are much larger. Georgetown is probably one that's closer in size, but most of them are larger.

DEAN GLASER: Lynne, Vida, thank you for representing us; California.

DISCUSSION OF THE SCHOOL OF THE MUSEUM OF FINE ARTS

DEAN GLASER: The last item of business is the potential acquisition of the School of the Museum of Fine Arts. I'm going to give a very brief Reader's Digest version of what's going on, what happened this summer, and then Nancy is going to talk about what we are starting to think of as the opportunities associated with this, particularly on the academic side.

Those of you who are familiar with this, you should know that we've had a very long relationship with the School of the Museum of Fine Arts. For maybe 60 years, we have been granting their degrees because they're not accredited, and we've been providing their students with their liberal arts courses, and they've been providing us with our studio arts courses.

The studio arts faculty who teach in the beautiful environs of Lane Hall are not our faculty. They are actually faculty of the SFMA, and they're paid for by the SFMA, they're hired by the SFMA, and there's some money that lobs back and forth. We lob money to them for teaching our studio art courses. They lob money to us for teaching their liberal arts courses.

About three years ago, four years ago, the president of the SFMA, looking at the money that was being lobbed at Tufts in part said came to Joanne and said: “You know, we would like to become more independent. We'd like to offer our own degrees. We'd like to offer our own Liberal Arts courses. And we could continue to have some relationship with Tufts, but we're hoping to be independently accredited, like NEASC.” We didn't say anything about what that would mean, particularly of course having experienced NEASC.

But Joanne said, and I think rightfully, “It's your destiny, and you should go ahead and do what you see is best for you, and we will talk about what that means for us.” They had gone down the road of accreditation and independence for three years. They've actually made quite a bit of progress. They're in candidacy, and we can explain that after the meeting, if you're interested.

But they have encountered a problem, and that problem is that as it became apparent -- or at least this is the hypothesis -- as it became apparent that the degrees would no longer be Tufts degrees,
that families who were considering sending their children to the SMFA were no longer as interested, and their admissions collapsed, really very unfortunately, by 50%, by more than 50%.

So they were going down the road to independence. Now they're making a U-turn, and they have approached a number of universities over the summer -- and they is, by the way, the Museum of Fine Arts -- looking for a university that had resources to help resuscitate the school and turn it back into something that was viable.

They approached us, they approached several other universities, and they said, “We will basically give you the school and the assets of the school and the liabilities of the school and the endowment of the school, and you would become responsible for it.” And if the school is running at full capacity, it's a very, very interesting and exciting opportunity. If it's not, then -- well, that's another story.

We wrote back, and, “We said we were interested in keeping the relationship that we've always had. We're interested in providing the services of our admissions office to you. You can be independent and just be counseled by our admissions experts, and we would be willing to explore the possibility of acquiring the school.” And the consultants working for the museum said “No, that's really what we want to talk about.”

And while they had several other universities that participated in this request for proposals, they came back to us and said, “You really are our first choice, and we would like to explore this.” So we are exploring this. We actually see three potential opportunities. We see the opportunity of this being a real great thing for our curriculum and programming. We see it as being very exciting reputationally, being connected to the Museum of Fine Arts, which is of course one of the premiere museums in the entire country, and of course a very important cultural institution in Boston. We see that as being attractive. And we see it as potentially being of benefit to us financially if Lee Coffin can work his magic and he and his office can revive the admissions.

We also see a cost if this relationship were going away, if this were to not happen, because we would have to mount our own studio art program. We'd have to figure out where it would go. We'd have to hire leadership for it. We'd have to hire a faculty. And there would be costs associated with that. On the other hand, there are a lot of things that we need to know before we would do this. We are talking with our trustees tomorrow. They know nothing about this, but they will tomorrow. And the trustees will give us the green light as to whether we can explore this possibility. We have indicated to the museum consultants that we are willing to make some sort of announcement about this in October, this willingness to explore, and we are hoping to make a final decision on this by December, like middle or late part of December.

So that is our timeline. There are working groups that are looking at operations, facilities, advancement, admissions, and student services, finances, and of course curriculum and programming. And Nancy and I together have put together a working group of faculty to talk about the curriculum and programming, and I'm going to turn the microphone over to Nancy.

DEAN BAUER: Certainly, we have spoken to at least two-thirds of the people in this room. I
want to just add like three little footnotes to what Jim said before I speak. One is that when Chris Bratton, who's the president of the Museum School, came to talk to Joanne, it was about four years ago. This was before I was in the dean's office.

She said “Yes, you should be the masters of your own destiny.” However, we absolutely have to take this opportunity to take a relationship that's just been kind of tooting along with nobody overseeing it, except at the level of, say, student services and continue to find a way that we can strengthen each other's schools.

And so because, as all of you who have been here for any length of time know, I am the Dean of the College of Special Studies ad interim. Usually that means two things. You have to get up and read that thing for the faculty, and then you have to sign a sheet, every single page of it, that says these people got their degrees. But it turned out that I can be the person for our relationship with them, so that's why I'm involved here.

The other thing is that as we speak, the SMFA is the only art school in the country that has this kind of relationship with a liberal arts college. And as you may know, any bachelor's degree that is accredited in the U.S. must have a core of liberal arts courses. So an undergraduate business school, whatever kind of undergraduate school it is, to get the bachelor of arts, must offer these courses, and we have indeed provided them in two ways.

One is I'm sure many of you who have been here for a while have had either a BFA or combined BA/BFA students in your classroom. And also, we have had until this past September, or last September, August of 2014, we actually -- I was the dean for the Department of Visual and Critical Studies, that I didn't even know existed before I became dean, and the Museum School, and the very first step of the separation was that we gave those faculty their notice, and they were rehired. All of them were offered contracts with the SMFA. One person retired, and one person got a tenure charge out of it at the university, but everybody else is still there.

The other thing is to say whatever we do, even if this works out, we will be in the same relationship in many respects that we are with SMFA no matter what, whether it works or doesn't work, until at least 2019, because the people who are first-year undergraduates right now at SMFA know that they're going to get their degrees from Tufts. So we're invested in some way, shape, or form for at least the next four years.

So I want to also just say that this came as a huge surprise for us. We had no idea that this was going on, and we were completely shocked when we were asked in June if we could take a few weeks and have a complete operational, financial, and programmatic vision. And like I didn't really even understand what the word operational meant, and never did, so I was like, “What exactly does that entail?”

So what we've tried to do is keep ourselves in the competition game so as to be able to explore this opportunity and not miss it. That does not at all mean that we are poised to do it. As Jim said, and I just really want to underscore this, we still need to do a huge ton of investigation to figure out whether it will work.
The money people at Tufts, to use the technical term for that office, have crunched a lot of numbers. And the money people are thinking this could work. It's not going to have zillions of dollars rain down on the university or our school, but it also doesn't look like it's going to cost us anything. It's about even. They're still digging into the books. We have Linda Snyder and Lois Stanley -- many of whom you guys know Lois and some know Linda -- go down and basically knock on the walls of the building of SMFA and see if the building was okay, and think about things like could we make the transportation better between the two schools. And their preliminary report after a few weeks was that this is worth exploring and so forth.

Lee went down and talked to the admissions director there and again looked at whether it was worth exploring. But other than the worth exploring, we just had a lot of questions still to answer. So very quickly, so that there's time for discussion, I want to say what we've done on that front.

I'm heading up the group that is exploring this. We tried to choose people that we knew were really heavily invested in SFMA because they just have a lot of interaction with them, and we also, as Jim said, went to the Committee on Committees and asked for the Committee on Committees to help staff that group. So we have a group of about 15 people that includes Jim, me, and Bob, for example, of thinking through this, and we've met twice. We actually are beating you guys, because we're meeting three mornings a week from 8:00 to 9:00 every week, because we've got to work very quickly to get this to happen.

As Jim suggested, the board of trustees is going to be thinking about this as of tomorrow, and for all we know, they could say tomorrow, “Guess what? Not happening at all, so cease and desist and it's over with.” So they're the ultimate decision makers. But if they say you can continue to pursue it, we then do this huge amount of work in the next few months. Why do we have to do that?

Because it would be a deal breaker with SFMA, and more to the point, their parent organization, MFA, if we can't figure this all out super quickly, because their, as you can imagine, faculty and staff are extremely worried about what's going to happen to them and to their school, and the students are worried, and they're worried about people starting to talk about it with no plan in place. So you can understand it from their point of view.

So we have only had two meetings so far of the faculty working group, but I'm going to go over some conversations that Jim and I have had about ways that we think our school could benefit and our university could benefit from having an arts school that was our arts school, and I'll say a tiny bit about how SMFA could as well.

Let me just throw out some examples. One is that this would allow us to offer really high quality arts classes on our campus. Right now, the faculty who teach for us, though many of them are very, very good, are faculty that SMFA itself would not have teaching their arts students on their campus. They are people who they think would be good enough for Tufts. And again, this is not to impute any of them. I don't know them. They all might be wonderful. But we could do that, and we could also decide what we want to have.
So for example, we have a burgeoning program in architectural studies in our art history department, and we could have architectural type people on our campus. Of course, we have just established the film and media studies program. Thanks to people like Howard Woolf and Jennifer Burton, we have some filmmaking equipment and facilities on campus, but we don't have the kind of incredible digital operation and facilities that we have at the School of Museum of Fine Arts. We could have that here and just have this like totally fabulous combined program, or not. We could decide what to do. By the way, we probably would be leasing the building that SMFA is in right now. That's what MFA wants to do, is lease us that building.

I've noticed since I've been in the dean's office that the kinds of people that have been hired into our jobs here at the full-time level, both lecturers and tenure stream faculty, the walls between them and people in other departments are very low. There's a lot more collaboration on the campus. Joe Auner, of course one of the many people in this room; Heather Nathans is another one; just looking around, I know there are others who helped organize our first arts festival last year.

Joe and I are the Tufts representatives to a national organization who I'm a founding member of called the Alliance for Arts in Research Universities, which tries to integrate and infuse arts into the curriculum on the campus. There's been a lot of activity, and this seems to be something that would probably help us do that.

They are actually very strong at SMFA in performance art. And we have more and more people in Drama and Dance and other places, but also including one of the other new Mellon assistant professors, besides Riccardo, who is sitting here, whose name is Kareem Khubchandani and he has a specialization in performance studies that's very closely related to performance art. And we have of course a very burgeoning and already wonderful performance arts set of programs with our nine a capella groups and all the other things we have that certainly those students could contribute to that.

One of the things we're thinking about is: where do they live? You know where they live right now? The answer is catch as catch can. SMFA has no housing. They have no permanent agreement for housing. So some of their students live, for example, in extra rooms at Newbury College that they have to pay for. Many of them are in Allston. Very difficult travel there.

It's possible that we could take some of the singles on our campus, make them doubles. Single rooms on the campus are exactly the same size as double rooms on the campus, for the most part, and maybe if they only have -- depending on how many students it is, maybe we could accommodate some of them and then -- we just don't know. This is all stuff that's up in the air.

Another thing we're thinking of is, as I think many of you know, some of you may not know, Robyn Gittleman has stepped down as the Director of the Experimental College, which she did for decades and decades, almost as long as our relationship with SMFA. Howard Woolf, who is sitting right in front me, has taken over that position. It's Howard's aim and mission to keep the Experimental College experimental, and if we have a lot more artists on campus, there's a way in which that could be very exciting and addressed with the Ex College.
One of the things that Howard and I have talked about, because I'm responsible for the Ex College, is having short classes that faculty teach that the Ex College helps facilitate. Like maybe in two weeks -- I'm looking at Vida -- if you want to read *War and Peace* with a group of students who are not going to take an entire class, and so you have a mechanism to do that, and maybe they can get partial credit, who knows. But we could do some stuff with arts that way.

And then, as you may or may not know, we have two very good programs that are housed mostly in the education department one is in art education, training art teachers, and another one, which is extremely popular, is in museum studies, teaching people how to do exhibitions and some curating stuff as well. Those programs are ones that are ripe for expansion. We were thinking about expanding them anyway. We can't keep up with the demand, and obviously that would go along with it.

The museum is interested in helping us do masters programs in conservation and curatorial studies, and this would be I think interesting for everyone. And as Jim and Bob have both said, a lot of what support we do happens at the level of masters programs that would give people jobs, and these are areas that would give people jobs so we don't have to feel like we're gouging these students.

DEAN GLASER: I told you she was a good arguer.

DEAN BAUER: No, I just said that, see. So other things are 4 + 1 programs -- not 1 + 4, but 4 + 1, where our own students take a bunch of art courses, and then they cannot -- like they major in chemistry, but they take a bunch of art courses, and they would like to have an MFA after that, and they can do it in a year, that kind of thing.

At present, as you know, we do not have very much outdoor public art on our campus, and in fact, the kind of indoor public art we have often looks like what you see in this room. Amy Schlegel has been trying to place art everywhere. But one of the things that I think is really exciting to me is the possibility of having a training art campus to understand how to appreciate public art.

Amy Schlegel, the director of the art gallery, got an interesting sculpture that was down like if you were walking from the library to the campus center -- about a year ago, there was a sculpture there. But our students, and even probably our faculty are culprits, but people don't understand that that's art, that's artwork. And it was defaced. People just thought it was there for the defacement, and we ended up having to pay many tens of thousands of dollars because of the agreement that we had with the artist to ship the thing over to Europe and have it fixed, which was horrible.

And as I said to many groups, as a member of a2ru, I've been to one of its conferences, and the person who's in charge of art at MIT, who's really inspiring there. The president of MIT about 50 years ago really took their model -- arts and sciences -- that's their model, seriously -- art being the priority. And that's why anybody who walks through the MIT campus, inside or outside for more than ten minutes, sees art everywhere you go; enormous sculptures, the shape of their chapel. Many of the laboratories have art in them as well. Very inspiring, and the idea of that I think is
exciting.

Also, Tony Monaco is interested in it, and I personally am too -- who cares what I'm interested in, but I am -- and we all know what the STEM disciplines are, but many universities are making a commitment to STEM added with STEAM, with A in the middle, which is arts.

The University of Michigan is a leader. They are the ones who founded a2ru, the Alliance for Arts Across the Universities, because it happens to be a fluke that their engineering campus is on the same little part of the campus with their fine arts school. So people meet in the cafeteria, and there would be -- we have to stop. So we will of course have many other opportunities to discuss this, but we have fine minutes for questions for either of us.

PROF. PEPALL: I just wanted to know whether Tufts is still awarding a Masters in Fine Arts?

DEAN BAUER: Yes.

PROF. PEPALL: That's a degree that we also offer, and it happens to be one of the Masters of Fine Arts that's ranked in U.S. News that I think because of the MFA, as a very well-known institution, we kind of piggyback on that. But it's not an insignificant program in your pitch to the trustees. We already have that. It could do with more support from our side to make a better degree, but you've already got a degree that has a national reputation, which I think is a nice starting point.

DEAN BAUER: And the answer is yes. The only reason I didn't talk about it is because it's not clear that we would be housing those students on our campus.

PROF. PEPALL: No.

DEAN BAUER: But the MFA program would all come with it, and of course we would continue the MFA program.

PROF. PEPALL: That would be good.

PROF. MAHONEY: Anne Mahoney, Department of Classics. So what's the place of the Museum of Fine Arts in all this? If we absorb the school, is it the Tufts University School of the Visual Arts, or is it the School of the MFA located at Tufts?

DEAN BAUER: The latter. We would want to keep -- one of the things that would be valuable about acquiring the school is the relationship with the MFA. The MFA is interested, if this should all work out, in really beefing up its relationship with Tufts so that we all have a lot more access in programming. They're talking about things like lending artwork from their collection to our gallery so that they can help us have some -- you know, just help our budget along, lending us art and collaborating with things like the curatorial studies program and conservation program.

So we would probably call it something like SMFA at Tufts. There is a precedent for this, several
precedents. So the Eliot-Pearson School of Child Study and Human Development started off as the Eliot-Pearson School in the School of Special Studies, and then was brought in as a department. Same with the Boston School of Occupational Therapy. So those are the precedents we're thinking of.

I should mention that it hasn't been decided yet -- that said -- whether or not -- and when I put it in the past tense, I don't think it's because it's going to be only a top-down decision, but I think it's unclear whether it would be a separate school at Tufts, which is possible, or whether it would be a department, in effect, in arts and sciences. And there are arguments to be made on both sides.

There are also zillions of questions. Lee is dealing with these questions, Jim, and any number of people about how big the school should be. They usually aim for something like 100 students. This year, I think they have 37 students in the entering class, and I won't even tell you the percentage of students they accepted. It's as high as you can possibly imagine. We have two more minutes. Anne Gardulski.

PROF. GARDULSKI: Anne Gardulski, earth and ocean sciences. Two quick questions. Do you know if there are other schools that they have shopped this proposal to who are actively positive about trying to absorb the school?

DEAN BAUER: Yes.

PROF. GARDULSKI: And secondly, no matter what, this is not resource neutral. And somebody who lives in Lane Hall, that facility would be wholly inadequate to house something with which (inaudible).

DEAN BAUER: Absolutely.

PROF. GARDULSKI: So this seriously would take millions of dollars, I would think, to create the studio on campus that's worthy of what you're talking about.

DEAN BAUER: But we have to create a studio on campus anyway, and Jim spent all of last year actively working with people to try to find out. For years, it's been back and forth within ocean sciences, and it's been not such a great thing for the arts. So there's still a set of questions about that. You're absolutely right.

DEAN GLASER: Just to add one thing on the record, a neutral thing. There are two issues that if they're decided the wrong way, this is an absolute no go. One is how long is the lease going to be. If the MFA is only going to lease it to us for ten years, and we've got to recreate that entire facility here after ten years, there's no way we're going to do this.

The second major issue is can Lee Coffin work his magic. With strategic thinking, with a large staff that has global and national reach, we think that there's the possibility that we could turn that enrollment number around. If that enrollment number is healthy, then this could be a revenue generator for the school and/or the university. But if it's totally tuition driven, and if there's only
37 students coming in a year, then it is a drain on the school's resources. We can't do it if it's a drain on the school's resources.

So it would be a no if at the end of the day, the finance people and the team that's looking at admissions and financial aid -- and that's another thing that we didn't mention, but is a question that we'll have to deal with -- if it's going to drain resources from Tufts, it's not going to happen.

DEAN COOK: But you shouldn't also forget the fact that there's a graduate portion of this which is not revenue neutral, and in fact, whatever the costs are on the undergraduate side, on the graduate side, it definitely has some pluses.

DEAN BAUER: There's no question but that the enrollment -- when you look at charts, it started exactly when it became clear that they were trying to separate from Tufts. There are other issues, too, but that's --

PROF. SENELICK: What about the other schools?

DEAN BAUER: The question of the other schools. Yes, there are other schools that have been in the mix, but are not right now. Right now, they are counting on Tufts to come through with a yes. If Tufts comes through with a yes, then unless everything collapses, they will go with Tufts. Their number one choice is Tufts. But there are other schools who would really like to be in this.

PROF. MIRKIN: Sergei Mirkin from biology. So it sounds positive from the two presentations we've heard. And from my side, it would be great to have the school of fine arts here. It's a fantastic opportunity for us. But then Jim mentioned potential liabilities of the school. So how big are the liabilities of the school?

DEAN GLASER: I don't think we know what they all are. The biggest liability is the collapse of enrollment. The facilities are actually quite good, and the museum has just spent $10 million to upgrade the facilities. Not the inside of the classrooms, but the envelope of the building, the heating and cooling system. Linda Snyder was actually quite impressed with the facilities, with the sort of basic structure of the facilities, and that's the good news. We would assume all the equipment, the potter's wheels and the kilns and all of that.

DEAN BAUER: And the digital media stuff.

DEAN GLASER: All of that stuff becomes ours. Now, that's great, but also the maintenance of it and the replacement of it and all of that becomes our responsibility.

PROF. MIRKIN: So currently, the school is not in debt?

DEAN GLASER: It's hard to answer that question, because they belong to the museum, and they're part of the museum budget. Currently, they are losing money, and they are in deficit. That, I think we can say.
Thank you all for coming. I promise we'll have more conversation about this as it evolves.

MEETING ADJOURNED

Respectfully Submitted,

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