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DEAN COOK: I’d officially like to call this faculty meeting of the Graduate School of Arts & Sciences to order. I want to welcome our new faculty who are either coming in technologically or are here from the School of the Museum of Fine Arts. As you quickly discover we have lots of faculty who meet all the time. But this one is called the Graduate School of Arts & Sciences. We have an agenda of items that we need to get through today. So I don’t know if I introduced myself. I’m Robert Cook. I’m the Dean of the Graduate School of Arts & Sciences.

DEAN NATHANSON: I’m Sinaia Nathanson, Associate Dean of Graduate School of Arts & Sciences.

Policy and Programs Committee Business
Discussion of and Vote on New Diversity and Inclusion Leadership Master’s Program
DEAN COOK: It’s great to see so many familiar faces at the beginning of the school year. So the first item that we want to do, and as we know meetings can run long in various ways depending on what the agenda is, is two programs that we need to vote on.

As we’ve discovered, you have to talk with a microphone. These are the new enforcement rules so the people everywhere on all our campuses can hear what we have to say. So I’m going to do my best Rachel impression, and the way Rachel starts almost every show is she starts in some gentle point that seems irrelevant but then winds its way to where we’re going to get. This is going to be the same thing.

What I want to do is provide a little context for the two programs that we’re going to be voting on. I’m going to start this by saying, “Okay, why are we here? Why do we get up every day?” I’ve thought about this question. It’s an excellent question, right? And here’s part of the answer. It’s because being a professor is the best gig in the world. I cannot imagine doing anything other than this particular thing. We get to be creative. We get to be our own boss. We get to do all sorts of things that are tremendous fun that I’m sure all of us appreciate.

But the other part that’s really critical is we get to teach young people. In some way, maybe early on, it was cool because I was a scientist and got to be a professor, but at some point I became an educator. I made that transformation from being interested in my own self-interested career and my ever lengthening interests to actually becoming an educator. An educator who was interested in the people who I was teaching and what their potential was and where they could do and why they would want to do that. That’s sort of critical. Because I look around the world, and I watch these debates and other kinds of things that are going on and I see that the world has plenty of large local problems and small local problems. We need to create people who can help solve those problems. We need to educate people who can help solve those problems. So sort of, I
think, transform. While I still enjoy doing my science for my own self-interested reasoning. (Inaudible) really is a topic. It is. I think it cures for people with blindness eventually. But there are other issues. Those are trying to train the people who we’re going to leave as our legacy who are going to help shape the world in the future. This is why we do this. This is why we’re an educational institution. This is the commitment that we have.

I guess part of the reason that one might even become dean, right, because you can do other kinds of things. You can create other kinds of opportunities. I bet you sometimes being dean is a little bit like watching the Jags and the Titans play on Thursday night football and you wonder why you’re watching this game. There are those parts, but there are other parts about it that are really good. The parts that are really good are the kinds of things we’re going to talk about in a few minutes.

We’re going to propose two programs. We’re going to propose a new program that’s a Ph.D. program that’s in economic policy that cuts across the Fletcher School and our economics department. And we’re going to talk about a new master’s program in diversity and inclusion leadership. Both of these programs I think are the kind of thing where we’re going to try and educate young people to solve at least a couple of the problems that are really essential. The economic problems of development, the economic problems of energy, the economic problems of climate change. Trying to diversify all our institutions. Making sure that everybody has a seat at the table, everybody can get a good quality education. These are really important problems that need to be addressed and this is what we’re in the business of doing.

So this opportunity to present to you these two programs, for us to approve hopefully, is I think one of the reasons that one would want to take on being dean.

Now, we have two votes that we have to do today. Well, actually, three votes. The first is the Policy and Programs Committee needs to separately vote on the diversity inclusion master’s program because that group has not yet had an opportunity to vote. Policy and programs is the academic curriculum committee for the graduate school and it’s already voted on the economic policy proposal and approved it in the spring, but it has not yet had a chance, although we’ve discussed it and reviewed it, the diversity and inclusion leadership vote. So we need to do that vote.

Then in addition, we need to do a larger faculty vote on both of these. This has emerged as yet another level of what I counted as seven levels of approval that any program has to go through to get from creation to actually being listed on the website at our university. So we’re part of the way there. What we’re trying to do is to meet a timeline for several of the additional approvals that involve the associate provost, the provost, and the trustees. The trustees are meeting in November, and today is the last day that we
have to try and get these things reviewed.

So as I said, we have two of them. We have discussion that we can do. The first one we have listed is the Diversity and Inclusion Master’s Program. This program has emerged from a working group of nineteen faculty from these six or seven different departments, from UEP, education, child study, anthropology, sociology, community health, and psychology. We met a number of times and tried to discuss a program that would be able to train young people to take in entry level positions in various kinds of diversity and inclusion in different kinds of jobs. There’s a large number of these new jobs. Hopefully, these kinds of people can become chief diversity officers or have those kinds of institutional roles in either corporate settings or educational settings. We are going to try to provide for them a theoretical background, the scholarly background, and also a practical background, and an experiential one so that they can come out here in a couple years in a leadership position to do those kinds of things.

So what was mailed to you, and we have copies in the back, is a proposal that is going to go to the provost, it follows a number of guidelines required by that, which basically paints sort of a rationale, audience, and the requirements of the program. I guess I would open the floor for discussions or questions people have about this program. What we’re basically doing right now is voting to create this program and approve the program. There are still numerous parts that we are working out in all the various departments related to this because we have stuff to figure out, like team taught courses and who’s paying and all that kind of stuff.

PROF. GROSSMAN: Barbara Grossman, drama and dance. Someone reached out to me in confidence as chair of the Graduate School Executive Committee expressing concerns for two reasons. The first concern is this person and others are worried that the proposed new program will compete with existing programs here. The second concern is that this person says that to create a graduate program not affiliated with a particular department is without precedent here and is not a good precedent to start. So I’m relaying the concerns that were expressed to me.

DEAN COOK: I have two responses to that. One of the things we have done is we’ve looked at what programs we’re currently offering, and I would say probably the most similar program that might overlap with this is in UEP. We have an MPP program that is for mid-career professionals. So it might overlap. I mean, there’s a number of things that this proposal does beyond just race and inclusion. But it might potentially overlap with that. Our goal is to look for students who are coming out of undergraduate programs who are not mid-career professionals. So I think we’re trying to aim for a slightly different demographic. So I don’t think the intentions are identical. This one’s a little more focused, and I think it’s trying to aim at – but we are very conscious that we do not want to impact the various kinds of things that UEP is doing because they certainly do a
great job and there’s plenty of things to do there. UEP is an essential part of this program that we’re doing, so hopefully we can address those kinds of concerns. Certainly, we don’t want to hurt the existing programs for sure.

As for creating new interdisciplinary programs that exist without a department, well, that is the future, right? I mean, we increasingly promote interdisciplinary and I guess I can be for that. I think there are also possibilities for creating new interdisciplinary programs in computational/data science/ visualization/ science computing, depending on who I’m talking to from whatever department. I think that’s a possibility. There’s also the possibility of creating new digital media programs that would exist between the SMFA and film and media studies and music and those kinds of things, which also could be a true interdisciplinary collaboration between those departments.

So I’m not – I guess I’m willing to just see what will emerge. I’d like to create this program, have it exist, support it. If we find that there are challenges where it naturally flows into one department carrying most of the work then I think we recognize that, respond to that. But I’m comfortable with that precedence. That would be my response.

PROF. KELLY: Erin Kelly, philosophy. I’m wondering if you can comment on why you decided to use leadership in the title of the program. It seems to take one of the knowledge components and put it in the title of the whole program. It seems less academic than it seems to be in the description of what people are going to learn. It sounds more like a job skill than a field of study. So I didn’t know if that was subconscious or if you had reasons that I don’t understand why –

DEAN COOK: Well, we discussed this several times. Originally, it was called “administration” and that seems so boring.

PROF. KELLY: I just suggested “diversity and inclusion studies.” I mean, I’m not necessarily arguing for it. I just want to hear what you’re going to say about that.

DEAN COOK: I think it’s – I think we want to create leaders who can do this. Sort of the purpose of the program is to put people in positions to institute institutional changes and understand how to create it, how to discuss it, and do that with kind of a theoretical background. But I think we really are trying to create individuals who could be in leadership positions like marks that will, you know, cause institutions to potentially change in what they’re doing. So I think that kind of thing was a good part of it.

Another suggestion someone had is that “management” might be another word that could be used. It may appeal to slightly different demographics. Leadership may go to more of mid-career kinds of people as opposed to early-career people. So maybe “studies” is a more neutral word. But do we want neutral? That is a good question. But
that was the rationale, it seemed more like it captured the spirit of the program and also it was a little more sparkly than “administration.”

PROF. PENNINGTON: Stephan Pennington in music. I am affiliated with many, many interdisciplinary programs, and one of the challenges for interdisciplinary programs, and these are undergraduate programs, is that they don’t get to have their own faculty. They borrow faculty from other programs, and when it comes time to teaching core courses that are not a cross-listed course, it becomes difficult. Often times it has to go to adjuncts who are hired specifically for that because many departments do not want to let their person go to teach one of these core classes. So then those programs never get to have the security of being able to have someone steady who’s there, who’s regular, to build that program and have kind of control of their own curriculum because they’re always sort of relying on the kindness of strangers, not so strange, but to do this. Now, there’s been some move to try to rectify this with some of these new joint appointments between a regular department and a program involved with the understanding that this person will basically be allowed to teach one or two classes a year in this program. I didn’t notice anything about this in this proposal. So what is going to be made, how is this proposal going to be able to have some kind of continuity and security that will be able to teach its own core classes or will it only be pulling from other programs without a sort of central core?

DEAN COOK: I think that’s an excellent question. I think another part of your question is that an interdisciplinary program like this often lacks a central core that students can feel part of, right? That I think a challenge of all the ones I see is that students, you know, we offer all this faculty, we offer all these courses, and the students are very unsatisfied because they don’t get a unified experience. So I think that’s the other weakness of an interdisciplinary program. So I think those are two things that need to be addressed.

The second one is sort of addressed, and I’m willing to commit money to try and create a cohort out of this so that, in fact, we can try to address that. We go in recognizing that as a weakness, and I want to try and provide monies to create speaker series and have regular events and other kinds of things so that they do feel like a unified cohort. So the problem is recognized, and we’ll try to anticipate it with some specific program.

The faculty commitment part is not addressed. And I think part of what we’re going to have to do over the next few months is we need to commit to doing this – and students are going to show up next September – is to work out the arrangements. We need to find out – the working group has been very committed. A number of people seem very interested in doing it, and I’m hoping that when push comes to shove we’ll be able to create teams and create the programs that we do and hopefully that will be self-sustaining. If it were to fall back to just hiring part-timers or adjuncts to try and
cover these courses that would be very disappointing. I don’t sense that we’re going to
do that. If we do, that would be an unfortunate thing. So I think it’s a problem that needs
to be very thoughtfully suggested. Jim has certainly been very supportive of this.
Hopefully, we can create the kind of commitment and anticipate the kinds of problems
that can happen.

PROF. PENNINGTON: So are you committed to having a line or MOU so that
somebody is going to be actually housed in this place before we start this program or are
we –

DEAN COOK: At the moment we’re going to create it with the individuals we have.
And I think if we’re successful, then I think we can argue for a line. One of the large
goals we can talk about in the other part is that for the graduate school to successfully
increase stipends across the board, we need to increase our tuition base. So this program
has numerous goals to it. Part of it is academic. Part of it is that hopefully it will be
revenue generating and self-sustaining, so the funds and the tuition that this generates
I’m hoping can go back in to supporting the program strongly, to providing the kind of
events that the cohort needs to be unified. Eventually, if we can be successful, we’ll try
to create lines.

PROF. PENNINGTON: One reason I bring this up is because it’s a Ph.D. program.

DEAN COOK: It’s a master’s program.

PROF. PENNINGTON: But it’s a graduate program and graduate students need more
care and mentorship and time than undergraduates who are doing more things. I would
hope that there’s going to be some way to deal with the kind of need the strong cohort is
going to need, the needs we’re going to have for faculty engagement and that this will be
compensated well, that there will be time and resources put towards making sure that
faculty can do the kind of intense work, which also involves letters of recommendation.
It involves professionalization. There’s a lot that goes in to a master’s program and
graduate students in general, and I have not yet seen – I’ve seen a working group who
are great who are in other departments right now. I’m just concerned about making sure
that those graduate students get the faculty time that they need, that the faculty get
compensated for that where they’re also full-time in other departments as well.

DEAN COOK: All good questions, and I recognize that. We did try and work in some
compensation plans in there for people on the steering committee and for a director and
those kinds of things. I’m hopeful that the chairs of the various departments that are
involved will be willing to share. One of the things that can happen here is we have the
master’s enrollment reward program. The idea there is that when a department succeeds
a certain target, part of the tuition from those excess students goes back to the
participating departments. So this also will be a way to help provide that kind of compensation.

PROF. THOMAS: I have a question following up on your recent point. One is that many of the courses that you have listed, especially those in psychology, which I’m most familiar with, are already over-enrolled. So I’m wondering how we would be able to accommodate that new program for these courses that are already on the books and really over-subscribed by our undergraduates and our present graduate students?

DEAN COOK: Well, no easy solution to that, although, at the moment we’re anticipating anywhere from six in the first cohort to eventually ten; if it’s extremely successful, twenty. If we can’t absorb twenty students across all the courses in the six departments then something’s wrong. So I don’t have an easy answer to that. Yes, many courses are subscribed; mostly we’re only adding two or three. I mean, there are many electives. The thing that we do have to create, the organizational behavioral part, which I will probably have to hire adjuncts to do or work with the core institute – although I’ve talked to Mark and he’s very open to doing that sort of thing – the team-taught course which will be new and unique. Hopefully, those that have a lot of cohorts will be almost exclusively for those students. So I think the elective parts hopefully will not over-subscribe those courses. If they do, at least within limits of something that is tolerable. I’m not trying to make lots of unnecessary workload for people.

PROF. AMMONS: This is an interdisciplinary master’s. It’s an interdisciplinary master’s of science, I take it, because when I’m told that the interdisciplinary and, say, the steering committee there’s nobody from humanities or arts on it. And in the planning group those were very thinly represented. So what I’m seeing is it’s a master of science; is that correct?

DEAN COOK: Well, you know, actually we were trying to figure out if it should be an M.A. or an M.S. We’ve looked to see if there are rules as to what makes something a master’s of arts or a master’s of science. We could not find any documentation from NEASC or any other organization that gave us any guidance as to what to call it. So we didn’t purposely put one on there, but hopefully seeing that that might emerge from the working group as they see fit. As for other departments this is not a closed program at this point. I mean, the working group is just really those people who volunteered to participate in the groups as we moved along based on a call that I put out. If other programs think that they have a part in this or want to participate I think that the vote today is not exclusionary at all. If partners want to come in and join, I’m for that. No one was trying to limit it to a particular group of people. Those were just the individuals who seemed most interested at first. I would like to create this as broadly as possible. I think that would be good and help alleviate some of the problems of over-enrollment, faculty participation and those kinds of things.
PROF. AMMONS: Just one quick thing. With that in mind, which is a good goal, perhaps you should expand the steering group and have a faculty member from arts and humanities join these social science departments.

DEAN COOK: Okay. Well, the steering group is – you know, that basically, there is two-tiered advisory in the steering group – the fact that we had four larger graduate departments. Then we had three departments that don’t officially have graduate programs: anthropology, sociology, and community health, who wanted to participate but had concerns that they did not want to over-commit their smaller faculty to a program. So the idea was to have a core group that could take on most of the responsibilities and then have sort of an equal partnership but not let those smaller departments be overrun with those kinds of things. So the steering group just emerged out of the people who were the largest departments there. I’m happy to expand and contract as to what needs to make sense in the upcoming months, absolutely.

PROF. MONTEZ: Noe Montez, drama and dance. I’m curious since this is a program hoping to start in the fall of next year and given what you said about self-sustaining an ideally revenue-generating program if there is a recruitment, admissions, financial aid package in place that might help the student cope or reflect the diversity and inclusiveness that the program’s curriculum offers?

DEAN COOK: Right. So two points to that: I’m hopeful that the program itself will be attractive to under-represented groups. The very content might help to diversify our student population because it’s one of my top goals as dean to do exactly that. So I’m hoping with the content itself to work. In terms of offering support, right now what we’re anticipating is, I imagine what many of the other departments are doing, offering tuition scholarship of forty-eight percent. Again, that would be flexible and we would — Roxanna will testify to this – that even in undergraduate admissions, to successfully recruit students of color often require a greater commitment and support. We’ve certainly been trying to do that as well. We’ll do that for this program as well.

So, you know, this is that funny dean thing that I talked about several times. One moment I’m wearing an academic gown and the other times I have this GM hat on, other times I’m the CEO, and I run back and forth, which is sort of challenging. So the academic integrity of this is really important to me, that to be self-sufficient also has some dean-ly appreciation. But the goals are to have the best educational program we can have. That’s my primary goal. To generate revenue, that’s a benefit. Scott will be very happy. But I think that the two are not in competition with this particular one. But we will offer the kinds of support that students need to attend, absolutely.

DEAN SAHAGIAN: You know, again, part of this is we’re looking for people who may
also be working for companies that want to have these types of chief diversity officers. So, you know, how you create a program that we have a percentage of scholarship and support, and how we receive a number of full days, and also how we get those that are industry-sponsored. You know, it’s all part of the pricing mix and how we’re looking at this.

PROF. WINN: Peter Winn, history. I just want to reinforce Liz Ammons’ point about involving people interested in the integrity intellectually and academically of this program. I think I’d like to incorporate the humanities into it. I mean, you have a course listed here, in historical context, but you don’t seem to have any historians or history department involved in those departments which are very interested in these concerns.

DEAN COOK: “Come join the party,” is my answer. So far, you know, we put out several calls for participation, and I work with the people who showed up to create this and so, you know, the history department has programming and wants to join this, we meet again soon. I’m not trying to – the program lives up to its name. It’s trying to be inclusive.

PROF. FRENZER: This is Joel Frenzer, and I work in the media arts department at the SMFA wing of arts & sciences. I’m here with some of my colleagues. We just want to chime in that in talking about this you should also consider what fine arts can do, and especially with design and the dialogue back and forth.

DEAN COOK: I invite you to join in. We’re at the point where we’re very early on and trying to create the program. I think the more players that we have and the kinds of things that we can do to include the arts and humanities in this, I think the stronger the program can be.

PROF. RUANE: I just have one sort of more broad concern about the idea of the interdisciplinary programs. It’s not a negative like we shouldn’t do it. It’s just something I think will come up that has come up kind of recently in our department. That is, when people come in and want to do an interdisciplinary program they might come in to some program and take courses in lots of different departments and then say “Oh, gee, I really like these courses,” and take a few more courses while they’re here and satisfy the requirements for another program and then want two degrees for the price of one. I don’t have an opinion. I’m not Scott. I’m not the money person. But I just know that it comes up a lot and it comes up a lot more and more. And I think as we think about developing programming like that, which I’m completely supportive of, I just think it’s one of those logistical things that we want to have a head start on.

DEAN COOK: Right. This is one of the things my assistant dean, Sarah Herschel, and I have been working on for the last six months to come up with clearer rules about this
kind of thing because there were not and people were trying to do this. The general principle is you pay for one degree at a time. Part of the five-year program is to try and help give that opportunity. But we are working on rules to try and clarify that so that doesn't happen.

PROF. KRIMSKY: This is a very courageous effort and will get a lot of notice I think once it’s launched because you’re creating a current discipline and career path that probably only exists now in fragments in, you know, human resource programs, et cetera. There’s a whole legal history and a legal framework. Is that incorporated in the curriculum at all, the legal framework for diversity?

DEAN COOK: Yes.

PROF. KRIMSKY: Which courses would that be?

DEAN COOK: The courses on the legal framework of diversity. There’s a requirement. I think the third requirement involves preparing students to have the right kind of legal background to do the kind of work they have. I can’t say that I can identify every course that will fulfill every requirement at that particular point. I think that’s part of the work over the next year. But it is certainly anticipated that people who go in to the kinds of jobs we envision these careers being prepared for need to have a clear understanding of the OEO background, the legal background, what the obligations are, all those kinds of things, and without that preparation they wouldn’t be properly prepared. Absolutely.

PROF. SOMMERS: Sam Sommers, psychology department. I agree to the premise and the scope of this seems very worthwhile. I guess my question is the timetable. This looks like this goes to the provost in eleven days if it’s approved today?

DEAN COOK: Oh, it goes tonight.

PROF. SOMMERS: Okay. But we don’t necessarily know all the courses yet, and we don’t necessarily know all the departments involved. The working group is a very impressive group of our colleagues. Do we have commitments from the departments in question to support these? I understand that a lot is going on and it’s hard to start unless you start it, I get that. But I’m trying to reason through what I’m voting on.

DEAN COOK: You’re voting on the broad context of the requirement: is it a good idea?

PROF. SOMMERS: That I can vote on, the good idea part, but we don’t know what these courses are yet, right?

DEAN COOK: Well, we have some idea of what those courses are and some of them I
may have to backfill and some of them I don’t. It’s one of these things where if we wait to answer all those questions this program will never happen.

PROF. SOMMERS: I get that. Are we on the other side of – so would it be that we don’t know enough about it to get it started?

DEAN COOK: I guess I would talk to other members of the working group. Certainly, there have been concerns that we’ve talked about and some of the challenges of being an interdisciplinary program and can we offer all of the courses that we can and how can we work with Tisch. I think that can be easily solved. What is our relationship with Gordon who often offers a lot of organizational behavior kinds of courses? So all those things are being worked out. I’m confident. I would not stand up here and do this if I didn’t think I could make this all work with you guys. All of us together – the working group seems committed. We have a broad base of different departments that are willing participants to thinking about participating to finding roles that are comfortable for them.

PROF. SOMMERS: I guess that my question is the distinction between individuals and the departments, have the departments in question discussed and voted on this?

DEAN COOK: The departments – UEP has discussed it. Each of the smaller departments has discussed it as I understand. We in psychology have not discussed it. Although, I always thought you’d be in. I didn’t really want to add an eighth level of hell to my seven levels already. So no, the answer is not every department. It’s been discussed, but I can’t tell you that every department has voted on this particular program. But I sense from all the working groups and the various chairs and the hundreds of conversations I’ve had about this, that I have not gotten any – I mean, I get all the concerns about creating something new, about going in to the unknown about the challenges of interdisciplinary programs. All those things have come up. But I have not had any reaction that says, “No way should we do this.” Everyone seems to think it’s an excellent idea. The goal is certainly to have faith and maybe even be courageous, an adjective we hadn’t heard before.

PROF. ROGERS: Laura Rogers, education. I actually do some teaching in the area of diversity awareness in the education department. I just want to pick up on what Sam’s question is because I sort of have the same one, which is this is more like a template or aspirational program. And typically what we’re asked to vote on is a little bit better spelled out because, you know, you’re saying it meets the academic and intellectual and scholarly or professional expectations or standards that we hold as a community and that’s not in here. But I read that the course description in leadership that says that this course will provide leadership skills necessary to be successful in diverse contacts and how to promote organizational change. I’m curious about what that is and what it means
to provide leadership skills? Will this be juniors or seniors taking this course or – I just don’t –

DEAN COOK: Well, the answer is they’ll be first year graduate students who will be taking those courses.

PROF. ROGERS: But you also indicate that undergraduates –

DEAN COOK: Yes, it’s possible. But the goal is the first-year graduate.

PROF. ROGERS: No, I get it. So what I’m thinking, so I’m just trying to figure out what Sam is saying is are you just asking for our support in moving ahead with the planning or are we doing the kind of voting that we’re used to doing where we see fully spelled out syllabus with educational – this feels a little different than what we’re usually asked to do. And I think we’re just trying to figure out what are we being asked.

DEAN COOK: Well, I think at least in P&P often many of the programs we’re voting for are more an aspirational description of what we’re doing rather than particular courses, where I agree it needs to be much more concrete. So I don’t think at least in P&P that we’ve seen other kinds of ones that we voted and approved on that had very similar kinds of characteristics. You might disagree with me on that.

PROF. PENNINGTON: Stephan Pennington, music, again. Two things. One is a bit larger, which goes back to my last point. Being part of a department that has a master’s program where we get to have forty-eight percent tuition, we don’t get the kind of under-represented people. We get some of them but they cannot afford to pay the amount of money our master’s cost with only a forty-eight percent. We lose our under-represented students all the time to other programs that give a full tuition. All the time. When I hear you say you’re really committed to making this work, I’m thinking, “Oh, that’s great, that means maybe we’ll get more tuition.” Would that also apply to the rest of us because we would also like to have more under-represented people in our programs? If the graduate program thinks that maybe we should be raising the tuition of admission to get more diverse as a commitment, it would be great. I think that’s really wonderful. I support it. And I hope that support happens for all of us, point one. Point two, I would love also to hear, I’m hearing from you, which is great because I love you, you’re wonderful. I would also like to hear from somebody on the steering committee about the work they’ve done and how they’re seeing this program as well.

DEAN COOK: So I can answer the first part. Music, as any other department who offers a master’s program, I only ask you to aspire to meet the average of that forty-eight percent. You can allocate that as you see fit. The second thing is in the last two years I’ve also made a promise to support any matching offer from under-represented students
at the master’s level, sort of Ph.D., although it’s a little less, but at the master’s level, to indeed do exactly that. So I have been trying to put my money where my mouth is.

PROF. PENNINGTON: I just want to say about the average that meets that becomes a problem. What ends up happening is if you give this person 100 percent and this person zero percent and who are those people you’re going to be giving zero percent to, right? There’s the idea that we can sort of average it out by sort of fake admitting people with zero percent, which is sort of unfair to them if they actually do (inaudible). Then it doesn’t actually work out either because then that person, rather than getting a master’s at full percent might just go to a Ph.D. program. So there are some logistical problems and I think it would be valuable to think about the ways in which the desire for these to be revenue generating based on the desire to have a more diverse cohort.

DEAN COOK: That is why I have two hats, or three or four. But that being said, the commitment to try and match offers for under-represented students has been across the board, and I will continue to do that because diversifying our student population is a top goal.

PROF. PENNINGTON: Then I would love it if somebody from the steering committee would say something.

DEAN COOK: Does anybody else want to say anything? Sabina, do you want to say anything?

PROF. VAUGHT: Is there a specific question?

PROF. PENNINGTON: There’s a whole discussion about this program but nobody’s been working on the steering committee and doing this work for how many months has been able to say anything, and I would like to hear from the people who have been doing all of this work and who are on the ground putting this together, not just from the dean of the graduate school.

DEAN COOK: Who I know you love, right?

PROF. VAUGHT: I’m not sure I’m that person either because I wasn’t able to attend all the meetings.

PROF. THOMAS: Okay. So I don’t think anybody is a working group. I don’t think it’s a steering committee at this point. So there’s no steering committee. It’s been a working group and at this stage I think there have been maybe four or five meetings, approximately thirty faculty members from all of these departments have attended. From the two that I’ve attended, we discussed the scope of the program, these kinds of issues
that Bob’s already addressed that we’ve been talking about. We voiced, at least from my perspective, I’ve voiced many concerns about this program. I think that we would agree as a working group that there are strengths to this kind of program. And from what I’ve heard here it seems like many people do see those, but I think we’re also hearing some problems. So that’s my perspective. I think there are a few other people here that have been on the working group so if you want to add to that feel free.

PROF. GROSSMAN: Hi, Barbara again. I’m not a member of the working group, and I just feel, speaking as myself this time and not expressing someone else’s concerns, I am concerned a bit that some of the participating departments have not apparently had the opportunity to fully discuss this proposal and think about the impact on them. But I don’t feel that that’s a fatal flaw. I feel that if they could have the opportunity that would be a good thing.

On the other hand I think that anytime you are creating a new program, a potentially groundbreaking program, an interdisciplinary program for which there are not prior models, there is an element of risk-taking. I don’t think anybody here is reckless. I think everybody here is cautious. But also you get to a point where you either make something happen or you don’t. If this is fast-tracked then perhaps it’s fast-tracked for a good reason. You can either frontload something so that everything’s planned out, planned out, planned out and then you move forward, or you say, “This is what we envision, this is our dream, we’re confident we can make it happen,” and then once you have the approval, then you dig in and do it. So I think that’s an acceptable model as well.

DEAN SAGAHIAN: Bob, just real quick it’s five minutes of one.

DEAN COOK: This is why we put this at the front of the program.

PROF. KELLY: Erin Kelly, philosophy. I think maybe some concern could be addressed if we could see the list of courses because then we could see, you know, we’d have a sense of whether some of the gaps that might require (inaudible) that would take away from other areas, or people on the working group could speak to whether there’s good course selection for each of these areas, or if you have it on your computer could you put it on the screen?

DEAN COOK: I can’t put it on the screen, but we do have copies of the courses. It’s long so I didn’t want to print it out –

Well, I’ll pick up on Barbara’s point, which is sure, of course there’s risk. I can’t think of anything that one would want to do that’s worthwhile that doesn’t have risk, right? One of the things that after being at Tufts now for thirty years that I’ve consistently been annoyed with is how risk-averse we are. We are so conservative. It’s really so
interesting. At some point, politically, we’re extremely liberal, but on various fronts we move glacially slow in ways that just have driven me crazy for numerous decades. So I agree, there are problems. There are challenges to creating interdisciplinary programs. There are challenges to making all these departments work together. But on the other hand, the goal of this and the ultimate impact of this program is our problem is so fundamental it seems that here’s a case where that risk is at least worth it to me, and it’s why I’m willing to put the school and the resources to make this happen. I guess there’s a certain part of this, there’s a “trust me” part of this, right? Because if I’m hit by a bus tomorrow I’ll be disappointed, but you can be sure this program is going to get the care to make it work. I think we’re walking in with our eyes wide open as to the challenges it faces with a new interdisciplinary program. But my goal is beyond. If we want to move some place, I’m with Barbara, we have to take some risks.

MS. WOUDSTRA: Roxanna Woudstra, graduate admissions. Just to put to rest any concerns around the possibility of the recruitment and the popularity of this type of degree to our audience. I think as we see in the packet the other schools that have this type of degree are not the same caliber as our school. So us offering it in an academic hub of Boston where you have so many professionals that work at universities that would like to grow professionally, this degree is one of the most perfect degrees that you could have in our location. As Scott and Bob mentioned, in terms of revenue generating, the vast majority of universities have the benefit of their employees getting degrees that they don’t pay for. So if we’re in this location and we have a target audience where they can have someone pay for their degree that won’t come out of our own pockets and we don’t have to supply scholarships for it, I think we’ll be ahead of the game, especially if you look at the list of universities and colleges that have this type of degree. I’m also on the working group, and I’m going to pat myself on the back because I got a master’s in educational studies with Sabina Vaught and my focus was on diversity, inclusion, and retention in higher education, specifically on graduate level studies. So this is one of my commitments. I’m also a double Jumbo at Tufts. I know what it’s like to be a student at Tufts in undergrad and grad school. So I’m very confident that this degree program will fulfill a need in terms of a lot of problems we’re seeing at peer institutions. So in terms of your concerns about a cohort, I think you should be settled if that’s a concern in your mind. I understand about the faculty and the course work. I think that will come easily and that’s not something that I have to concern myself with. But in terms of having students to teach, I think you will have. One of our goals in terms of recruitment if you come to (inaudible) meeting tomorrow, we are very gung-ho about our recruitment process and really focusing on getting more of the students in our backyard to apply to our graduate programs.

DEAN COOK: Heather gets the last comment.

PROF. NATHANS: So maybe I misheard who your target audience is because you
mentioned there are many universities in this area that we might naturally draw from and
the tuition might be paid on their behalf, and that’s something like a master of
professional studies rather than a program that is aiming towards entry-level folks who
don’t actually already have a university or a position anywhere that is committed to
paying on their behalf. So is it a combined cohort? That’s why I was asking for
clarification.

DEAN COOK: The goal is to initially recruit entry-level people. If we want to do
mid-career kinds of things we have to make sure that A, we’re not impacting our
exciting program, but the other part of it is we need to be able to offer the program as
executive style, which means offering evening programming and weekend courses to
meet that kind of thing. We’re not really quite prepared to do that. Is it something that
we could eventually move in to once we get all the needles working and we’ve identified
all those things? I think that’s a possibility. But as our first pass we’re going to go for
that.

MS. WOUDSTRA: I think if you keep in mind students that go straight from undergrad
into working in higher ed, they’re entry-level. Then for those who move professionally
this type of degree program will help them do so. So I think you’ll be targeting both
entry-level and career professionals. So career building at the entry-level allows them to
build those leadership skills. Then I think in terms of mid-career professionals to build
upon the leadership skills that they already have but they need more of or more
theoretical background to move forward. For example, the educational studies program
that’s already in place is more theoretical and I’m a professional, so I use the theoretical
course work that I’ve taken and applied it to my professional life. It was an academic
program. It was a professional master’s. I think depending on the faculty that you have
teaching in how we prepare our students and those type of caliber of people you attract
to this program should be able to take the courses that they are taking and apply it to
their work profession. So when they specifically take this program as academic, or
hybrid academic and professional, I think you’ll be able to capture a true level
mid-career professionals and Ph.D. students or students who are potentially going into
Ph.D. programs. So I think it also depends on the courses that they choose to take. So
building upon the interdisciplinary aspect of Tufts University and building your own
path in which you need your degree program in will be helpful to your career goals.

PROF. NATHANS: I appreciate the clarification. The reason I ask is because I was on
the committee that passed most of the master’s and professional programs at Maryland
and they actually looked quite different. So that is why when I heard that, I was
wondering about models. So thank you for the clarification.

DEAN COOK: So we’ve spent more than the fifteen minutes allocated for this topic. All
of your concerns are good ones. I hear them, and I’m very sensitive to them. Here’s a
suggestion. To meet the deadline of getting this new program to the trustees by November I would need two votes today. One is from the P&P Committee itself to approve the program as outlined. The other is from the faculty to approve the program as approved by P&P Committee. With that, I can then move the packet forward to the provost so it can conceivably be approved by the trustees by November. That being said, I would say that given the kinds of issues that people expressed today, I can promise that we will have a report back by the spring faculty meeting where we can begin to address who’s going to do it, who’s on the steering committee, what courses we’re going to offer, and those kinds of things. We can fill in those details so that you can feel comfortable that we are seriously addressing those because I agree, having people of the arts and humanities in here are excellent suggestions. Let’s do that. Making sure all departments are on board exactly with what their role is. Happy to do that work. Happy to work on trying to address the interdisciplinary challenges because I think they’re obvious. We’ve seen them in every interdisciplinary program created from international relations to cognitive science. So we know what the problems are.

So I guess I would ask from P&P is there a motion regarding this proposed master’s program?

UNKNOWN SPEAKER: I move to vote on the master’s program.

DEAN COOK: Do we have a second?

UNKNOWN SPEAKER: Second.

DEAN COOK: So those people who are members of the P&P Committee, which are the graduate directors, those in favor of moving forward raise your hand. Those who would be opposed? Those who would abstain? That motion passes.

Which leads to another question to this general faculty regarding the fact that P&P has approved a program in diversity inclusion and we’re seeking your approval, so I would need a motion to do that.

UNKNOWN SPEAKER: So moved.

DEAN COOK: Second?

UNKNOWN SPEAKER: Second.

DEAN COOK: Those faculty who approve moving forward with the stipulation that we give a spring report on this as well?
PROF. ERNST: When you say spring report, will that include advertising?

DEAN COOK: The answer is yes. I will try – one of the reasons I’m hot to try and do this is I would love to recruit a cohort this year because it pains me, pains me, pains me to think that students would arrive here in 2018 when we are so close. So we have a motion. I guess we could have further discussion. Where’s Mark when you need him? Those in favor of approving the program? I think we’ll have to count these votes.

MS. DUBMAN: We also have to count the SMFA.

MS. HEYMAN: We have three and three in favor.

DEAN COOK: Those opposed? Abstaining? So that passes. So we will be moving forward this program to the provost, and we will give you a report back in the spring.

**Discussion of and Vote on New Economic Policy Doctoral Program**

DEAN COOK: This has already been previously approved. There’s a new Economic Policy Program that’s being shared between the Fletcher School and the economics department. That program has been described and has been approved by P&P. It is supported entirely by a gift from the Neubauer Foundation which was graciously given. So it’s completely supported. It has a strong president’s endorsement. So questions about this particular program?

PROF. KRIMSKY: This is a question that I ask whenever a foundation or another external organization funds a program and that is, do they have any control, veto, or any influence on the structure or evolution of the program?

DEAN COOK: The answer in this particular case is no. The structure has been created through the hard work of the economics – the general goal of having a cross-school program, that was part of the donor’s desire, but the structure and actual program is controlled by the faculty. They do have some control in that the gift can run out, in which case we will have to make a judgement as to whether the schools want to continue the program or whether the donor would like to continue supporting the program. But we essentially have five years of money to recruit five separate cohorts. I think that’s my memory. Then we’ll do an evaluation.

PROF. PENNINGTON: Stephan Pennington, music. What would the role of social economic justice be in this program? I’m just wondering about whether or not this will be a program that also cares about diversity, social justice, and justice as well since this is in economics.

DEAN COOK: I’ll turn it over to Dan Richards who’s chair of the economics
department. Dan’s been working closely on developing this.

PROF. RICHARDS: I don’t know that (inaudible). Economics is a very technical field, the emphasis in many ways both (inaudible). Even in the (inaudible) there’s a very large data analysis and sort of (inaudible) analysis that the bombing of the political process in a mathematical sense. I know exactly that will cover issues of economic justice to the extent that there are many questions, distribution of income, the source of unemployment, racial and ethnic biases, and the hiring process that will have those components. But I know that there will be a course specific called “Economic Justice,” but maybe.

PROF. GROSSMAN: I know you said that the family would not be involved in planning the program, but knowing members of that family I would think that including social and economic justice would be incredibly important to them because that’s sort of what their lives are all about.

DEAN COOK: Well, it’s certainly something we can take up with them. We’re having a meeting with the foundation in October.

Seeing no other questions, could we have a motion to approve this program? Second?

UNKNOWN SPEAKER: Second.

DEAN COOK: Those in favor of approving the new Economic Policy as supported by this? Those who disapprove? Abstaining?

MS. DUBMAN: What was the SMFA vote?

DEAN COOK: We’ll wait on the SMFA vote.

**Graduate School Introductions**

DEAN COOK: So there are three introductions. So I thought we’d have a little more time but that is okay. There are three people who are part of the graduate school team.

MS. HEYMAN: We have three of three in favor.

DEAN COOK: I would like to introduce them at this time so you know who they are and what they’re doing. The first is our new associate director of career services. This is Jean Papalia. She has recently started to work in career services with graduate students.

MS. PAPALIA: Nice to see all of you and many of the familiar faces. I’ve been on campus for the last eighteen years as the director of the career center and now my focus
is on graduate career services. So again, I’m not going to provide every single service to every single graduate student because there are too little of them and too little of me, but I’m coordinating our office in terms of individual counseling of graduate students and individual coaching of master’s and Ph.D. students in arts, sciences, and engineering. Programming: I’m working very closely with Sinaia and her team on developing programs and opportunities for students to meet alumni and players and learn about different things they need to know.

A third thing is resources. I really want to build up our resources. We’ve just subscribed to First Tel Ph.D. For those of you who don’t know about it, it’s a great resource and you can access it. I’ll have to tell you the password. It’s available to masters, Ph.D.’s, and post docs. So people can use this resource to read stories about what people have done with their Ph.D.’s outside academia. A great resource and people are very excited about it so far. But we want to do a lot more with resources. If you have any great resources that you know of that can help students in your field please send them my way. We want to do a lot more with our website.

The fourth point I’m really focusing on this year is trying to figure out how to do more and better data collection of our graduates. So where did they go after graduating? Nationally, we’ve all been on top of this with undergraduates. We’ve been doing a lot across country in terms of tracking where our undergraduates go and now we can do that with our graduate students. So I’ll be calling on a lot of you because you know where your students have gone. Also, I started to see a lot of you. I’ve started to set up appointments with the department or program chairs. Please reach out to me, and I’ll reach out to you. I’d love to learn more about new programs and more about the career interest of your students. I’m basically here Mondays, Tuesdays, and Wednesdays. I also have evening hours on Mondays for students if that’s easier for me to come to you. So contact me, Jean.Papalia@tufts.edu. Thanks.

DEAN COOK: Many of you know Karen Richardson was the former director of graduate admissions. She got demoted to just being the admissions dean for undergraduates. Roxana Woudstra has stepped forward to be our new director of graduate admissions.

MS. WOUDSTRA: Hello everyone. I did a little introduction when I spoke last. But I’m Roxana Woudstra, Director of Graduate Admissions, and former associate director of graduate admissions. I have double Jumbo status, so I am fully invested in helping Tufts become the better place that it can be. From my own experience as an undergrad I’ve been working as a full-time employee at Tufts University for ten years. I know I look fairly young, but it has been ten years. I also did the educational studies program, so I do have the experience of being a graduate student as well.
So one of the great things that Karen Richardson started when we took over graduate admissions two months ago is increase our recruitment to make people across the United States more aware of our graduate level programs. People are very aware of our undergraduate programs, but we were not well known at the graduate level. So we have increased recruitment far beyond what it was before. We’re also doing significant strides in our recruitment efforts for diversity. We are going to places like (inaudible) for diversity that (inaudible). We also acquired engineering focus recruitment. There are a lot of engineering conferences that are diversity focused. I think for graduate – what that means for you is there are a lot of people in these under-represented groups that go to these engineering conferences, but they’re not interested in engineering for their next steps in graduate level course work. They’re actually interested in teaching in the STEM fields that are not engineering. So that way I can talk to them about the GSAS programs and target under-represented groups at these engineering conferences. So even though we recruit for engineering, we’re still doing work for you at the same time. And actually those I talk to at engineering conferences are more interested in our GSAS programs. So that’s one of the things we’re doing in admissions. Thank you.

DEAN COOK: The last person I’d like to introduce is the associate director of alumni relations, Jonathan Kaplan. He’s been working closely with the graduate school on helping us build stronger ties to our alumni.

MR. KAPLAN: Thank you, Bob. I’m also a Tufts graduate, class of ‘96, and Bob was my advisor. So it’s great to be working with him in a different capacity these days. We are working on our strategy for overall online engagement in my office, but over the last year or so we’ve been working on graduate online engagement in particular looking at building a pipeline of connection and hopefully future fundraising opportunities with our graduate alumni. That’s looking at on-campus programs, networking events with students on campus, programs just and specifically for graduate alumni. Bob’s been sending out communications to our graduate alumni broadly. We’re also looking for opportunities to feature faculty on the road. So if you guys are traveling anywhere for any reason and have an opportunity to give an evening of time to meet with our alumni we can pull together a list and invite them to meet you for dinner, things like that. We do have also a pilot program that’s more broadly for all alumni. This upcoming summer we’re going to be doing a week where people will be able to live in the dorm and eat in the dining hall and take a course, not for credit, but that’s something we are working on with the deans and the provost’s office. We’re hoping that this graduate alumni engagement effort that we’re working on with Bob and Sinaia will be one that will build our connections and hopefully lead to greater success in terms of our fundraising for the grad school in the future.

DEAN COOK: So those are just three people. They represent actually the improved university commitment to the graduate school on a number of fronts. We’ve never had
anybody in career services before. Alumni relations has never been stronger. We have a person who is concerned exclusively with our admissions. So this is part of a general effort that I think the university and the school has to try and improve our graduate programs. I certainly have been working very hard on that. As you know, I appreciate very much the fact that you facilitate in some ways or voted on a promissory note to make great things happen. I appreciate that courage tremendously because if we’re going to get on the ladder how will we know what way to go, and that’s to the top, and that’s what we’re going to do. So we’ll keep you informed. I think that’s it for today. Do we have a motion to adjourn?

UNKNOWN SPEAKER: Yes.

DEAN COOK: We are adjourned. Thank you.

**Meeting adjourned**

Respectfully Submitted,

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