Table of Contents

ANNOUNCEMENTS .......................................................................................................................... 2
Student Gun Control Walkout ........................................................................................................ 2
   Kevin Kraft, Director of Community Standards ........................................................................ 2
New Digital Humanities Resources ............................................................................................. 2
   Joe Auner, Dean of Academic Affairs, and Joanna (Annie) Swafford, Digital Humanities
   Specialist .................................................................................................................................. 2
FAB Review of Joe Auner, Dean of Academic Affairs ................................................................. 4
   Juliet Fuhrman, Chair of Faculty Advisory Board (FAB) .......................................................... 4

NEW BUSINESS .............................................................................................................................. 4
LA&J Curricula Committee Proposals for Discussion and Vote .................................................... 4
   David Proctor, Chair, LA&J Curricula Committee .................................................................. 4
Committee on Student Life Academic Integrity Policy Discussion .............................................. 7
   Jamie Kirsch, Lecturer, Music and Co-Chair, Committee on Student Life, and Kevin Kraft,
   Director of Community Standards ........................................................................................ 7

MEETING ADJOURNED ................................................................................................................. 11
ANNOUNCEMENTS

DEAN GLASER: Welcome all. There are some seats up front. We have several announcements to start, and we’ll start with Kevin Kraft.

Student Gun Control Walkout
Kevin Kraft, Director of Community Standards

MR KRAFT: Hi, good morning, everybody. I got asked to come real quick to mention the gun violence walkout on March 14, next Wednesday at 10 AM. It is going to be a walkout to call attention to gun violence in schools. It’s not, per se, political; it’s not calling for gun control. There will be an opportunity to sign political petitions. It’s happening during a somewhat less popular class time, so it should have less impact. It was chosen to be in step with a national walkout that high schools and colleges are doing, and they wanted to do it at the same time. It will be set up on the Residential Quad; students affected by gun violence will speak, there will be petition signing, and mixing. It is scheduled to be 17 minutes long in honor of the Parkland, FL shooting victims, then students will go back to class. We are not canceling class and there is no requirement for you to do anything. Some faculty are canceling, others aren’t. We aren’t promising extensions; missing exams are different than just a conversation. That’s what’s happening.

PROF FRENZER: Will it affect the whole day of class schedules?

MR KRAFT: It shouldn’t affect the whole day. If there is bad weather, they will cancel it. We are viewing it as not potentially disruptive. There are 100 Facebook RSVPs right now. If you have class in Olin at that time, they are trying to get speakers and we are making sure there are no disruptions to class. We are seeing if we can turn or move the speakers so there are no disruptions. Thank you.

DEAN GLASER: We’ll put out something to all the faculty.

MR KRAFT: I think tomorrow or Friday there is an announcement.

DEAN GLASER: Now Annie Swafford, Digital Humanities Specialist.

New Digital Humanities Resources
Joe Auner, Dean of Academic Affairs, and Joanna (Annie) Swafford, Digital Humanities Specialist

DEAN AUNER: I’ll say a few words to give context and introduce Annie. Tufts has been a leader in digital humanities before people knew what it was, with the Perseids project that Marie Claire put together. There are many projects joining faculty across departments who are doing work in this area. There is staff support in the library and the GIS data lab. There are a lot of resources at Tufts. We had a faculty roundtable last year to talk about what we could be doing and in context of the DISC initiative. 30 people across the school and from engineering came to talk, and it was productive. I gave a presentation, maybe around this time last year, and one thing
we talked about was the TTS search for someone to be involved with the Digital Humanities effort. From the name Digital Humanities, people know what it is; the tools are useful for every discipline. From the search, Annie was hired. She’s made a huge impact already and she’s achieved a lot. She received her Ph.D. in English from the University of Virginia in 2014. Prior to coming to Tufts, Annie was an Assistant Professor of English and Digital Humanities at SUNY New Paltz and co-founder of the DASH (Digital Arts, Sciences, and Humanities) Lab. Her articles have appeared or are forthcoming in Debates in Digital Humanities, Journal of Interactive Technology and Pedagogy, Victorian Poetry, and Victorian Review. She is the project director for Songs of the Victorians, Augmented Notes, and Sounding Poetry. Now, here is Annie Swafford.

MS SWAFFORD: Thanks for having me to tell you what’s been happening over the last couple of months. I’ll build off what Joe said. Digital Humanities is a broad umbrella term, and it’s using technology to analyze the human record. There are different methodologies and types of media: Mapping characters’ travels in a text; Graphing thematic changes across millions of texts; Preserving or sharing endangered texts; Identifying author attribution; Building 3D models of ancient cities/buildings. You can see how it can apply beyond English, history, and classics to other disciplines. We have great partners at Tufts – Perseus, Perseids, and an M.A. in Digital Tools for Premodern Studies in the Department of Classics, the South Asia Digital Humanities Lab, the Data Lab, DDS, Tisch Library, DCA, and African American Freedom Trail Project. We already started with a lot of partners and wonderful opportunities. I’ll tell you what I’m doing. We do consultations. We want to bring digital technology into your research, find the right tools and data sources, and help you figure out how to build it and make it sustainable. We can help develop pedagogy and bring it into your classes. We offer workshops and classroom visits. If you want to learn a particular technology, contact me and the team. We have a lot of collaboration and community building, building bridges across departments, making sure you have the right people in the room at the right time. We have a bunch of events including ComputeFest: Sound happening tomorrow. You can come to these events and start learning the terminology and ideas and see if it would be a good fit for you. You can reach me via email, join our elist, and visit the new website.

This is our Digital Humanities website. Go here if you want to see our workshop schedule; we have a nice little poster. There are plenty of people in the library who are interested in mapping, web scraping, language processing, design, data management. You can also register and learn more about them. Schedule a consultation and here is a list of things we consult on. There is a portal to learn about the different digital humanities like sound studies and text analysis. Read the blurb about it and you can use sample data sets and sample tools to learn, and there are tutorials for slightly more complicated stuff. You can learn or assign students to learn. We also have a section on courses and programs related to digital humanities. We have a Master of Arts in Digital Tools for Premodern Studies and a Music in Engineering Minor. If you know of programs that should be on the list, let me know. We have a project library where we put Tufts-specific digital humanities projects; contact me to add a project. Finally, you can also learn what we are doing from our news page, like ComputeFest: Sound, which is tomorrow 1:30-3:30 PM. If you have any questions, let me know. Thank you so much.

DEAN AUNER: In addition, we have Sound Matters on Friday, and there are a few more spaces available for that.
DEAN GLASER: Thank you very much, Juliet.

**FAB Review of Joe Auner, Dean of Academic Affairs**
*Juliet Fuhrman, Chair of Faculty Advisory Board (FAB)*

PROF FUHRMAN: Hello, everyone. I’m here on behalf of FAB. We are doing the review of Dean Joe Auner. We invite your participation in this review; you got an email with a statement and his CV. We are looking forward to your comments and evaluations. You used a trove of superlatives for student recommendations, but hopefully you have a few more words left. You can email deanreview@tufts.edu or send a hard copy to me through Erin Sullivan.

DEAN GLASER: Now Curricula has a big agenda to talk about.

**NEW BUSINESS**

**LA&J Curricula Committee Proposals for Discussion and Vote**
*David Proctor, Chair, LA&J Curricula Committee*

PROF PROCTOR: First, I want to apologize for how the agenda went out; I apologize for that. I thought the way for this to go quickly is to go in groups to get the major Part 1 pieces done. I’ll read off the names in anthropology first and then take questions on those five courses and group them as we go and keep things moving.

**Item 1. New Course - Anthropology – ANTH 0133 Anthropology of Journalism**

**Item 2. New Course - Anthropology – ANTH 0152 Biopolitics & the Body: Life, Power, Knowledge**

**Item 3. New Course - Anthropology – ANTH 0147 Sex and Money: Anthropology of Sex Work**

**Item 3a. New Course - Anthropology – ANTH 0168 Anthropology of Colonialism / Decolonizing Anthropology**

**Item 4. New Course - Anthropology – ANTH 0174 Thinking with Plants: Plants, People, and Society**

Any questions? Good. Carrying on. Art history, biology, and chemistry together – showing the true breadth of Arts and Sciences.

**Item 5. New Course - Art and Art History— FAH 0003 Introduction to Contemporary Art**

**Item 6. New Course - Biology – BIO 0008 Microbiology of Food**

**Item 7. New Course - Chemistry – CHEM 0043 Bioanalytical Chemistry**


**Item 8. New Course - Child Study and Human Development – CSHD 0065 Gender Studies in Child and Youth Development**

**Item 9. New Course - Child Study and Human Development – CSHD 0067 Resilience in Development: Children, Youth, and Adversity**
Any questions on either of those two courses? Great. We’ll move on to environmental studies.

Item 10. New Course - Environmental Studies – ENV 0001 Introduction to Environmental Studies
Item 11. New Course - Environmental Studies – ENV 0005 Environmental Studies Lunch & Learn
Item 12. New Course - Environmental Studies – ENV 0140 Environment, History, & Justice
Item 13. New Course - Environmental Studies – ENV 170 Environmental Data, Analysis, and Visualization

Any questions on any of the ENV courses?

DEAN GLASER: Lunch and learn is an unusual course. I imagine it has a small number of SHUs?

PROF PROCTOR: Yes, 2. Previously it was a half credit.

PROF POTT: The title doesn’t really say what’s going to happen in that course. It seems like we are giving credit for lunch and schmoozing.

PROF ORIANS: We’ve been offering it as a half credit since 2011. Students write a piece each week about what they expect from the incoming speaker and write a reflection after. They meet with the instructor right after, every Thursday at noon. It’s certainly not 3 SHUs, but maybe 1 or 2. We are going with 2 SHUs. It doesn’t count toward the major, but it’s a valuable experience for students who take part in it.

PROF PROCTOR: The committee did spend considerable time talking about the SHUs and the experience, and they felt the requirements merited 2 SHUs and that the pass/fail augmented that decision.

DEAN GLASER: I like the opportunity to have some of these small SHU courses and commend environmental studies for doing that. I have to say that Martha’s comment resonates with me; looking at the transcript, I won’t know what goes on in the course by the title.

PROF ORIANS: We’re not married to the title; we could reconsider something like “Environmental Studies Seminar Series” or “Professionalization Workshop.” We could come up with a title more transcript-friendly. I’m sure the environmental studies Executive Committee could come up with someone suitable. You’re point is really well-taken.

PROF ALLEN: I want to speak in support of this. I think it’s really important for the intellectual community to bring in scholars and they’ve had a remarkable amount of success. It’s an interdisciplinary opportunity to learn and this is essential for our community. I love the new way of thinking about education experiences.

PROF PROCTOR: Any objection to adding a rider to approve and the Executive Committee will change the title? Any questions on the remaining environmental studies courses? Moving on to film and media studies.
Item 14. New Course - Film and Media Studies Program – FMS 0037 Documentary Film: History and Practice
Item 15. New Course - Film and Media Studies Program – FMS 0043 Public Relations and Marketing: A History of Theory and Tactics
Item 16. New Course - Film and Media Studies Program – FMS 0098 Filmmaking Teaching Assistants Workshop
Item 17. New Course - Film and Media Studies Program – FMS 0165 Television in the Age of Change

Questions or concerns about FMS courses? Lastly, two new courses from the history department.

Item 18. New Course - History – HIST 0156 Passion, Power, & Piety: The Voices of Byzantium
Item 19. New Course - History – HIST 0158 The Balkans since 1453

Any questions or concerns about those? Is there a motion on the floor to approve items 1-19?

PROF ORIANS: Maybe Malcolm can answer; for the TA workshop can you describe why it’s 3 SHUs and not smaller? It seems like a training course?

PROF TURVEY: I wish Howard Woolf was her because he runs the course. It ran as 1 credit pass/fail in the Ex College. My understanding is that students do labs and teaching workshops, and it’s a pretty heavy-duty course.

PROF PROCTOR: Between the class time and the work outside it, it’s equivalent to 3 SHUs. Is there a motion on the floor to approve items 1-19? Opposed? Abstentions?

Now to the meat of the agenda. We’ll start with a change in the major of education. The first part is the current education major; skip ahead to the new proposal. The new change is meant to try to streamline and simplify and be more transparent for students. Page 16 is the new description.

PROF ORIANS: I have a question about the second major – why don’t we say “co-major”? Second major sounds like it dumbs it down, and I propose not to use “second” versus “first” major.

PROF PROCTOR: It’s just traditional, nothing says we can’t change it. It’s simply how we have stated it, but Curricula and EPC could consider a proposal to change it to “co-major.” It’s not a purposeful designation by Curricula.

PROF POTT: It says students must take a minimum of ten courses, including three core requirements, and a capstone, and up to three from other departments and some can count for the primary major. So, the only course they take in education for this major is four courses? On page 16.

PROF HAMMER: If the primary major is willing to count in our department for their major we won’t contest that.
PROF POTT: But they still have to take up to seven courses in education?

PROF HAMMER: Correct.

PROF PROCTOR: Any other questions on the education major? Is there a motion to approve this change? Objections? Abstentions? Moving on to civic studies; I’ll ask Erin Kelly to join me at the podium. There is a multitude of pieces – a new program, major, and minor, and deletion of peace and justice studies. Any questions? Is there a motion to approve items 21-21c? Objections? Abstentions? Thank you for your patience and I apologize for the tardiness of this. The forms are frustrating to submit and we are going to seriously look at our forms and launch a new system this fall that’s more manageable for you all and easier on our end.

PROF JOHNSON: I have a question about the April 6 deadline; does that mean a course may not go in for the fall?

PROF PROCTOR: New courses have to be approved by the faculty. We have found work arounds and if we know there will be a special course, the department has permanent course, we can work with the registrar’s office and Curricula can approve it until the faculty give final approval.

PROF ORIANS: One clarification – if we are proposing a standalone major in environmental studies – does it not need a vote? In the next section, new wording…

PROF PROCTOR: We can talk offline and make sure it launches in the fall.

DEAN GLASER: Now we have an opportunity to have a conversation with faculty about changes that are ahead. The Dean of Students and Kevin are in charge of this. The discussion is early, and it seems like great opportunity to talk about reforms and get feedback from the faculty before they go into effect.

Committee on Student Life Academic Integrity Policy Discussion
Jamie Kirsch, Lecturer, Music and Co-Chair, Committee on Student Life, and Kevin Kraft, Director of Community Standards

MR KIRSCH: I am a faculty member in the music department and I have been on CSL for seven years and co-chair it with Andrew Ramsburg, who’s done most of the work in this area. Kevin’s office came to us last semester and asked to review every student policy, which is no small task. We want to talk to you about academic integrity. My job is to sit and take notes because we have not yet met about this and we want to be open and take your comments to these meetings. Comments will be brought directly to the other committee.

MR KRAFT: Thanks for the opportunity. I’ll give you a summary of where things stand. This is part of a broader policy review. We were prompted by the student life review committee who was asked to look at specific policy changes about hazing and alcohol. There are a lot of interconnections with these policies – there are five policy documents on several sites that contradict and overlap each other. This is an opportunity to look at the whole of the university policies to provide something coordinated and cohesive to students.
We’ve gone back to at least 2002, and since then we haven’t had anything called a comprehensive review, just piecemeal changes. We are trying to align standards and behaviors with the mission and values of Tufts. We want to create a safe and just environment for living and learning – students don’t leave campus for days and weeks at a time. And we want to make the student judicial process more developmental. The policies are structured for AS&EE although we’ve had some interest from Fletcher to join in on this. State law says Tufts must have a policy about hazing. CSL will not review sexual misconduct, nondiscrimination, or other university-wide policies, which falls under OEO.

We are doing outreach – there was an article in the Daily last week, and an email went out to students and faculty. We talked to the TCU Senate and Faculty Senate to give notice and get feedback. We want to be inductive in our approach and not come out with a final draft to agree to. We are creating a community that has an understanding of what we’re trying to do. Feedback can be submitted on our form online. Thanks for your comments that you have already submitted. We noticed that we didn’t have faculty or students from the SMFA on our committee and that’s one of the big changes since the last review, we have the SMFA. We talked to the Executive Committee and added people to this project. We also felt we didn’t have enough graduate student voice.

I’ll flag the issues we want to talk about as a group. We hear disputes about the severity of sanctions in policies now. Following the policy, there is an x=y format for a violation. Like plagiarism that is substantial, it’s supposed to lead to one-semester suspension. Some are not willing to report violations because they don’t want that to happen, they don’t think it should include a suspension. And some think the sanctions aren’t strict enough and we should take very strong stances. The question has been a question of misconduct. We need student-friendly language in the policies, but sometimes we need to create policy. Like a case we had where instructions were given before an exam, and a student didn’t do it, but there is nothing in the policy that says this is an academic integrity violation. Another thing to flag is how the academic integrity policy overlaps with online courses. You know we are expanding the summer term and we need to think about it in terms of that. Those are just some issues, we have a whole list. What are things we should focus on?

PROF HAMMER: I have experience across two universities with academic integrity. At my last university, my experience was that I had a grad student plagiarize in my course, and I learned to always report. In that process, I learned that the same student did it in three other classes, and each faculty member thought it was only happening in their class. Only when I reported it did I learn that the student did it in a total of four classes. It’s important to have a procedure to have people report. Where there was a report of this, a student and faculty committee met to review the case. We all testified before the panel and it was fantastic for the students on the panel and for the community. It allowed a judgment process, which was not necessarily a suspension for the semester. But if you find out about the fourth time the student did it, that impacts the punishment. One thing to develop is a process that has all such complaints go before a joint student-faculty committee.

PROF SOMMERS: I think my comment is that I remember being trained that you report it and things were taken out of your hands. In practice, it doesn’t feel like that happens. People exercise
discretion and there is a problem with that, and I remember the first time it happened, I was surprised that I had discretion about the punishment and I wind up making decisions I’m ill-equipped to make and I don’t have all the information.

PROF SULLIVAN: I commend you taking this on. One thing I think is positive about what Tufts has is its statement on academic integrity. I think it’s very well done, and for educational purposes, it really tells what plagiarism is. I would like to see that, perhaps updated, because it’s very well done and plays a large part in orienting students to Tufts and bringing faculty in to talk about those issues because it impacts not just students.

PROF PROCTOR: It’s great to take this on because it’s a significant issue. My experience was different from Sam’s, I felt like I didn’t have a lot of opportunity for input. There are holes for people to give or not give input. My view represents both sides and I would like avenues for faculty to provide input and maintain fairness and not divert the process. I applaud you and your staff taking a positive view of how to use this as a learning experience and not just punish the student, to make it something they benefit from and let them understand what they did and why it was a violation of policy.

PROF EKBLADH: My experience was similar to Sam’s. It’s an important issue to periodically rejigger. I’ve caught people hand in things that were clearly for other classes, even with the faculty member’s name still on it. The discipline process asks, “Are you sure?” and I’m bound by the rules we have. It doesn’t always have to be punitive but making things an educational opportunity could walk us away from things that are important to us. It’s important to remember that some of this is willful activity and we need to ensure the university’s public credibility. I would also say part of the education is that we remind first years that plagiarism is not just for academics; it happens in the real world in copyright infringement, and lawyers are brought in, jobs are lost, offices are shut down. In international development, an office copied another’s report and they were shut down. It’s important for education and beyond. Knowledge work is work.

PROF ORIANS: When you opened up on the scope, I thought we weren’t talking only about academic integrity. Is academic integrity the scope of the current discussion or are we looking at other policies? Can you reset, are we talking about the right thing that you need?

MR KRAFT: We are looking at all policies that apply to student behavior, not necessarily that apply to faculty, alcohol, hazing, violence, harassment, and academic integrity, and we wanted to have a conversation today about academic integrity in particular.

PROF JOHNSON: We are more comfortable talking about it than the policies like harassment. Academic integrity goes from taking one paper for another course, to another faculty member coming to me saying, “This student is getting help on homework that’s graded.” Maybe students shouldn’t get graded on homework, and it’s kind of muddy, and looking at the little plagiarisms has such dire consequences. If you do a poll you probably find a lot of faculty not reporting because of that.

MR KRAFT: People are trying to game the system. If it’s clear this then this, if a faculty member doesn’t report because they don’t want something bad to happen, a student can make an
argument that this is just slight versus major plagiarism. In the early 90s, there was a move to make schools violence-free, so they created zero-tolerance policies. Then when you do that and a first grader shoves another, they are kicked out because that’s what zero-tolerance is. If you can instead have parameterized judgments so you have an idea of what happens across cases, I think that’s what we’re trying to figure out, to strike a balance.

DEAN GLASER: I’ve been doing this long enough and I’ve seen it swing in each direction. When we put an academic integrity structure together that every instance needs to be reported, there was a reason. One was the serial offender and making sure people report so we can deal with that problem. It’s critical to keep an eye on it. And another was having a formula, my predecessor’s predecessor felt strongly about it and we were vulnerable legally if the same infraction led to different outcomes.

MR KRAFT: If we look back over time, different policies in the dean of students’ office contribute to how we handle things.

PROF SCHILDKRAUT: Is there a review of the free speech on campus policy and how we handle speakers getting shut down? And for the alcohol policy, in my class we prepared a unit on the Good Samaritan policy, which is about if a student was with a student who drank too much alcohol, I was surprised to find it only applies to alcohol and not to drugs. I’m not sure if it’s already changed, but I support to change it to cover not just alcohol.

MR KRAFT: For freedom of expression, yes and no. It’s a Trustee policy that we can’t edit but we can make recommendations to the Trustees. In the student handbook, there is a general statement about it. This will be covered in this review. And to your point about alcohol and drugs, CSL will look at that, too.

DEAN LOWE: The last time we really changed the policy was in 2006. I believe in the current policy that there are levels of severity with room for discretion by faculty. We need to pay attention to the disciplinary outcome and keeping fairness for everyone and not letting some students get discretion and others not. And some faculty don’t know the policy – students have a training workshop through the writing fellows and the second is an online tutorial, and they do talk about having someone else correcting your homework in a foreign language there. Students don’t have printed a handbook anymore, but we can go back to it if it will help. Faculty should have an opportunity to review the academic integrity tutorial so you know what students are told.

DEAN GLASER: Is there any data on the change in the number of plagiarism issues since we’ve been doing the training?

MR KRAFT: I can’t say since the training started. In the last ten years, the number of complaints reported is much higher now than in the past. Last year, we had 95 or 100 academic integrity cases. I think it’s hard to say causation-wise.

PROF RICHARDS: It’s helpful to have some data about plagiarism cases or cheating on exams and outcomes. Is it widespread or concentrated? I can change the way I administer exams. It’s helpful to get the data and it will be easier to think about responses.
DEAN GLASER: Kevin, Jamie, thank you. Hopefully this was useful to you.

DEAN AUNER: I just want to say that summer session enrollment starts today. Faculty can reach out to students. A course needs four students to run, but more is way better for our bottom line. We are doing a lot of marketing and outreach to build clientele, but you have the best role to reach out, so let your students know.

DEAN GLASER: Thank you all, have a good day.

MEETING ADJOURNED

Respectfully Submitted,
Erin Sullivan
Secretary of the Faculty for Arts, Sciences & Engineering

Minutes taken by Lindsay Riordan
Administrative Assistant to the Secretary of the Faculty for Arts, Sciences & Engineering