ARTS AND SCIENCES FACULTY MEETING
COOLIDGE ROOM, BALLOU HALL
WEDNESDAY, MAY 9, 2018

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ANNOUNCEMENTS

DEGREES

DEAN GLASER: Apologies. I’m coming from a philanthropy conversation that I didn’t want to cut off, but I said I had to go because students wouldn’t graduate. I’ll first turn it over to Bob.

Graduate School of Arts and Sciences
Robert Cook, Dean of the Graduate School of Arts and Sciences

DEAN COOK: Members of the faculty, I have the honor to present these candidates from the Graduate School of Arts and Sciences. It is the function of this faculty to recommend to the Board of Trustees all candidates for degrees in the Graduate School of Arts and Sciences as authorized by the Trustees for the award of the degree in May 2018, subject to the usual conditions. I am happy to certify that these candidates have met or will meet the degree requirements, as set forth by this faculty, for the programs in which they have been enrolled. The total number of degrees to be recommended is 222. Of those, 188 are master’s degrees and education specialists, and 34 are doctoral degrees. The numbers of graduate degrees are as follows: 72 are Master of Arts, 4 are Master of Arts in Teaching, 30 are Master Of Fine Arts, 66 are Master of Science, 5 are Master of Public Policy, 32 are Doctor of Philosophy, 2 are Doctor of Occupational Therapy, and 11 are Education Specialists. Is there a motion to recommend? All in favor? Opposed? Abstentions? Thank you.

School of Arts and Sciences Bachelor’s Degrees
Jim Glaser, Dean of the School of Arts and Sciences

DEAN GLASER: Thank you, Bob.

Members of the faculty, I have the honor to present these bachelor candidates from the School of Arts and Sciences. It is the function of this faculty to recommend to the Board of Trustees all candidates for bachelor’s degrees in the School of Arts and Sciences as authorized by the Trustees for the award of the degree in May 2018, subject to the usual conditions. I am happy to certify that these candidates have met or will meet the degree requirements, as set forth by this faculty, for the programs in which they have been enrolled. The total number of bachelor’s degrees to be recommended is 1098. Of those, there are: 610 are Bachelor of Arts candidates, 38 Bachelor of Fine Arts candidates, and 450 are Bachelor of Science candidates. Is there a motion to recommend? All in favor? Opposed? Abstentions? Thank you very much.

NEW BUSINESS

DEAN GLASER: Now we will call upon Kelly McLaughlin and Sam Sommers to talk about the Dean’s List.

Dean’s List Proposal Discussion and Vote
Kelly McLaughlin, Associate Professor, Biology, Samuel Sommers, Professor, Psychology, Co-Chairs, Committee on Academic Standing and Honors
PROF SOMMERS: Good afternoon. We’re here representing the Committee on Academic Standing and Honors. We are shifting from the course credit unit to semester hour units, which are starting in the summer, so that necessitated a change in the Dean’s List. The old (pre-SHU) rules for Dean’s List for A&S students read as follows: enrolled in at least 4 credits, received letters grades in at least 3 credits, no incompletes, and semester GPA of at least 3.4. Tufts-NEC: total course load of 4 credits or more and meet Dean’s List GPA at both institutions. BA/BFA: total course load of 4 credits or more and GPA of 3.4.

The original plan to convert to the SHU system was as follows: enrolled in at least 15 SHUs, received letters grades in at least 12 SHUs, no incompletes, and semester GPA of at least 3.4. Tufts-NEC: total course load of 15 credits or more and meet Dean’s List GPA at both institutions. BA/BFA: total course load of 15 SHUs or more and GPA of 3.4. That takes into account the average course load of students before the change and we thought that would be a good number for the Dean’s List. Carmen other people were surprised how important it is. We had an outpouring from faculty, students, coaches, and advisors saying this would be hugely problematic because not all students would be taking 15 SHUs per semester, but 12 or 13 SHUs, and they felt students would take additional courses to make the Dean’s List, which would be a burden.

So, the committee discussed this and proposed the following modifications. Each semester, students who have been enrolled with a minimum of 12 semester hours, received letter grades in a minimum of 12 semester hours with no work incomplete, and earned a minimum grade point average of 3.40 in the College of Liberal Arts will be places on the Dean’s List in recognition of their academic achievement. An indication of Dean’s List status will be places on their permanent record. Students in the combined-degree program with the New England Conservatory of Music whose total course load equals 12 semester hours or more will be awarded Dean’s List honors at both institutions if they meet Dean’s List GPA requirements at both institutions. Students in the BA/BFA combined-degree program with the School of the Museum of Fine Arts at Tufts whose total course load equals 12 semester hours or more will be award Dean’s List honors if they meet Dean’s List GPA requirements. Taking only 12 SHUs per semester won’t get them to the 120 SHUs they need to graduate, but it’s fairly comparable to the old system.

DEAN BAUER: I’m speaking as Dean of the SMFA. I want to clarify that the students in the combined-degree program have the same requirements as the A&S students. It seems to me that the requirements should be identical. Another issue is that in the BFA program, we don’t have letter grades, but students take classes for credit.

PROF SOMMERS: Was that a new or existing problem?

DEAN BAUER: I think an existing problem and they just counted the courses that were credit/no credit.

PROF SOMMERS: Carmen, thoughts?

DEAN LOWE: In the past, there was no Dean’s List for the BFA and combined-degree program; it was their GPA plus their credit hours, so we are trying to keep that the same.
DEAN BAUER: The point I’m making is that if a student is distributing courses, they might not have enough courses to get on the list in a semester.

DEAN LOWE: We still count how many courses they take for credit and not for credit.

DEAN BAUER: So, if they take one class here and three at the SMFA, they could get on the Dean’s List?

DEAN LOWE: I think so, but I’ll have to check with the registrar.

DEAN BAUER: I recommend that the committee talk to the SMFA faculty and look at their written documentation. I see Eulogio – anything to add?

PROF GUZMAN: Not at the moment.

PROF SOMMERS: We are talking about a problem that needs to be addressed.

DEAN BAUER: They could take one class and still get on the Dean’s List and it should be balanced for everyone.

PROF SOMMERS: I propose that we advance this motion and then take that up. Comments, concerns, or questions?

DEAN BAUER: And there’s a possible concern with the NEC program.

PROF MIRKIN: I like this proposal, but isn’t it a contradiction that you can be on the Dean’s List but not make the graduate requirement?

PROF SOMMERS: Yes, and if faculty want to have a conversation about the Dean’s List we can do that, but this motion will stave off emails to all of us about the Dean’s List in the fall.

PROF TOBIN: Maybe change the time scale, treat it on a yearly instead of a semesterly basis and it might help the athletes who take a lighter workload one semester.

PROF SOMMERS: I thought the Dean’s List was like being an Academy Award nominee, that you get it every time even if your movie isn’t that good. Students want it every time, all eight semesters.

DEAN GLASER: How many students get it now and do you have a sense that there will be a change to that number?

PROF SOMMERS: Roughly 60% get it each semester. So, we might want to have a wider conversation about what the Dean’s List means. There is a slight tightening so that you need at least 12 SHUs graded and that might lower it.
PROF HAMMER: I want to suggest this could be a question for the Student Senate and ask them what the Dean’s List qualifications are and what it is.

PROF STEIN: A clarification of the change from 9 to 12 SHUs. I encourage my students to take courses outside their comfort zone and this will mean they have fewer pass/fail options.

PROF SOMMERS: We’re not taking away the pass/fail option, but if we say 9 SHUs we are getting close to half the required courses and we thought this was reasonable for the Dean’s List students and they could still take a fifth course pass/fail. Should we call for a vote? All in favor of the proposal in front of you say aye? Opposed? Abstentions? [The motion passes.]

DEAN GLASER: The deans do send congratulations letters to the families of the students and I was sending myself letters when my son was here.

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

DEAN GLASER: Next, we have David Proctor with curricula business.

PROF PROCTOR: We have a robust agenda, but hopefully it won’t take too long or be problematic. Let us start with the courses and end with the new program and major.

Item 1. Biology—BIO 0173 R for Biologists. This was vetted thoroughly by the math department and biology did outreach to additional departments. Questions or concerns? Item 2. Child Study and Human Development—CSHD 0034 Children, Nature, and the Ecology Movement  
Item 3. Classics—CLS 0171 Advanced Indo-European Linguistics  
Item 4. Classics—GRK 0140 Readings in Byzantine Greek  
Item 5. Community Health—CH 0012 Community Health Innovation Lecture Series. That’ll be a 1 SHU course.  
Item 6. Community Health—CH 0183 Hospital System, Too Big to Fail?  
Item 7. Community Health—CH 0184 Substance Use, Addiction, and Policy  
Item 8. Film and Media Studies Program—FMS 0044 Social Marketing: Theory and Practice  
Item 9. Romance Studies—ITAL 0053 The Great Seduction: Italy’s Beauty, Genius, and Madness

Is there a motion to approve items 1-9? All those in favor? Opposed? Abstentions? [The motion passes.]

Next up is new program, Minor in Applied Computational Science. Questions or more information?

PROF COWEN: The rest of the engineering faculty wants to apologize that we aren’t here to support you today because the dean called an engineering retreat. So, we appreciate all the work and feedback you’ve done. We are a bit nervous that there is some additional load on some of our courses, but we have hopes it will go well.
PROF PROCTOR: Is there a motion to approve item 10? All those in favor? Opposed? Abstentions? [The motion passes.]

Item 11 is a new major in Environmental Studies: Applied Environmental Studies. It should say it will draw from the environmental studies major. Any questions or concerns? Is there a motion to approve item 11? All those in favor? Opposed? Abstentions? [The motion passes.]

Thank you very much. Just a quick piece of business. Thanks to the Curricula Committee for the extraordinary amount of work they did this year going over petitions for majors, minors, courses (applause). Over the summer, department chairs will be hearing from me to start a discussion about the SHU value of theses and raising them all to 4-4 from 3-3.

DEAN GLASER: Thank you, David, for your leadership of the Curricula Committee. We’re glad it’s in your competent, smart hands.

**Update on Research & Scholarship Strategic Planning**
Simin Meydani, Vice Provost for Research

DEAN GLASER: We have a couple of guests. Simin Meydani is here to talk about the research and scholarship strategic plan.

MS MEYDANI: Thank you for having me. Some of you may recall I was here a few months back and I’m happy to give you a report back.

Why we started this. It’s the first time that I’m aware of Tufts having had a strategic plan. As a research university we want to recommit to research and scholarship. We came last year close to losing our R1 Carnegie status. We are in the midst of a capital campaign and the Trustees can use this to help fundraise, and it aligns with the university’s priorities.

Our priority areas are based on existing trends and the potential for advancing field innovations and societal and global impact. We are addressing the barriers and infrastructure so that we have a robust research and scholarship plan in place. It is an inclusive, stakeholder-driven process. We are connecting people who can support and implement the recommendations. We put together different teams to help with the process: a Steering Committee (made up of the research deans of the schools and key staff, like Bob Cook, Joe Auner, and additional faculty). We are very grateful for the help they provided. The Executive Committee is basically Tony Monaco, David Harris, now Debbie Kochevar, me, Patricia Campbell, and Kevin Dunn. The process started in May 2017 and it’s lasted longer than we wanted because in the summer months, faculty and students are away and we didn’t want to rush it and gather information with them. Information was brought to the Steering Committee for review and suggestions, then we put together working groups and reviewed the proposals, then they went to the Executive Committee.

We have a five-prong way of gathering information. We are doing things based on what faculty want to do. We had 95 1-1 interviews, 16 focus groups, and a survey that I hope many of you filled out that had a 30% response rate. The results were uniform across the schools and we’re happy about that. A&S had the highest percentage of responses, but you have the largest faculty. The survey was based on three questions: what are the facilitators and barriers and improvements
needed? We asked about collaboration and we set priorities based on multi-disciplinary collaboration across the schools. And how do we go about determining our priorities? For the most part, we thought we were providing moderate service related to research. Some people thought we were doing worse than others. I’ll highlight two things: support for commercialization and time/course release. 41% thought time/course release was a big problem and I think that had to do with A&S where it’s a bigger issue than for other the schools. Other questions had to do with collaboration and how familiar you are with the research of other faculty; a good percentage said they were moderately familiar and wanted to know more. We are starting working groups and TTS is working on the faculty information system and we are working to add on features that will enable faculty to get more information about collaboration and the research of the faculty.

We put together four working groups to look at core facilities, industry collaboration, global engagement and impact, and resources, barriers, and facilitators of research. For global engagement, Diane Chigas and Augusta Rohrbach are leading the group. They identify barriers in terms of international research and share their findings with the other working group that looks at all barriers to research. The industry collaboration group assesses existing industry collaboration and commercialization services and the portfolio at Tufts and determines the infrastructure and services necessary to enhance industry collaboration. Having the Tufts incubator, Launchpad, is important. They produced a set of recommendations. The facilities group produced report, as well, and assesses and summarizes the current status existing core facility portfolio and determines the personnel, equipment and services necessary to implement advancement in the identified priority areas. The barriers group has just been formed and they will gather all the information and consider the needs and prioritize them. They will take time until mid-July to come up with their recommendations.

The third set of questions had to do with priority areas and we wanted to set trends and collaboration and take into account the strategic plans of the school and the university and add in things that are important to society. To set priorities, we asked faculty, but that was not useful because they were so focused on their own research. We talked to leaders to get ideas for our priorities. Even that wasn’t easy and that’s where the Steering Committee came in and told us what would be useful for our faculty. We came up with ten categories: Exploring and Expressing Human Culture and Creativity, Human Rights and Geopolitical Challenges, Security, Population, Food and Water, Health, Climate Change and Environment, Energy, New Technology, and Infrastructure and Economy. To make it more accessible to the faculty, we defined a set of sub-themes under these, but we don’t have time to go over all of them. The questions in the survey asked what Tufts should be addressing, and if you would be able to participate in interdisciplinary collaboration, and what it would take for you to do that. The size of circles here is how faculty voted and the sub-themes. Then we thought if our purpose is multi-disciplinary, the thickness of the chain shows where people thought the connections would be. We came up with five themes: One Health, Comparative Global Humanities, Living Technology, Climate, Food, Water, and Energy, and Equitable Society. We put together working groups of the faculty for these and we tried to get representation from across the schools. We asked them to come up with 1-3 proposals and say what we could do as a university. We got back 12 proposals, three from each group.
We are meeting with the Steering Committee and they will have a discussion and vote on what to work on, and that will be shared with the Executive Committee. One important thing: we didn’t just go by how high a proposal ranked, we wanted something representative of the schools and the university. We are about to finalize those recommendations and how many proposals we can support, and we are hoping we will get back to the working groups in a couple of weeks and share the results with the university. These themes have been selected by the faculty and will be supported by the university through fundraising, messaging, and other ways we can support them. We are trying to support as many as we can. People on the working groups won’t be the only ones benefiting from this. The Trustees were excited because they could wrap their heads around this and rally around it and present Tufts in a better way.

Next steps: implementation and support. And by focusing on some priority areas, the two combined strategies will help us advance in research and scholarship in the next 10 years and help maintain us as an R1 university and a university that prides itself as a student-centered and research-centered university. There is a lot of enthusiasm among students for transformational experiences and research.

PROF SULLIVAN: Thank you for this presentation. I’m wondering if the major impetus was the fact that Tufts came close to losing its R1 status. The Executive Committee heard that incoming Ph.D. numbers will be decreased because of our funding and how does that affect our ranking?

MS MEYDANI: It will have some impact, and Dawn knows how it all works, and there are several factors that go into it, including Ph.D. numbers and other research personnel who are engaged. I was worried as well but hopefully by enhancing those other factors we will be able to maintain our status. And that should help in the long run because indirect cost returns should help all the schools.

MS TERKLA: The new rankings come out in December and are based on data collected in 2016, AY16-17, so the reduction won’t have an impact on the 2018 rankings. They aren’t so concerned how many Ph.D.’s you admit, but how many you award. So, if you keep that awarded number up it may not have an impact when they redo it in AY20-21.

PROF LOVE: I’ll show you my budget and I’ll tell you my priorities. There is a disturbing slide because it missed out on NSF, BOE, NASA, DARPA, and all the military agencies. It’s much more important if the goal is to increase research funding, but to see where the money is going in the agencies. Some areas are always increasing and some always cutting and we have to go after where it’s being increased.

MS MEYDANI: One criteria for choosing the proposals was future possibilities of funding and resources.

PROF LOVE: These agencies don’t keep their priorities secret; you don’t need these separate categories from what the agencies put out.

MS MEYDANI: We did look at where they were going, and these came out of those considerations and other things. We had to make it Tufts-specific and where Tufts can do better than our competitors.
DEAN GLASER: Simin, thank you very much. Just on the graduate and Ph.D. numbers, some of that is going to be in response to what is negotiated with the graduate student union and we’ll have to see what comes of that.

Career Center Updates  
Greg Victory, Executive Director, Career Center

DEAN GLASER: Now, Greg has a lot to say and report on about the Career Center.

MR VICTORY: I want to talk about how I hope we can work together. I’m finishing my second year at Tufts and I’m excited about where we’re going. Our vision is that we do not have transactional experiences, but that we are preparing Tufts grads to use the tools we give them on their career journey.

The typical undergraduate comes to college totally unprepared to make really significant decisions. We are working hard to tell them not to trap themselves into certain pathways and to explore and try new things. Data shows that a liberal arts education is more valuable day in and day out in every sector, so we don’t want students to jump into something with two feet. These are the competencies students should have according to the National Association of College Employers. It’s a sort of a framework we are talking to students about when students ask what major they should choose. If they are good in history, do they have communication and analytic skills? I was talking to an English student about possibly double majoring and about what skills she could gain from a minor or major in political science. The goal is ultimately career readiness – in the general sense. Most students aren’t going to graduate school right after graduation. What’s their pathway and journey? They get critical thinking and problem-solving skills from all courses, ELS courses, consulting, and research in a lab. Oral and written communication that jumps off page – employers in all disciplines wants people who write concisely and can present an argument. Teamwork and collaboration – sometimes there is too much teamwork; a student should be both the presenter and person who runs data. Digital technology doesn’t have to mean coding, but having technological advances and learning what’s out there. Global and cultural fluency: taking courses in culture, language skills, having conversations with international students. Leadership can be a problem like when there are four leaders in a group of four. We want students to have professionalism and work ethic and be civically engaged.

Tufts A&S career outcomes for the class of 2017: 91% were employed, enrolled in graduate school, or participating in a service or fellowship within six months of graduation. 70% had full time employment. 6% were seeking employment, but they could have been late in a recruiting cycle. We know where 94% of the class landed. Thanks to those of you who sent emails on our behalf and our team who scoured internet looking for where they worked. 75% land in their top choice grad school. These top employers are those who hired 3 or more AS&E students. We’re not telling first year students they should do an internship. Go to our website to find where students in your major went. The top five hiring cities are New York, Washington, D.C., San Francisco, Seattle, and Chicago. The value of the liberal arts education is what we talk to employers about.
Career Center Strategic Goals: Working with first-gen students; we did a walk through at our career fair that proved successful. Marketing and communication and rebranding. The career carnival had 750 first and second year students. How we do our programming. We are focused on new and increasing resources for graduate students. Internship opportunities. Aligning our programming and employer relations with industry sectors, and not being academic liaisons, so majors are matched with industry; you don’t have to have only majored in community health to work in the field.

We’ve increased our 1-1 advising by 35% with one additional staff person seeing students – me, but I’m not doing all that 35%. We’ve relaunched employer relations and how we do outreach with employers. We are focused on supporting alumni relations and athletics. We used to do a lot of resume and LinkedIn workshops, but we are focusing more on 1-1 and large-scale events that reach larger bodies of students. Expanding peer advising. We are developing toolkits for alumni and faculty. A student’s career development is the responsibility of the institution and we need your help and we want to make it easier for you. We are launching alumni mentoring program this fall, but I’m not sure how yet. Thanks to Howard Woolf and the pilot program in the Ex College for first year students – it’s based on the book, Designing Your Life – and students will think about all the opportunities at Tufts and not trap themselves into a major immediately. I would love to report back to you after that happens.

We have a “don’t cancel class” option, so connect with us and we can talk to your group if you are away at a conference on a day you normally teach. Your recognition of us does us a great deal in promoting us to your students. We are working to promote our Hire a Jumbo! campaign. Promote our Career Center Internship Grants to your students; we pay students who have unpaid internships. Send us job opportunities and we will send them out for you. Connect us with your favorite alumni so we can bring them back to campus. Share your expertise with us and let us know about professional association and industry resources.

There were two reasons I came to Tufts – the students and the good work you all do for them, and because of these [Career Center] folks who live and breathe wanting students to have access to opportunities. We are here all summer and would love to talk to you and we are grateful for your support.

DEAN GLASER: Thank you. You usually don’t keep everyone here to the end. We are heading into the final stretch – good luck. Thanks for all you do and there have been challenges and also promises for future. Have a good day and see you soon.

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