A&S FACULTY MEETING
WEDNESDAY, SEPTEMBER 26, 2018
COOLIDGE ROOM, BALLOU HALL

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ANNOUNCEMENTS

DEAN GLASER: Welcome, everybody. We have a full agenda, so we’ll get right to it. There is an announcement not on the agenda and I’m happy to start with good news. This morning, Joe Auner’s son and daughter-in-law gave birth to a baby girl, so he is now officially Grandpa Joe and we will spread that across the minutes.

I call on Kris Manjapra and Adriana Zavala to talk about the RCD.

Race, Colonialism, and Diaspora Information and Listening Session
(Tuesday, October 9, 12-1:20pm, Coolidge Room)
Kris Manjapra, Associate Professor, History, and Adriana Zavala, Associate Professor, Art and Art History

PROF MANJAPRA: Hello, colleagues. I wanted to make an announcement about work that a group of faculty started undertaking this summer to envision the RCD as a department. This is a pursuit, which, for a couple reasons, is very timely. There are about eight faculty who make up the RCD faculty from religion, history, art history, ILCS, romance studies, and others and it’s a very interdisciplinary group. One, because of our success, we’ve been around for four years and have an energetic and active presence on campus with our programming and curricula for students. That’s the positive side, but we have lost eight of our faculty and we depend on our faculty; we lost 50+ courses in our curriculum in the last two years, which prompted us to think about department status. We are having an open dialogue with the deans and provost and we are pleased to say we are not at the beginning of the process, but the middle. It’s time to bring this to the faculty to get input and help us understand how best to move forward. The session will be on October 9 from 12-1:20pm in this room and we heartily welcome you to attend and be part of the RCD.

PROF ZAVALA: I directed the RCD in its first three-year term and in case there are new folks, the consortium is home to Africana Studies, Asian American Studies, Latino Studies, Colonialism Studies, and American Studies. We’ve organized –usually we hold a one-day robust workshop in the fall, but this year we are doing something different that we hope will engage our colleagues. We have organized a seminar series and we are bringing seven colleagues to campus. Please join us October 9, which is a Tufts Monday – sorry for any conflicts – and share with us your insights at the listening session.

DEAN GLASER: Thank you. I now ask Kendra Barber and Robin Olinsky to talk about an upcoming workshop.

Undergraduate Advising Workshop Series
Kendra Barber, Associate Dean of Undergraduate Advising, and Robin Olinsky, Associate Dean of Undergraduate Advising

MS BARBER: Hi I’m Kendra Barber, Associate Dean of Undergraduate Advising in liberal arts.

MS OLINSKY: Hi I’m Robin Olinsky, Associate Dean of Undergraduate Advising.
MS BARBER: I want to remind you about workshops we have this semester; three this semester and there is one change from the email and it’s that one is rescheduled to November 1. These are opportunities for us to talk to faculty about concerns and issues that come up during the semester, like giving an incomplete or health challenges. We not only support students, but faculty and we had great conversations last semester. That’s the announcement, short and sweet.

DEAN GLASER: Thank you. We have a couple of other announcements.

**Creation of an ad hoc A&S FRAC Committee**
**Jim Glaser, Dean, School of Arts and Sciences**

DEAN GLASER: In the process of budget talks last year, Dean Qu decided to pull engineering out of the Faculty Research Awards Committee and distribute their research dollars through the dean’s office, and that’s their business and their prerogative. In the wake of this, that leaves the question of what to do with FRAC, which was an AS&E committee, and the A&S deans are interested and seek to continue FRAC in its new form as an A&S committee. To do so with same resources A&S has been receiving in previous years, it needs to become an A&S bylaw committee. We are going to create an ad-hoc Faculty Research Awards Committee until a permanent committee is formed. The ad-hoc committee will be charged with the regular business of FRAC until it becomes a regular committee. I wish to spread across the minutes the creation of this ad-hoc committee, which consists of nine or more members of the faculty of professorial rank, appointed for staggered five-year terms. The membership shall include at least one member from each of the following areas: arts, humanities, natural sciences and mathematics, and social sciences. The following shall be members ex officio without vote: the Dean of the School of Arts and Sciences or designee; the Associate Vice Provost for Research Administration or designee; and the Director of Corporate and Foundation Relations.

PROF CURTIS: Is it only for full professors?

MS SULLIVAN: It’s for all professors. It’s ad-hoc for now until its folded into the new A&S bylaws.

**Creation of an ad hoc A&S Bylaws Committee**
**Jim Glaser, Dean, School of Arts and Sciences**

DEAN GLASER: Liberal Arts and Jackson has bylaws, the Graduate School of Arts and Sciences has bylaws, and the SMFA does not, but has something. So, the feeling is that it’s the right time to evaluate our bylaws and create A&S bylaws instead of LA&J. We are all members of A&S and it’s a meaningful exercise to create bylaws and I’ve asked Erin to create an ad-hoc committee and create bylaws and look at GSAS and the SMFA and bring them under the umbrella of A&S. Erin, with Bob Cook and Nancy Bauer, have been charged to draft bylaws, which will then go to the provost’s office and legal counsel, and then brought to the floor of an A&S meeting for consideration. We welcome your participation and if you would like to volunteer, let Erin know. The hope is that this will take place this fall semester. Questions?
PROF KENNY: [Inaudible]

DEAN GLASER: It’s kind of a mess. It’s kind of like a constitution. It doesn’t go into great detail; it’s just a sketch of charges and committees and it talks about faculty meetings and guides us as we move forward in governance.

The final announcement is that the Faculty Forum is on October 3 and the title is…

PROF BERNHEIM: Have the Budget Difficulties Affected the Educational Mission of the Institution? What Questions and Concerns Would You Pose to the Administration?

DEAN GLASER: It’s a question-raising exercise.

PROF JOHNSON: The idea is that it’s a large topic, but what are the budgetary consequences of the squeeze of the last couple years for departments and how has it played out for faculty and how does the increase in the number of students impact faculty? We are going to come up with questions for the deans to answer at a future faculty meeting.

UNKNOWN SPEAKER: Where is it?

PROF JOHNSON: It’s here. And we need a white board.

DEAN GLASER: With Chris Helmuth, we will present at the next A&S meeting and address your questions and talk in detail about the situation we are in – it’s better than last year, but not as good as we wanted it to be.

NEW BUSINESS

DEAN GLASER: Now, I’d like to ask David Proctor to present the Curricula Committee’s business.

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

PROF PROCTOR: I’ll be really brief. We have ten items that require a vote. I’ll run through and take questions and concerns and then move on.

Item 1. NEW COURSE – Art and Art History—FAH 0163 Art and Anthropology
Item 2. NEW COURSE – Classics—CLS 0149 Ancient Gaul. The Identity of France in Antiquity
Item 3. NEW COURSE – Community Health—CH 0110 Data Analysis and Management for Health Research
Item 4. NEW COURSE – Community Health—CH 0102 Applied Qualitative Research Methods
Item 5. NEW COURSE – Community Health—CH 0195 Tropical Infectious Disease Control
Item 6. NEW COURSE – History—HIST 0102 Global Environmental History
Item 7. NEW COURSE - Music—MUS 0027 Miles Davis and his Musical Proteges
Item 8. NEW COURSE - Music—MUS 0055 The Music of John Williams and Star Wars
PROF SOMMERS: Can we enroll in that?

PROCTOR: You can.

Item 9. NEW COURSE - Music—MUS 0117 Methods of Music Analysis: Schenkerian, Set, and Transformation Theories

Item 10. NEW PROGRAM – Romance Studies—New Minors in French & Spanish

Is there a motion to approve this change? Objections? Abstentions? Thank you. We have been working to fix the quagmire that is our website and hopefully it will be fixed this fall. A new announcement coming to chairs then faculty: the committee is making a proposal to raise all thesis credit courses from a 3-3 to a 4-4, and we’ve had a large interest in that. The committee also voted to that departments submit their special topics courses to us so that we can put a list together that is accessible to students and us so that everyone can see if there are any overlaps or conflicts. We are working on the details of that and the proposal to chairs for a later date.

DEAN GLASER: Thank you, David. Vida has an update about the Faculty Senate.

Faculty Senate Update

Vida Johnson, Professor, International Literary and Cultural Studies; Member, Faculty Senate

PROF JOHNSON: The John Williams class might not be easy as you think; my son got his only B in History of Rock and Roll.

I’m the new Vice President of the Faculty Senate. We have a website and it’s https://facultysenate.tufts.edu/ and you will find information on the senate and the committees doing the work. I’m the VP of the Executive Committee; I filled in for Lynne and they kind of elected me. The other members are Jeswald Salacuse, President, Melissa Mazan, Chris Swan, and John Castellot. You will find the committees and their charges there.

I’ll go through the work we are doing. Issues that concerns more than one or two schools are coming to the provost’s office. We are quite far along with reestablishing the University College. For old faculty who don’t remember, it was established in 1939 and managed relations of affiliate schools; a decade later it was renamed [inaudible], then it was the College of Special Studies in 1955. It managed large evening courses and summer school. Some affiliate schools have gone away or been incorporated into Tufts. The last one left was the SMFA and now it’s part of A&S. Now all we have left is a structure intact to give out degrees.

Tufts is now creating non-degree-granting or programs across two schools, who are begging for an administration to guide them. In the tradition of Debbie Kochevar, I’m going to call on people who don’t know they are being called on. Joe Auner is in charge of and has spent much time on the summer program for high school students. The University College would be granting degrees in multiple school, for example, a degree from engineering, the medical school, and A&S; TIE is one of the first areas that would be part of the degree granting. If the degree is across more than two schools, the degree will be granted by the University College. There would be a faculty
affiliated to recommend to the Trustees to approve these degrees. Other tasks under discussion is the area of certificates, non-degree programs, and high school programs that we are developing. One of the ones – A&S has a couple – one that was quite successful thanks to Joe Auner.

Is this a good idea? Yes, it is. A&S doesn’t have the resources. I ask the money questions on the Senate. These programs that are being introduced in the schools are meant to enhance those schools’ budgets. There would be some sort of admin fee to the University College. You might say, “Why don’t we hire someone in A&S?” There are high school programs at the vet school and medical school and in A&S, and we have to have university-wide rules for these programs. For example, how do you treat high school, underage students on campus? Will the rules be different? Those things will come to University College. My sense is that the Trustees have been positive to this and the Senate has discussed this thoroughly and we will discuss and vote on it in two weeks and I just wanted to make sure I came to A&S. Until recently, we had no way to tell the university, “Don’t do this or that,” now that we have faculty from different schools and they are being consulted by the provost’s office and they get advice, and I find it a win-win situation. Joe, do you want to say a couple of words?

DEAN AUNER: If I get emotional, it’s because I just found out the name of the baby, but I’m not going to tell you!

So, you’ve seen me here over last couple of years talking about the summer initiative and pre-college and that’s grown out of direction from the President and Trustees asking if there are new sources of revenue and how we can increase our impact on world and bring people here. We’ve been working the last couple of years and taking summer from an autonomous unit to regularizing it in our curricular structure. We – a lot of work done has been done by Karen Mulder in Patricia Campbell’s office, Kevin Dunn, and lots and lots of people in this room – have made it possible to bring in new students, visiting students, pre-college students, and serve them. The idea of the University College is lot of things going on in these areas and we think a lot more can be done by bringing them together and taking consistent approach and using our market resources and marketing more effectively. At one point, we had open 50 market resource contracts around the university and we can consolidate and use our resources more efficiently. We are trying to go into pre-college carefully and work with Mary Pat’s team to go about it the right way. This was our first year with residential programs and we are expanding those. We have programs in every school and we want to be sure people are using the same protocols. We want it to be the same for summer session courses in A&S, engineering, the nutrition school, and the other schools, and let students know what is going on here at Tufts. That’s the idea, making things more efficient and more effective, and using marketing resources more effectively. We are talking to Kevin and Karen and Patricia and Debbie and the Senate as they develop bylaws to have more faculty oversight at the university-wide level. The big thing Vida mentioned is the budget; we want to encourage collaboration with the schools, and a lot of schools are interested, but we don’t want to take on risks or responsibilities on our own. That’s a case where we use common resources, but revenues flows to schools based on how work is managed. People see it as a win-win; revenue flows to where work is happening. Vida, anything else?

PROF JOHNSON: I think that’s it.
DEAN COOK: This all sounds good, but I do have concerns about degree granting. How it’s awarded by faculty is not clear, how faculty is constituted, or how they can improve and impact already-existing programs in the schools.

DEAN AUNER: The Senate bylaws will address that.

PROF JOHNSON: The Senate and committees have asked that and they want strong faculty presence and representation from the schools. You know what it’s like at Tufts: we get asked to do more, those are the kinds of details that are being worked on. Melissa Mazan and I talked, and I’m amazed she has all the same concerns at the vet school that we have here; I thought they’d have different issues.

DEAN AUNER: Degree granting is only if three or more schools are working together, so it’s not creating another kind of degree. So, TIE has one degree that would consist of new unit.

DEAN COOK: Who are the faculty of that degree?

DEAN AUNER: The faculty is constituted in the bylaws in a comparable way as –

PROF ROBINSON: One thing about the website is we have documents on the website. We spent time about how faculty constituted it and called in for specific programs. I could read you where we are now. We have two issues we go over and over: faculty competent to give value to degrees awarded, and not have new, multi-college programs that will be siphoning off resources and faculty of existing departments. There will be, I suggest looking at the site now, we keep revising things, we are discussing and finalizing. The Senate meetings are open if you want to come and sit in and see what we are doing. There is a place for questions on the website to ask us to get specific information on topic rather than just spin our wheels. Specific things would be useful to us.

DEAN AUNER: The goal is not to have a free-standing professional development school, but one that works collaboratively and make things happen.

PROF JOHNSON: I should have mentioned the members of the Senate who here. Fulton, Pearl, Anne, Roger, Mary Jane, Eulogio, Mitch; we do have the biggest representation on the Senate with 8 members and I don’t think any other school comes close to that. Thank you, Pearl, because our problem has been that we would elect a new Executive Committee in the fall at the first meeting and as a result we are appointing new members now and I suggest we do it in spring. We meet September through June.

DEAN GLASER: Thank you all for serving. The deans have talked about the University College and we are very interested that revenues are not lost to the schools, but a lot of programs will benefit from a new administration of it.

DEAN GLASER: I’d like to move on to Hope and Jill about pronoun use.
Pronoun Use and Working with Trans and Gender Non-Conforming Students
Hope Freeman, Director, LGBT Center, and Jill Zellmer, Executive Director, Office of Equal Opportunity

MS ZELLMER: I’m Jill Zellmer. Something has come up that I want to convey, and Hope has the voices of the students closer to her. Students are coming to us saying they are being misnamed or misgendered. There is a form that Hope wrote to help faculty. We have received an overwhelming number of complaints since the start of the academic year. OEO’s goal is to navigate it and some of you are not handling it well. I want you to hear from Hope about specifics without naming names. Let me ask a couple of questions. Imagine you are navigating the world not at Tufts and encounter a situation where you ask someone their name and then forever after they get your name wrong, and then you are corrected after weeks and weeks. How do you feel? I want to crawl into a hole and wish someone had told me. Use proper pronouns; don’t use pronouns when they are standing right there. Students are not feeling seen or heard at a basic level. Professors are not modeling a good environment and are not correcting themselves or owning the authenticity of the apology. I’ll stop and ask questions and let you hear from Hope.

MS FREEMAN: The LGBT Center: where is it? Yeah, the Bolles House at the corner of College Ave and Professors Row on the second and third floors. I started in March 2017 and I was tasked to create a primer and what pronouns mean and why they are important, and these are available online. Things are changing, our online systems are changing, and you are interfacing with students on Canvas in different ways. Students will come in and introduce themselves to faculty and say, “These are my pronouns,” and faculty don’t know how to work with that and use that. A barrier is created on the first day of class and students want to be seen in classes. It’s off-putting to students and the retention rate is low in these classes. Students are questioning if they want to complete classes and thinking about how they navigate classes and majors. Some haven’t reported to anyone, but some have. They say, “How folks use pronouns makes me feel marginalized and they aren’t listening. How do I self-advocate?” We are here to support students and faculty. I’m also able to support you. I’ve come to office hours, had one-on-one meetings, and talked about how we are navigating pronouns when we’ve been conditioned to have only two. This primer needs to be updated and if you have questions, my name is on the bottom and I’m happy to talk.

MS ZELLMER: I’ll open the room up for questions.

PROF MAHONEY: In English, it’s easy, but I also teach foreign languages that have gender restrictions, so what do colleagues do in other languages? La personne, elle. What do you do that we in Classics can steal and get it right?

PROF GERASSI-NAVARRO: We have a meeting scheduled to discuss this. Latin America is doing it differently and it’s a hot and contested debate. I don’t know how French or Italian is doing it. It’s a structural part of the language and we have to accommodate and include students and be able to speak and not undermine the language. I’m sure that’s not going to resolve it.

MS ZELLMER: It’s important to have a dialogue and students knowing they can ask and that you’re thinking about it is helpful. Faculty saying, “It’s too complicated; I can’t do it,” is not.
UNKNOWN SPEAKER: It hasn’t been difficult at all really. I teach agreement of gender and I don’t correct how they talk about themselves. The first compositions that are autobiographical I accepted how they refer to themselves; I accepted the “E” ending and I have to just remind myself.

MS FREEMAN: What are ways you can offer for colleagues that we can get outside the box? English isn’t that hard; students said they had the most trouble with English professors or something adjacent.

PROF ROSENBERG: I’ve been active in a religious community with a significant number of people in the transgender community where people are transitioning from man to woman or woman to man. The culture at Tufts is more complicated.

MS FREEMAN: Right, when someone isn’t transitioning as one, or neither. It’s not specific to Tufts.

DEAN GLASER: I use “he” and “she” and I find it hard, and I respect how people want to use their pronouns and I want to speak correctly, and “they” is hard for me. I need guidance. What do I do if I miss? What is an inauthentic apology, and can you give us guidance on that?

MS FREEMAN: Thinking “they” as singular is hard. When I was coming out, we weren’t thinking about “they them their” pronouns. There is a link here to practice. Practice with colleagues, in the mirror, think about the person you interact with at a time of day, how you address them. It’s ongoing learning and challenging our perception of gender. Some people aren’t conceptualizing that people don’t identify with those two pronouns. How do I better identify with them? I like coffee and treats and brownies very much, take me out, and I’m happy to support you in this.

MS ZELLMER: Hope and I came to a chairs meeting in the spring and offered to come to department meetings, but no one took us up on that. My partner’s mother can do it and she delivered her, and now he is he. There are plenty of resources and if you don’t feel comfortable with us and folks in room to help. I say this at every training, the way to apologize is not, “I’m really sorry you felt that way” – that’s not an apology. “I wish I could get his right, I’m sorry, I am working on it.” Don’t dwell on it and don’t spotlight the person, and practice.

DEAN AUNER: Jill wrote to us and the number of comments is way higher than in the past. The things they said are pretty vivid; three of five faculty said things. Generally, they are not making it work. Someone said a faculty member misgendered a student and then a student did it and the faculty did not correct the student.

MS ZELLMER: Students have experienced this in almost every class and so then a student doesn’t want to go to class, is frustrated in general, and it leads to other issues. We can apologize and move on, but practice and get it right is the most valuable thing.

PROF SOMMERS: Thank you. My colleagues are going to say, “We try, but we teach 300-student courses.” We aren’t going to know in a large format setting a student’s pronouns; we are
not able to police it. Are there examples I can give my colleagues so we can avoid mistakes? Use names? I won’t say, “That’s too hard, I’m not doing that.” What’s best practice?

MS ZELLMER: If you’re talking about someone next you, use their name; that’s how I was raised. It’s a trick to use formal names. I usually remember names, but most people don’t have that gift. How do we get to a point where we are more nimble? You’re going to mess up. Think of parents with five kids: this is the child I’m talking about. It’s not the same, but when you are in that moment, your response in the moment is really important.

MS FREEMAN: “Can you please remind me your name?” Model so folks start saying names and pronouns could come of that.

PROF MIRKIN: Thank you for the presentation. I understand it’s easier in small courses, but in Bio 13, we have 480 students and an instructor can’t remember names or gender. What are you doing? “This person” is probably rude. [Inaudible] I don’t know how to deal with this.

MS FREEMAN: This person in the blue hat – makes you more personal and you’re not using gender or pronouns.

MS ZELLMER: Don’t say, “You in the dress.”

PROF MILLAY: A practical question: for those of us who rely on rosters, students change names on SIS that doesn’t reach us, and in photographs, they look nothing like they do in class.

MS ZELLMER: The systems are not making this any easier and they don’t always talk to each other. If a student changes their pronoun in SIS, there isn’t a crosswalk from that to what you print out. We are trying our best with TTS and others to get better or more reliable sources. You can always ask or send an email out to students, so they aren’t put on the spot in the first or second class. In a big class, it’s more difficult and students are going to feel more spotlighted; you could add that.

PROF ROOP: I’ve used nametags and normalized the experience. Yes, you got a printout, but you have to ask names. It’s hard to remember and I’ve screwed up, too, but say, “Your identity is absolutely valid and I’m sorry I messed up your pronoun and I’m here to be supportive of you.” If we can keep modeling this, the students will do it out in the world.

MS ZELLMER: That’s a good apology.

DEAN GLASER: Hope, Jill, thank you very much.

Open Discussion: Agenda Items for Future A&S Meetings
Jim Glaser, Dean, School of Arts and Sciences

DEAN GLASER: In the last moments, I am working with Erin to plot out future A&S meetings and we welcome suggestions and what you want to have conversations about. Most of these become talking heads and what’s going on, but there are opportunities to converse as we just have. Let me know now or email me or Erin later if you have topics for upcoming meetings. I
welcome them, we are always looking for interesting things to bring people here. Have a happy day and a good week.

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