

**A&S FACULTY MEETING
WEDNESDAY, NOVEMBER 28, 2018
COOLIDGE ROOM, BALLOU HALL**

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ANNOUNCEMENTS

DEAN GLASER: Hello, everybody. We have a bunch of things to take care of. I call upon Todd to make an announcement about the Tufts Community Appeal.

Tufts Community Appeal **Todd Quinto, Professor, Math**

PROF QUINTO: Thank you all for being here. It's been Tufts' best giving event ever. This is a great way to support the university. If you haven't done it, this is a great time to do it, and there are two reasons to give. To be altruistic; you'll give to a wonderful organization and it's a wonderful thing we do for the community around us or for any charity. You can give [online](#), use the form at the back, or send a check. The second reason is really important: it's a competition now between A&S and Engineering. The school with the higher percentage of donors will give other dean a really ugly sweater. I want to put the fear of God in us: Engineering is ahead of us by 60%; 5% of us have given. It's a really good cause that we can do as faculty and staff together.

DEAN GLASER: Thanks for Todd's leadership and David Gute for all you're doing for us. This is the sweater I've picked out for Dean Qu; it's a 3-D sweater. The loser will have to wear a sweater for an entire day and at a faculty meeting. I'm told my sweater says "Engineering rules, A&S drools."

PROF JOHNSON: Can you send that on to all faculty because we're not all here?

PROF EKBLADH Have you sent that to Engineering? It might be an incentive for them to give.

DEAN GLASER: Thank you very much for considering your support for our communities and financial aid and please join me in doing that.

OLD BUSINESS

DEAN GLASER: Periodically, we get reports from the Faculty Senate, and Pearl will now give us an update of their activities.

Faculty Senate Update (<https://facultysenate.tufts.edu>) **Pearl Robinson, Faculty Senate**

PROF ROBINSON: Everyone's here to talk about the budget and I'll try to move quickly through what I have to say. This is the [website](#). We are attempting to do two things. The Senate is not only a representative vehicle, but also one to facilitate communication and transparency. There is a place that enables you to do send us your comments on the website. Their bios are on the website and the committees they serve on. I'm going to ask they put the face sheet on the website as well. The Senate is organized into committees. The issues we take up don't just concern one school. The Nominations Committee is important because they nominate people on our committees and when we need expertise outside our various membership, we get ad-hoc members to deal with certain issues. Some issues we've taken up – I'm on the Educational

Affairs and Policy Committee – there is now a university college, which initially the administration had a draft about and we spent a number of months participating and writing the bylaws. I think the interests of the various faculties are represented in the draft. We are working on a consensual relations policy and a contract for online courses. There is now going to be a university ombudsperson’s office; A&S already has a person, but this will be for the entire university and we are ironing out the policies of how these will relate to each other. Are there any questions or comments?

DEAN AUNER: Do you want me to say something about the University College?

PROF ROBINSON: If you can do in a minute and a half.

DEAN AUNER: The University College is an outgrowth of the College of Special Studies; the bylaws we created derived from those ones and we wanted to be sure this unit has a lot of academic oversight. You’ll hear more about it at the President’s town hall and in an email. It’s a place for university-wide degrees to exist that involve three or more schools and provide academic oversight. It’s also going to focus on reaching out to new student populations and bringing more people and revenues to campus and all the schools. I was named as the first dean of it; I’m doing it part-time now and I’ll be doing it for a few years and there will be more information coming out about it.

PROF EKBLADH: How do we put things on the agenda?

PROF ROBINSON: We are firming up the process. There are two ways now: post something on the website or ask a senator to introduce it as well. These go to the Executive Committee and they prioritize the agenda. You’ll have to demonstrate that it implicates more than one school and it’s better if you provide evidence that you’ve consulted more than one school, so it will be put higher on the agenda.

PROF JOHNSON: Everything Pearl said is on the money. We are also doing policy discussions now, talking about sexual harassment, the ombudsperson, and various issues brought to us from the Provost’s office. We want to make sure we aren’t jumping into a process that is within a school. The schools still keep their autonomy. Divestment has come up and we are thinking about when we will put it on the agenda. We are dealing with a kind of backlog of things as we make our way. We also consult with the rest of the Senate to ask when we should put things on the agenda. We are going to be also dealing with issues about the budget.

PROF ROBINSON: This will be continued. I’ve requested that we get 10-15 minutes at every meeting when it’s possible.

DEAN GLASER: Thank you, Pearl and our senators.

Discussion: Response to Budget Concerns from Faculty Forum (Continued from the October 24 A&S meeting)

Jim Glaser, Dean, School of Arts and Sciences, and Chris Helmuth, Executive Administrative Dean

DEAN GLASER: So, at the last A&S meeting, Chris and I went through a deck that went into pretty good detail about our budgetary situation. We ran out of time last time for questions, so we wanted to open it up to questions again.

Last year, we had a substantial deficit, this year a little, and next year will be tight but a better year. We are continuing to address challenges. The contributors to the deficit are many and I'll name a few. The biggest is that when buildings come into operation, we are responsible for paying for every square foot that we occupy. Two very new, beautiful, exciting buildings came online and put enormous pressure on the budgets for A&S and Engineering. The university said that infrastructure needs to be dealt with, so money is flowing into those projects (the central energy plant, Miller, Houston, Barnum). All of these projects cost a lot of money, and it's astounding how expensive they actually are. These are, in my mind, investments in the future and things we needed to do. Secondly, the university has, like almost all non-profits, decided to bring down its endowment payout rates. It was at 5.5%, then it was brought to 5%, now it's at 4.9%, and over time it will come down .1% until it's at 4.5%.

The university, in order to run its resources and operations, like the lawyers and the investment office, all of that is an expensive enterprise – buildings and grounds. The university operates an assessment of the schools, and technology is a big one – it has gone up substantially. The space and assessment costs have gone up substantially since 2012 and that slope is larger than financial aid and the increase in tuition, faculty salaries. And as those all slope up, the operating budget for AS&E has sloped downward. That yellow line sits below the threshold of zero which means we are in a deficit. One quick thing about financial aid: we tried to live by financial aid and educate a broad swath of society, and we have allocated substantial funds to financial aid and give admissions the tools they need to recruit a diverse population of students. Chris, what else should I talk about?

EAD HELMUTH: Why can't that line go below zero? Doesn't it always average out? With all the work going on with the buildings, all the schools pay into deferred maintenance, and things are paid out of a pool where its most needed, and that's different to when we renovate a lab or create a new space. That comes out of either debt or of the school's reserves. When the line is above zero, we are banking that reserve and we don't have to borrow. So, when we are making decisions on what we are going to build and invest in, and we get feedback, we can direct money where we really need it.

DEAN GLASER: The SMFA is accounted for separately. We acquired the SMFA knowing we would acquire a deficit and their resources and their endowment, and we are building those enrollments, and it's looking promising. We accounted for separately from A&S so what you see here does not include the SMFA. I'm happy to take questions.

PROF MIRKIN: Thank you for this update. So, Chris, the assessment cost is about 25% of the school budget?

EAD HELMUTH: This is AS&E, and the budgets for the schools are separate and admissions and financial aid is part of a shared bucket. Assessment is part of the shared bucket.

PROF MIRKIN: If it decreases a few percent, we'll be out of it.

EAD HELMUTH: Yes, that's basically it, and Joe's working on the University College.

PROF ORIAN: The line blew me away that we've had double assessment in seven years. We were told that we were going to save lots of money and the way you've presented it is separate from square footage and deferred maintenance costs. I'd like to understand that better and what are the conversations to reverse the trend?

EAD HELMUTH: I came from central finance and understand how this works better than I should. This is unsustainable; we can't have costs rise higher than revenues. It's not just an A&S problem. The problem is rising faster than us because it's based on proportional revenue in the schools. When we add more enrollments, Medford is bearing more of the cost than the other schools. Technology is a huge cost. I know we've had problems in Cohen, which is built for one device per student, and students are bringing in three devices. The cost to connect to all devices all the time on campus is very expensive.

DEAN GLASER: Central has tightened its belt and made cuts there. I was working with a search committee in the spring to find a new EAD who understood the university's models and budgets because it would be a great help to us. Chris has brought new eyes to our challenges and has benefitted us very much. He's found lots of things that are substantial.

PROF ROGERS: Thank you for using clear, straightforward language. I don't understand the university's financial structure. It feels like the costs associated with the new buildings were a bit of a surprise and I don't understand that. And as we raise additional revenues, our costs are going to go up, so we might not ever catch up.

DEAN GLASER: Those are astute, important questions. How did we not know the new buildings would put so much pressure on the schools? Assumptions were made that didn't pan out, like who was going to occupy the building. There was the assumption that the Tufts Innovation Institute was going to occupy 1/6 of the building, but that didn't happen. Some fundraising didn't happen, which was not as substantial. The costs to build them kept escalating. Operations do a fantastic job. Robinson is the home of mechanical engineering and biology, used to be maybe the worst building in the history of Tufts. In the middle of the project, we made a decision that we couldn't build a spectacular building for science and leave Robinson, so we brought it up to where it needed to be. We were overly optimistic about some things.

EAD HELMUTH: If we bring in a dollar today, it affects future assessment; it goes back to the last three years. I think about it as a tax and the way we need to think about it when we do a new program and thinking about our break-even, the two things you see on there, you have to have in mind is things actually have to break-even or make a profit. We have to think about the assessment the school is going to pay on top of that. If we're at break-even, the school subsidizes the cost. If it's taking time and money and isn't a priority, we probably shouldn't do it. We aren't

taking on extra space costs when we do summer or adult education programs. EADs argue about the assessment model and there are costs running all this. A&S gets a disproportionate benefit and cost for certain things and we don't argue about everything.

PROF MAHONEY: One way we are trying to get out from under the deficit is by raising enrollment. Are those optimistic?

DEAN GLASER: Bringing in new students brings in reliable revenue, especially research revenue. The federal dollars are harder to come by and additional enrollments are important to us and we have added additional students in the past two years and are adding students next year. We are also trying to deal with attrition. There are more students here in the fall than in the spring and the difference is pretty dramatic. That limits the number of students we can have in the fall and we are trying to come up with ideas to even that out. There is the 1+4 program with Tisch College where they go abroad for a year and we are talking about doing it for a half year and students will start here in January. There are solutions and the work that Advancement is doing is important and they are successful in raising dollars. We focus on things that are budget-relieving, so we have more room in our budgets for what's going on. One of our aspirations is to have more named professorships, which allows us to recruit and retain new faculty and it takes pressure off our budgets. I am optimistic, and we are trying to attack this on all fronts.

PROF MAHONEY: Are we actually going to get that many more bodies and will we have dorms and faculty and mentors and stuff for them?

DEAN GLASER: The ability to bring in high-quality students is very high. We have a 15% admit rate; I'm not at all worried about bringing in more students. We are constrained by financial aid about how many students we can admit across the socio-economic spectrum. There is excess capacity, but there are places we could teach and advise more students. Housing is limited in the fall, but not in the spring. If we think about how to redistribute students across the semesters, it will help with revenue.

PROF JOHNSON: Faculty salaries increased about 25% over 7 years, financial aid 50%, and space and assessment about 100, more than 100%. When the Trustees talk, I see a big problem with faculty salaries and especially recruiting and retaining faculty of color who have a big market out there. The rest of the faculty have gotten a small increase, but not as much as they should. I think this is an unsustainable model. Without diverse, quality faculty, we aren't the Tufts University we want to be.

DEAN GLASER: We are aware of our competitive position as we compete for faculty. The one line that does go down is the non-compensation line. We've had to figure out where not to do things and make decisions based on excellence and our values and make smart and just decisions and we encourage you to give us your minds as we do this.

PROF EKBLADH: The Trustees decided to lower the endowment payout. We've lost other things, like patents and revenue, and we are struggling, and we are still cutting the endowment. I understand endowments have been underperforming. If you discover you've gone out into a storm is worse than you expected, change course even if it costs a little extra fuel.

DEAN GLASER: The concept is, if you bring the payout down, the corpus grows so then the payout grows. That's what the reasoning is. I share your feeling of frustration that all these things came down at the same time. We will continue to come and talk about these things. I am optimistic that we are doing the kinds of things that will put us in a better position. We aren't going to be flowing in money next year, but unlike this year, we are going to reopen the spigot of hiring tenure-stream faculty.

NEW BUSINESS

DEAN GLASER: Now, I call on David Proctor to get through Curricula Committee's business.

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

PROF PROCTOR: We are going to look at these in groups of items 1-7 and 13a and items 8-13.

- Item 1. NEW COURSE—Art & Art History—FAH 0009
- Item 2. NEW COURSE—Art & Art History—FAH 0164
- Item 3. NEW COURSE—Child Study and Human Development—CSHD 0010
- Item 4. NEW COURSE—Child Study and Human Development—CSHD 0111
- Item 5. NEW COURSE—Child Study and Human Development—CSHD 0110
- Item 6. NEW COURSE—Child Study and Human Development—CSHD 0169
- Item 7. NEW COURSE—Physics and Astronomy—PHY 0068 & PHY 0118
- Item 13a. DELETE PROGRAM—Communications and Media Studies

Is there a motion to approve? [So moved.] Second? [Second.] All in favor? [Aye.] Opposed? Abstaining? [The motion passes.]

That brings us to items 8-13. These will be added to *The Bulletin* and will be available for pre-matriculation credit only. We are giving them CSS numbers right now, which will be replaced by the University College, but Curricula felt that we should get these structures in place and make bookkeeping changes later.

- Item 8. NEW COURSE—Tisch College of Civic Life—CSS 0095
- Item 9. NEW COURSE—University College—CSS 0096
- Item 10. NEW COURSE—University College—CSS 0090
- Item 11. NEW COURSE—University College—CSS 0091
- Item 12. NEW COURSE—University College—CSS 0092
- Item 13. NEW COURSE—University College—CSS 0094

Is there a motion to approve? [So moved.] Second? [Second.] All in favor? [Aye.] Opposed? Abstaining? [The motion passes.]

PROF JOHNSON: A friendly amendment: can we also vote that we allow the numbers to change later without coming back to the faculty for a vote?

PROF PROCTOR: The Curricula Committee can approve those changes.

DEAN GLASER: Now, Anne Mahoney with an EPC proposal.

**EPC Proposal: Combined Degree BFA/BA or BS requirements
Anne Mahoney, Chair, EPC**

PROF MAHONEY: This matters to the few involved students who are earning a BA or BS here and a BFA at the SMFA. Those students need to have a major in their BA or BS program, and this proposal will allow that major to be a secondary major, like the major in Society, Technology, and Society or in Education. A student asked about this because she wanted to know if she had to take two majors in A&S, as well as her BFA, because she wanted to do the secondary major in STS. This doesn't change anything about how secondary majors work for the rest of students. Are there any questions?

DEAN BAUER: I think it's important that we call it a combined degree program. It's important to understand that those students are seeing their experiences on both campuses as one experience and how what they are doing on both campuses impacts the other.

PROF MAHONEY: Language is important. This is similar to the Tufts Plus program when you are doing a bachelor's and masters' degree at once.

PROF LOCKE: What is the impact thinking of the relationship to the New England Conservatory? Is there any precedent that has impact on other dual degrees offered by A&S?

PROF MAHONEY: We don't own the Conservatory, so we can't control what their programs are like. SMFA is special because it's us. For the relatively small number of people in the Conservatory program, I'd be happy to discuss it, but it hasn't come up. We'll cross that bridge when we get there.

DEAN BAUER: To whom will this apply? To future classes or a senior who is not quite done with their major?

PROF MAHONEY: If a change doesn't make things harder for existing student, we can make the change right now. So, if a person hasn't decided their major yet, they can do this.

DEAN BAUER: I'd love to hear from our alpha deans.

MS. OLINSKY: We are two days away from turning in graduation packets for the spring and I'm concerned about this. If a student is close to getting a co-major, we'll need to talk to the registrar about how this will work. This could be for future students who haven't declared a major.

PROF MAHONEY: I'm fine with that. I will remind the faculty that the SMFA faculty took a formal vote on this and we consulted with STS, and however we go about implementing this, this is the will of the various stakeholders.

PROF PROCTOR: I'm clarifying that a change like this would never really go into effect until the new academic year.

PROF MAHONEY: We could do it this way; it's probably the cleanest. We don't want to make things harder for students who are here. It's probably a detail we don't have to settle here, and I'd rather deal with the implementation later and vote on the proposal now. All in favor? [Aye.] All opposed? Those wishing to be recorded as abstaining? [The motion passes.] Thank you very much.

DEAN GLASER: If a student wants to petition the academic deans they could. Thank you very much, have a good day, everybody.

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