Table of Contents

ANNOUNCEMENTS ................................................................................................................... 2
  Tufts Community Appeal ........................................................................................................ 2
    David Gute, Professor, Civil & Environmental Engineering, and Todd Quinto, Professor, Math .................................................................................. 2
  Reminder: Jeanne Kincaid Event on February 5 ................................................................. 2
    Erin Sullivan, Secretary of the Faculty .............................................................................. 2
  New Resource for Faculty: KGA .......................................................................................... 2
    Erin Sullivan, Secretary of the Faculty .............................................................................. 2

OLD BUSINESS .......................................................................................................................... 3
  Vote of Three Proposed Bylaw Changes ............................................................................. 3
    Members of the Executive Committee ............................................................................ 3

NEW BUSINESS ........................................................................................................................ 4
  Report of the EPC Survey on Faculty Experiences with Pre-Major Advising ...................... 4
    Anne Mahoney, Chair, EPC .............................................................................................. 4

MEETING ADJOURNED .......................................................................................................... 8
ANNOUNCEMENTS

PROF SULLIVAN: Welcome and thank you for coming on this very busy day. We will open with couple of announcements. I call on Professors David Gute and Todd Quinto.

Tufts Community Appeal
David Gute, Professor, Civil & Environmental Engineering, and Todd Quinto, Professor, Math

PROF GUTE: Before we make our appeal, I wish you a fruitful and successful end of the semester. I have my vaguely reddish holiday red and green on, a button that says “I contributed,” and brown and blue color Tufts socks signifying that you are doing good for Tufts, Tufts students, and community organizations.

PROF QUINTO: Thank you, David. The TCA provides a great way to support Tufts causes, like financial aid, the neighborhood services fund, or your own charity if you write a check. You might know about the deans’ sweater competition. I hate to say, A&S, that 10% of the engineering school has given and only 6% of A&S has given. It’s the participation rate, not amount that counts for the competition. It’s a really good deed that we do as faculty members and this picture could be us in January.

PROF SULLIVAN: Thank you. I now call on Erin Sullivan for a couple of announcements.

Reminder: Jeanne Kincaid Event on February 5
Erin Sullivan, Secretary of the Faculty

MS SULLIVAN: A quick reminder about Jeanne Kincaid. Several weeks ago, an email was sent out about this event hosted by University Counsel, Student Affairs, and Student Accessibility Services. They invited Jeanne Kincaid, a disability-rights lawyer who represents colleges and universities, to visit campus to speak on issues related to students diagnosed with a range of mental health disabilities. She will discuss various issues related to student mental health and will offer advice for navigating specific impacts you might see in the classroom, including students’ inability to attend class or turn in coursework on time, disruptive behavior, alarming communications you might receive from students, and consistent requests of faculty to go above and beyond their role. Tuesday, February 5 will have three sessions: morning session for staff, particularly those within Student affairs; a session beginning at 1:30 pm for academic department chairs and a general faculty session at 3:15 pm. There is flexibility to attend either faculty session if only one should work with your schedule. All of these will be held at 51 Winthrop. Email reminders, including how to RSVP, will go out in early January.

New Resource for Faculty: KGA
Erin Sullivan, Secretary of the Faculty

MS SULLIVAN: I also want to call attention to a new benefit to faculty. The handout at the back details the large umbrella that our new employee assistance program, KGA, provides. This includes recommendations for childcare, summer camps, college planning, as well as consultations for elder care services like referrals for nursing homes, lawyers who specialize in
elder law, information on wills & Trusts. They also provide referrals for real estate concerns, landlord disputes, moving services, etc.

The full list is extensive, so in addition to the handout they have information on their website and they have a mobile app you can add to your phone if you should choose. They are also affiliated with a “Perks at Work” site, which offers some discount or rewards points shopping you might be interested in. Please keep the new Employee Assistance Program, KGA, in mind when you interact with other Tufts faculty or staff who might like to avail themselves of this resource.

OLD BUSINESS

Vote of Three Proposed Bylaw Changes
Members of the Executive Committee

PROF SULLIVAN: Thank you. We have old business. These changes have been brought up together because they give faculty a more defined and active role in fostering community and supporting the intellectual and academic growth of our students outside the formal classroom setting. Under the justification for the Committee on Advising and Co-Curricular Learning, we’ve included library staff as staff who might be included. Our examples are not exclusive, but they are in the spirit of the committee. For the Student Life proposal, we revised the language to say that appeals of decisions on violations of the University’s policies on non-discrimination and sexual misconduct shall be processed according to procedures established by Tufts Office of Equal Opportunity.

Votes on bylaws changes require a 2/3 majority. We’ll vote on these individually.

Committee on Advising and Co-Curricular Learning (new committee)
PROF SULLIVAN: About the Committee on Advising and Co-Curricular Learning, is there any discussion?

Are we ready to vote? All in favor? (33). All opposed (0). Anyone want to be recorded as abstaining? (1). Thank you.

Committee on Student Conduct (new committee)
PROF RAMSBURG: The Committee on Student Conduct is a committee of faculty, staff and students that will hear more serious cases regarding violations of the student code of conduct. I’ll open it up to discussion.

All those in favor? (33). All those opposed (0). Any abstentions (1).

Committee on Student Life (revision to existing committee)
PROF RAMSBURG: There are several changes to the bylaws on the Committee on Student Life and some clarifications since the last update. The biggest piece on this, really, is one that came up during discussion last time regarding student membership. It was noted that the dynamic of having five undergraduate students and only one graduate student may not reflect the campus environment, so the committee recommended that we change it to four and two, respectively. Is there any further discussion on the changes to the Committee of Student Life?
All those in favor? (35). All those opposed (0). Abstentions (0). Thank you very much.

PROF SULLIVAN: I want to extend a special thank you to Andrew, the dean’s office, and the director of community standards for their work on these proposals. I’m pleased these passed and I think it’s a good thing for our community.

NEW BUSINESS

PROF SULLIVAN: Now, an update from Anne Mahoney.

Report of the EPC Survey on Faculty Experiences with Pre-Major Advising
Anne Mahoney, Chair, EPC

PROF MAHONEY: This is a report on the survey we sent out about advising. We are up to 127 responses, which is around 30% of the full-time faculty. Presumably faculty who have something to say about advising, whether pro or con, responded. While the survey went to all members of the faculty, the responses are from those who had something to say on the subject. The key points from most faculty is that advising classes work better than host advising. It’s not true for everyone, but for most faculty. The general feeling was that advising does not take up too much of our time. This is not what we heard from other channels. The survey also went to the A&S faculty, and our colleagues in engineering will have different needs. There is support and resources available and most respondents said they could get their questions answered. EPC is working on this and will have a role in big picture, high-level advising. The advising committee will have a role in implementation and the two will work together. We found that advising classes work better for most faculty, but some say host advising works better for them. An idea EPC has been kicking around is a combined model. This hybrid model shows promise; it’s been piloted in the economics department and we are hoping to encourage some departments to pilot it in the fall. Modhumita Roy is a member of EPC and maybe the model can be applied to English 1 classes, or Intro to IR, or the ever-popular course, the History of Ancient Greece. This is going to be left up to the faculty and we want to provide faculty more options. Advising is part of our teaching work, and there are different ways we can put faculty and students in touch with each other. It’s better so that students get a “high touch” liberal arts education. I can take questions.

PROF BENNETT: You mentioned only 33% responded. I was so slammed three weeks ago that it flew under my radar. Is there still going to be host advising? Host advising has been more productive in guiding the students into majors and establishing their coursework in the first year.

PROF MAHONEY: You in chemistry are more sensitive to that as if students don’t take a course in their first year, they can’t major in it. We aren’t taking options away. We eventually want to see every student in an advising class. Classes works better than host advising; we have zero data on that, but that’s our feeling. If we discover that host advising works for the majority of our students, then that’s what we’ll do. We’re going off people’s observations. We want to make sure there is a way for faculty to be flexible with their students.

PROF MANZ: If you’re going to resend the survey, is there any way you can find out who did it? I’m not sure if I did it. Can you explain how you plan to mix host and CAP?

PROF MAHONEY: CAP is where you’re teaching a class with a mess of first years in it who will be asking questions about how college works. There is also seminar advising where you
teach a one or two SHU course on whatever you want that fills in the nooks and crannies in their schedules, and is low stress, and can be pass/fail if you want. Then there is an Ex College option. The hybrid model combines explorations with host advising. You will probably be affiliated with a class in your department; you would be able to have a share of a class’s students as your advisees and set up a recitation or you could give a course with an add-on one SHU where you teach more on the subject and students also come in for advising. The way it’s been piloted is with a class that already has recitations and the advisor comes to the recitation periodically and reminds them about things we tell our first years. We would be loosely affiliated with a class we don’t teach but see our advisees there.

PROF ORIANS: When I took over the Environmental Studies program, students said on their applications that they were interested in environmental science when they applied to Tufts. I think there is less of an attempt to match students with what they said they were interested in with related faculty. I’ve always preferred the host advising. Are we or are we not trying to align students’ interests in their applications with relevant faculty?

PROF MAHONEY: Yes, but we know that what they say in their applications has changed by the time they get here. What we’re thinking, and the details are to be worked out, is having students pre-register unofficially for a full slate of classes in the summer and we designate one class as an advising class. It’ll be a class they are taking anyway and students who register for an environmental studies class have demonstrated that they are interested and belong in that advising class. We’re hoping students will make decisions closer to matriculation and by these interests show that they are willing to commit to a class.

PROF ORIANS: I don’t think that works well because we’ve asked our intro professor not to take advisees who aren’t majors.

PROF MAHONEY: That’s where affiliates come in. We have a problem spreading the wealth, so to speak. We need to get advisors to where there is capacity. Pre-major advising is going to be done by people not up to their ears in majors advisees, grad students, and post docs. There are going to be students who will have their advisors in other departments. We’d like every student to have an advisor and every advisor to take on as many advisees as they can. We’re hoping we can smooth things out. We are talking about pilot programs, run this up the flag pole, and see what flies. We’re going to try something and see what works.

PROF JOHNSON: Students signing up in the summer before they come before having an opportunity to talk to faculty member may not work. Students already have their parents in their ear all the time, and this could be an opportunity for parents to say what they should take. I would ask faculty to talk before this gets instituted. What percentage of students are actually advised by faculty and how to we raise that so fewer are being advised by staff and people in other offices?

PROF MAHONEY: I’m not sure what percentage is non-faculty. Categorizing some people as strictly staff or faculty is fuzzy. I wouldn’t want to cut out people from first year advising, but we have to. Students are not going to register officially until their advisors have signed off. We did let students fill up their carts earlier last year and they put a lot in there. Then we say, “Why don’t you try this instead.” We’re not getting rid of that, but giving students more time to explore the catalogue and schedule gives us a sense of what they are interested in. Then we can say, This person likes biochem, so let’s match them with someone in chemistry.” We are just refining the
shopping cart filling we did last summer. This worked pretty well for my advisees and some had a clue what they wanted to take and we’re still going to have to advise them what and when they should take courses.

PROF RICE: Some departments have placement tests. Is there an idea to move this over to the summer so they can fill carts with courses at the appropriate level?

PROF MAHONEY: It’s a logistical question. We would love that to happen over the summer. In my own department, our tests aren’t online so we’re figuring out how to do that. We can say, “We’re not sure what level you are, guaranteed, but based on your SAT scores and grades, you’ll probably be at this level.” We’d love to do language tests online over the summer.

PROF ALLEN: I love that you’re coming up with creative ideas. A lot more freshmen are trying to declare their major than ever before. I wonder if that’s putting more pressure on pre-major advising. The elephant in the room is workload; I didn’t know it was possible to offer a course that counts toward workload and that’s great. And it says that 50% of the people who completed survey are tenured.

PROF MAHONEY: It’s been about workload from day one. It’s always been how we consider, value, and compensate advising. Do you get a gold star, or years ago, there was a stipend? We could probably come up with a way to do it. I’m sure faculty would feel this work is more valuable if there was a tangible reward. It’s part of our service work, so is coming here and voting, doing committee work, and advising, done right, is like teaching. Not everyone likes it. I don’t particularly like advising graduate students so I try to do my share with the undergrads; in my department, we spread it around. I’m surprised about students wanting to declare majors more quickly. I’ve heard faculty say they should do it their freshmen year and some say they should wait. You just voted to approve a committee to figure out just that.

PRESIDENT MONACO: I’m concerned that you’ll make changes without looking at what works at other institutions are doing.

PROF MAHONEY: Nothing formal has been done, but we have eyes on other schools.

PRESIDENT MONACO: I’ll suggest you need to do a more formal review of what our peers are doing and what works.

PROF MAHONEY: EPC is willing to take on what needs to be taken on.

SR ASSOC DEAN STEPHAN: I’ve been working with Anne on EPC, and even though it’s not a formal analysis, engineering does advising differently than A&S. Of the incoming 253 students, 240 have faculty advisors and rest have me. Engineering students are required to take an intro course and they fill their carts over the summer and I do pre-major advising placements; I look at the courses and if a course is taught by a pre-major advisor, I ask if they would like to advise these students, and they all said yes. We’ve been comparing notes across the two schools, which is one comparison, and we’ve had a different model all along and we only had host advising until this summer.
PROF MAHONEY: We are thinking of changing the name of host advising because it sounds like the students are a parasite, and “individual” doesn’t work either. To Tony’s point, we’ll look around at other universities. We need to respect the special character of Tufts and the students.

PROF HAMMER: I’ve been putting in plugs for the seminar advising. It can serve another kind of role than telling students what to take, but we can ask students how they are experiencing learning. I teach a course that’s low stress and we can talk about what we do at the university and get ideas about changes.

PROF THOMAS: I’m also on EPC and speaking of best practices the current structure of incoming undergrads registering over Labor Day weekend [inaudible]. The challenges associated with that have downstream impacts on the grad students; we don’t know the enrollments and there are challenges to teaching assignments and we have obligations to the union contract.

PROF LOCKE: Students who identify as at-risk or minority or from underrepresented groups – is there special advising for that cohort? How does it work in that area and is it a subject of EPC’s inquiry?

PROF MAHONEY: We haven’t looked at explicitly at that; we don’t look at particular populations.

ASSOC DEAN BAFFI DUGAN: That’s not exactly true. We do look at first gen students and students in different populations. I’ll let Margot give you the details. I have a seminar for students interested in health professions.

MS CARDAMONE: We have seminars for those who identify in these populations. They can enroll with student success advisors. Programs for STEM and BLAST help them with the transition.

PROF MAHONEY: Thank you all for your comments and questions and ideas. We’ll resend the survey so we can hear from more of the faculty.

PROF SULLIVAN: Thank you, Anne and the Executive Committee.

PRESIDENT MONACO: I can update you quickly on our ongoing searches. The Provost search: the search committee identified high-quality candidates and the process has worked quite well. The Fletcher search: we will have a shortlist in January and do interviews in February. The dental search just kicked off. The Cummings search is in its late stages. The EVP search had their first kickoff meeting and we are working with the Faculty Senate for additional faculty representation. The new EVP will start likely in the summer. The CIO search will be timed so that the new EVP-designate can be involved.

PROF JOHNSON: EVP is Executive Vice President and CIO is Chief Information Officer.

MIRKIN: [Inaudible] DISC director?

PRESIDENT MONACO: We have started. There are a lot of clicks in the Master of Data Science and Data Analytics programs. One candidate was in conversation for a long time; a
second candidate moved on at their home institution. We restarted the search; everyone’s interested to appoint a person.

PROF SULLIVAN: Thank you and a 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