

Meeting of the University Faculty Senate
Wednesday, March 10, 2021, 8:00 – 9:30 am
Location – Zoom

The University Faculty Senate met at 8:00 am on Wednesday, March 10, 2021. Present at the meeting were Remco Chang (Engineering), Brent Cochran (TUSM), Misha Eliasziw (PHCM), Leila Fawaz (Fletcher), Janet Forrester (TUSM), Greg Gottlieb (Friedman), Nicole Holland (Dental), Sonia Hofkosh (A&S), Olympia Karacosta (TUSDM), Carl Kirker-Head (Cummings), Jette Knudsen (Fletcher), Anne Mahoney (A&S), Michael Malamy (TUSM), Nirupa Matthan (HNRCA), Douglas Matson (Engineering), Melissa Mazan (Cummings), Mitch McVey (A&S), Aikaterini Papatthanasiou (TUSDM), Dominique Penninck (Cummings), Ellen Pinderhughes (A&S), Mary Shultz (A&S), Maher Tabbu (TUSM), Roger Tobin (A&S), Mai Vu (Engineering), Parke Wilde (Friedman), Henry Wortis (TUSM), and Chantal Zakari (SMFA). *Ex officio* member Vice Provost Kevin Dunn was also in attendance, as well as guests University College Dean Joe Auner, TUSM Dean *ad interim* Peter Bates, Cummings School Dean Alastair Cribb, Arts & Sciences Dean Jim Glaser, Graduate School of Biomedical Sciences Dean Dan Jay, TUSDM Dean Nadeem Karimbux, Fletcher School Dean Rachel Kyte, Friedman School Dean Dariush Mozaffarian, School of Engineering Dean Jianmin Qu, and Tisch College Dean Alan Solomont. President Lynne Pepall presided over the meeting.

Regrets: Tom Dannenbaum (Fletcher), Provost Nadine Aubry

1. Approval of minutes from 2/10/21
 - a. Motion and second; unanimously approved
2. Welcome to the Deans and overview of agenda – Lynne Pepall
3. Discussion with the School Deans on Faculty Governance across the Schools
 - a. Question 1: The Research and Scholarship Committee is concerned with cross school initiatives, such as Institutes and Centers, that involve major commitments of University resources, including faculty time and effort. The committee would like to provide a faculty perspective and feedback on new proposals for cross-cutting Institutes and Centers, as well as on periodic evaluations of existing Institutes. What is your perspective on the role of the UFS regarding faculty input and shared governance of cross-school research initiatives? How could you help?
 - i. Dean Qu
 1. Tufts infrastructure is not naturally conducive to cross-school initiatives, and a dean's self-interest is to not give up resources
 2. Three necessary things that determine the success of a center/institute
 - a. Faculty with common interest
 - b. A national reputation in the discipline
 - c. Societal need for the work
 - ii. Dean Solomont
 1. Tisch by design must work with other schools
 2. Working to raise academic standing of college, elevate role of civics
 3. Need to make consultation with faculty a priority
 - iii. Dean Karimbux
 1. Much value in centers and institutes
 2. Senate can help by thinking about how to bring university-wide resources to attention of faculty across Tufts
 - iv. Dean Glaser
 1. Would be helpful to establish broad principles that faculty and students can work within
 - v. Dean Mozaffarian
 1. Thanks for Senate's hard work and faculty voice
 2. Two categories of centers – university-initiated and school-initiated
 - a. Senate can help highlight school-based centers and help disseminate message
 - b. E.g. Feinstein center, Food & Nutrition Innovation Institute
 - vi. R&S committee to consider

- b. Question 2: The Educational Affairs and Policy Committee is interested in developing a consistent policy across the Schools for online teaching, and for intellectual property in relationship to online teaching. Would you or your designee be willing to work with the committee and University Counsel on this initiative?
- i. Dean Glaser
 1. Yes – he has been hearing concerns about intellectual property
 2. Guidance comes from university counsel and established policy
 - a. If policy is to be changed, schools should participate
 - ii. Dean Auner
 1. UC has similar processes to Senate – bylaws, elected faculty, etc.
 2. UC doesn't have much involvement in online learning; perceive need for clear university-wide policies
 - iii. Dean Kyte
 1. Important to engage with counsel and provost's office regarding approach
 2. Look at emerging best or standard practices
 3. Online instruction will continue to evolve and flourish; need to bring faculty voice to discussion
 - iv. Discussion
 1. Concerns about content spread are more prevalent than ever with electronic sharing; senate could be an important advocate
 2. There is concern that recorded content could replace faculty instruction are unfounded
- c. Question 3: The Faculty Affairs Committee sees value in developing more consistent policies across the University regarding the provisions of faculty employment contracts. Relevant provisions include, but would not be limited to, duration of appointment, performance expectations, review procedures, and conditions and processes for non-renewal or termination. Would you, or your designee, be willing to engage with the committee on developing such policies?
- i. Dean Mozaffarian
 1. Senate would have valuable input; its role is not to develop policy, but could contribute general principles
 2. There are very different faculty models across schools, including the complex Friedman-HNRCA relationship; university-wide policies that are too specific may not work
 - ii. Dean Karimbux
 1. Many professional school faculty also have private practice
 2. Criteria are complex, but would be interested in input from Senate
 - iii. Dean Glaser
 1. The union presence in A&S governs all aspects of contracts
 2. Decentralized structure of Tufts is actually beneficial in this question area
 - iv. Discussion
 1. Challenge of lack of universal definitions of positions across university
 - a. Dental school is currently examining
 - b. Codifying would be helpful
 2. Would be helpful to define similarities among positions, while acknowledging differences – what are the basic tenants of all positions?
 3. AS&E is looking at cross-school appointments; Senate's input would be valuable
- d. Question 4: The DEI Committee would like to discuss how your School is planning for transparency to the Tufts community regarding your School's anti-racism goals and the accountability for meeting those goals. For example, will there be performance goals for departments regarding actions to make Tufts anti-racist, including rules for accountability?
- i. Dean Jay
 1. Proud of Tufts anti-racism commitment
 2. Importance of listening – “get comfortable with being uncomfortable”
 3. Workstream accountability metrics are yet to come; GSBS is taking measures to solicit ideas from community to “move the needle”

- a. Establishing a living document on their website with 60 ideas, which will be updated with progress
 - b. Provides transparency, gives community voice, and chronicles progress
 - c. Will also be useful as a recruiting tool
 - 4. Holding programs accountable:
 - a. Giving input to chairs, helping push the needle on DEI
 - ii. Dean Kyte
 - 1. Looking at what being an anti-racist institution means for Fletcher
 - 2. Will create bottom-up process at school
 - 3. Translate into concrete policies – staff and school performance, individual accountability, etc.
 - 4. Senate can be involved in metrics for individual accountability via performance goals
 - iii. Discussion
 - 1. Transparency is important
 - 2. Would like DEI work to be a legacy
 - 3. Challenge of distributing resources to fund DEI work
 - 4. Senate wants to be involved at earlier point in processes, rather than asked to approve already written policy; encourage deans to seek input at earlier stages
- e. Question 5: The Budget and Finance Committee is interested in learning what are the University core values that drive decisions during your School’s budget deliberations and would like you to elaborate on these values.
 - i. Dean Bates
 - 1. Four guiding principles
 - a. Vision and mission of school and university – TUSM is working on a strategic plan
 - b. Equity across organization
 - c. Investing in gaps in performance
 - d. Sustainability – focus on financial health and wellbeing of school and the people who work there, as well as students
 - ii. Dean Cribb
 - 1. Senate’s role is important for discussion across schools; helps mitigate decentralized nature of Tufts
 - 2. Principles
 - a. Currently working on a strategic plan
 - b. Student-centered research university is core principle
 - c. Community, compassion,
 - i. Increased financial aid 30%, including 13 new diversity scholarships
 - ii. Increasing salary support for under-paid employees
 - iii. Salary equity review in process
 - d. Supporting faculty, staff, and students
 - iii. Discussion
 - 1. Civic engagement is core principle across university
 - 2. Dean Kyte mentioned DEI performance objectives. These probably vary between schools although common themes will no doubt arise. Can the Deans give an example of a potential accountability objective and how it would be implemented in the context of their school?
 - a. Pre-college programs
 - i. Challenge in increasing financial aid; negotiations in all schools for pipeline programs
 - ii. Working to expand accessibility of programs
 - b. Working with ADDI to come up with objectives
 - i. Training
 - ii. Challenge of changing a culture – comes from
 - iii. Taking temperature with surveys
 - c. Deans need to give voice to DEI infrastructure

- d. Change T&P process to include DEI
 - e. Change review process
 - f. Change course approval process to ensure DEI
 - g. A&S asking each faculty to set DEI goal to measure each year
 3. Suggestion to come to Senate when starting new initiatives
 - a. Senators go to deans to suggest senate involvement on new initiatives
 - b. Suggestion to clarify what “center and institute” mean
4. Thanks to all deans for joining today
5. Adjourn at 9:32