

**Meeting of the University Faculty Senate**  
**Wednesday, May 12, 2021, 8:00 – 9:30 am**  
**Location – Zoom**

The University Faculty Senate met at 8:00 am on Wednesday, May 12, 2021. Present at the meeting were Remco Chang (Engineering), Brent Cochran (TUSM), Tom Dannenbaum (Fletcher), 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), Ellen Pinderhughes (A&S), Mary Shultz (A&S), Roger Tobin (A&S), Mai Vu (Engineering), Parke Wilde (Friedman), Henry Wortis (TUSM), and Chantal Zakari (SMFA). *Ex officio* members Provost Nadine Aubry and Vice Provost Kevin Dunn were also in attendance, as well as guests Executive Vice President Mike Howard and Vice President for Finance Jim Hurley. President Lynne Pepall presided over the meeting.

Regrets: Dominique Penninck (Cummings), Maher Tabba (TUSM)

1. Approval of 4/28 Minutes
  - a. Motion and second, passes unanimously
2. Inaugural Faculty Senate newsletter going out at end of week
3. Discussion on University Budgeting and Planning: Executive Vice President Mike Howard and Vice President for Finance Jim Hurley
  - a. Thanks to Senate for questions in preparation
  - b. Presentation – see slides, intended to address specific questions below from the Budget Planning and Development Committee:
    - i. Last summer the Senate was briefed on several budgetary scenarios to help the University navigate the financial crisis caused by the pandemic. Can you report back on how the crisis caused by the pandemic played out? Which of the several tier cost-cutting measures did the University implement to deal with the financial expenses and losses due to the pandemic and how has the endowment recovered given recent gains in the markets?
    - ii. In what ways is the budgetary impact of Covid-19 in FY21 affecting the budget proposed for FY22? Please expand on the impact on faculty, specifically on faculty hiring and salaries?
    - iii. In what ways can the Senate provide helpful feedback to senior leadership on budgetary issues? At what point in the budget cycle is it desirable to meet with the Senate for such feedback? What are the key areas or phases in constructing the budget where faculty input would be helpful to the process?
    - iv. What is the percentage of the overall FY22 budget that is spent on Administration, student financial aid and faculty salaries? How have these percentages trended over time?
    - v. Are there any school-specific budgetary issues on the horizon that affect the University as a whole?
    - vi. Could you expand on how the University's financial commitment to DEI is allocated to Schools? What is the anticipated split between faculty lines and administrative positions?
  - c. Q&A on University Budgets from Senators (20 min)
    - i. DEI impact – what plans are in place to address aspects of the anti-racism workstreams beyond compositional diversity?
      1. University-wide education and training, is one example
      2. More info to be determined

- ii. Biotech workforce diversity – lack of financial aid hampers efforts in masters programs
  - 1. Need to review programs to look at allocations
- iii. How are decisions made concerning increasing enrollment?
  - 1. Schools lay out plans for growth early in budget process
  - 2. Increased enrollment will occur in conjunction with proportional expansion of faculty and other support
- iv. How does Tufts’ aspiration to be “need-blind” factor into this process
  - 1. Remains a goal; currently meet full financial need of all students
  - 2. Very few schools have resources to achieve need-blindness – it is very expensive; Tufts is not currently in a position to do this
  - 3. Making progress, aid allotments are bigger, but may not ever reach a fully need-blind status
- v. Report is optimistic – how much is reliant on stock market?
  - 1. Endowment payout has a smoothing effect, keeping Tufts from feeling the full ups and downs of market
  - 2. Have ability to be agile in the face of a sudden change
- vi. Can there be additional support for research initiatives
  - 1. Funds are allocated for faculty start-up as part of the anti-racism initiative
  - 2. Increased seed funding last year – amount doubled, offered two submission dates instead of one
    - a. Emphasis placed on COVID, mental health, DEI, research centers
  - 3. Research is a priority within the constraints of the budget
  - 4. Research is critical to mission, but loses money; successful universities support revenue-generating enterprises to balance expenditures
  - 5. Difficult to compete with research aspirations of peer schools regarding teaching loads/increasing enrollment; importance of expansion of faculty in proportion to student enrollment
- vii. How does online teaching affect budget
  - 1. Numerous online programs; they are beginning to move past startup costs and will begin to generate revenue
  - 2. Programs and revenue will grow more quickly over next few years
  - 3. Running of programs is school-centered
- viii. TMC, TUSM, and Wellforce
  - 1. Funds are allocated, hope to increase
  - 2. Wondering if research will benefit sufficiently from collaboration
  - 3. Pooling efforts in the hopes of being greater than the sum of its parts; allows for a larger scale than would be available alone
  - 4. Concerns about where decisions get made
- ix. Any mistakes made in addressing COVID effects?
  - 1. Didn’t anticipate lessened use of campus resources
  - 2. Ordered more modular units than ended up being needed, but erred on the side of caution
  - 3. Always room for improvement; things learned along the way
- x. Re: enrollment increase – is this due to students’ lack of options? Does the budget take into consideration that this may be an unusual year?
  - 1. Much of growth is through new programs
  - 2. Adjusting programs to needs of students and society
  - 3. Students more attracted to small, high-quality institutions, that are research & scholarship-focused
- xi. Looking at projected surplus and decrease in expenses in daily running of university, against increase expenses of faculty and staff working from home:
  - 1. Costs that faculty & staff have invested on their own have not yet been considered
  - 2. Tufts has supported needs at school level, when faculty and staff expressed them
  - 3. Merit cycle reinstated for this year; no specific plans to address individual investment
  - 4. Winter break is intended as a token of appreciation
- xii. Disparate impact on different schools; discussion of guiding principles for university budgetary decisions?

1. Reflecting on outcomes of previous year's priorities
2. During COVID, priority was health and well-being of community
  - a. Avoiding layoffs or lasting impairment of personnel structure
  - b. Each school was in a different place at start, had different priorities
  - c. Made significant progress on certain fronts: research enterprise, anti-racism initiative, etc.
3. Faculty would like to see community engagement be part of the way we do business
  - a. Would like to see that sacrifices made will lead to something tangible being done with the surplus
4. How do grants lead to operating at a loss?
  - a. Calculation of income vs. direct support; grants cover about 0.65 on the dollar of support for the researcher, so university has to find the other 0.35
  - b. Whenever the grant covers "fixed" or not-easily-scalable costs (e.g. faculty fixed salary time), the economic benefits to the university may be much greater than this accounting appears to indicate
5. Would like to see climate issues have more focus in future budgets
6. Request for Senate to have budget input in March/April of next year

4. Adjourn at 9:35