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INTRODUCTION

BY: DAWN GERONIMO TERKLA

In spring, 2007, a working group was formed to prepare the fifth-year interim accreditation report. This group, chaired by Dawn Geronimo Terkla, Associate Provost for Institutional Research, Assessment and Evaluation, was comprised of the following members of the faculty and administration:

- Linda Dixon, Secretary of the Corporation
- Lewis Edgers, Associate Dean of Undergraduate Curriculum Development for the School of Engineering and Professor (Civil & Environmental Engineering)
- James Glaser, Dean of Undergraduate Education and Professor (Political Science)
- Linda Jarvin, Associate Research Professor (Education) and Deputy Director of the Center for the Enhancement for Learning and Teaching (CELT)
- Mary Jeka, Vice President, University Relations
- Sue Leverone, Senior Director, Finance and Planning
- Andrew McClellan, Dean of Academic Affairs for Arts and Sciences and Professor (Art History)
- Leah McIntosh, Executive Administrative Dean, School of Arts and Sciences
- Jo-Ann Michalak, Director, Tisch Library
- Peggy Newell, Vice Provost
- Lynne Pepall, Dean of the Graduate School of Arts and Sciences and Professor (Economics)
- Kent Portney, Professor (Political Science) and Co-Chair of Executive Committee of the Faculty of Arts, Sciences and Engineering
- John Roberto, Vice President, Operations
- Naomi Rosenberg, Dean of the Sackler School of Graduate Biomedical Sciences and Professor (Pathology)
- Scott Sahagian, Executive Associate Dean, School of Engineering
- Gerard Sheehan, Executive Associate Dean, The Fletcher School of Law & Diplomacy
- Susan Storm, Institutional Research Coordinator, Office of Institutional Research & Evaluation
- Vickie Sullivan, Dean of Academic Affairs for Arts and Sciences and Professor (Political Science)
- Stephanie Topping, Assistant Director, Office of Institutional Research & Evaluation
- Amelia Tynan, Vice President and Chief Information Officer, University Information Technology
- Patrick Webb, Academic Dean of the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy and Professor (Nutrition)

Members of the working group took responsibility for responding to the various sections. Individual authors will be identified with the specific standards. A preliminary draft was shared with members of the working group and the final draft was shared with the President, Provost and Chairman of the Board as well as members of the Academic, Administrative, and Provost Councils. In addition, a copy of the final draft was available on the Office of Institutional Research and Evaluation website (http://www.tufts.edu/ir/) where members of the community were able to review and comment.

Writing this fifth-year report presented a dual challenge to the authors, as they were faced with the task of responding to the recommendations made by the 2003 Visiting Team, as well as addressing the new 2006 Standards. Authors approached their tasks slightly differently, but all addressed changes that have occurred since the 2003 visit, as well as the progress that has been made to meet the new 2006 standards. The individual sections reflect the authors' voices. This was a collaborative effort with scores of individual contributions. As such, I have chosen to have this report echo their words.1

1Additional contributors are noted in the Standard in which they contributed.
Institutional Overview
By: Dawn Geronimo Terkla

Founded in 1852, Tufts is a Carnegie-classified RUVH University\textsuperscript{2} with strong undergraduate programs in liberal arts and engineering. The past decade has witnessed a growing number of innovative research initiatives and joint-degree programs that benefit both undergraduate and graduate students in liberal arts, sciences and engineering and the University's seven graduate and professional schools, including: the Graduate Schools of Arts and Sciences (GSAS) and School of Engineering (SOE); the Cummings School of Veterinary Medicine (TCSVM), The Fletcher School of Law and Diplomacy (The Fletcher School); the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy (Friedman School) with the Jean Mayer USDA Human Nutrition Research Center on Aging at Tufts (HNRCA); the School of Dental Medicine (TUSDM); the School of Medicine (TUSM) and Sackler School of Graduate Biomedical Sciences (Sackler School).

Tufts employs approximately 4,000 faculty and staff and has over 9,000 students from across the U.S. and more than 100 countries attending classes on the University's three campuses in Massachusetts (Boston, Medford/Somerville and Grafton) and in Talloires, France. In addition, the University is affiliated with the School of the Museum of Fine Arts in Boston and the New England Conservatory of Music.

At the time of the last NEASC visit in 2003, Tufts was beginning to experience major leadership changes. President Lawrence Bacow was completing his second year in office and Provost and Senior Vice President Jamshed Bharucha had been at the University for six months. Under their leadership, change has continued to occur. New deans were appointed in the School of Arts and Sciences (A&S), the School of Engineering, TCSVM, the Friedman School, and TUSM. Each new appointment has led to increased strength and vitality in the senior academic leadership team. In addition, new administrative appointments have also been made during this period, with a new Executive Vice President and new Vice Presidents for Advancement, External Relations, and Information Technology.

On November 3, 2006, the University officially launched the Beyond Boundaries $1.2 billion Capital Campaign. The campaign is aimed at strengthening key priorities and areas of focus. As of December 31, 2007, Tufts has raised $729 million. These funds have enabled Tufts to make great strides in its commitments to active citizenship, internationalism, humanities and the liberal arts, the advancement of interdisciplinary study and the education of tomorrow's leaders. The generosity of the Tufts community has played a large part in this continued growth, yielding several notable accomplishments, including the establishment of the Omidyar-Tufts Microfinance Fund; the naming of the Jonathan M. Tisch College of Citizenship and Public Service (Tisch College); the construction of the environmentally-friendly Sophia Gordon Hall dormitory; the expansion of dental services to special needs populations; and the funding of a new international management degree program at The Fletcher School.

In a January 24, 2007, letter to President Bacow, the Commission requested that the University give particular emphasis to the following concerns:

1) Planning for long-term facilities development for the Medford/Somerville campus.
2) Ensuring shared governance within the University, including the colleges and related units such as the libraries.

Item one is addressed in detail in the Physical Resources (VII) discussion and item two is addressed in several standards. In the Organization and Governance (III) and Faculty (V) Standards, the role of the Faculty Executive Committee, as well as the role of faculty in curricular decisions, is described. In the Library and Information Resources (VII) Standard, the role of libraries in the strategic planning process is addressed.

\textsuperscript{2}Research University with very high research activity.
STANDARD I: MISSION AND PURPOSES
BY: DAWN GERONIMO TERKLA

In the Visiting Team’s report, it was recommended that the Tufts community have a broad-based conversation about the University’s vision so as to encourage shared understanding and support. These conversations occurred during the extensive planning period of the Beyond Boundaries Capital Campaign. This is evidenced by the fact that the University’s vision permeates each of the school-level strategic options. There is general consensus that Tufts University’s mission embraces the goals of fostering teaching, research, and public service in the United States and around the world.

STANDARD II: STRATEGIC PLANNING AND IMPLEMENTATION
BY: LEAH MCINTOSH, SCOTT SAHAGIAN

Tufts University regularly engages in planning and evaluation activities. Since the last visit, every school within the University has been actively engaged in strategic planning. A strategic planning cycle began in 2003. The Provost initiated the process by working with the Deans and the Academic Affairs Committee of the Board of Trustees to develop a set of University-wide strategic themes and a template for school planning. Schools dovetailed their individual plans with these overall themes. TUSDM, for example, reviews and updates its plan on a yearly basis and makes all critical decisions based on the relationship to the plan. TCSVM, the Friedman School, TUSM, and The Fletcher School all completed different types of strategic plans which stress interdisciplinary collaboration with faculty. This University-wide planning effort was coordinated by Assistant Provost Elise Ahyi. Ongoing discussions surrounding the planning efforts occurred throughout the process at Academic Council, Provost Council, and Administrative Council meetings. For purposes of this report, the efforts undertaken in A&S and SOE will be highlighted.

SCHOOL OF ARTS AND SCIENCES
In August of 2005, the School of Arts and Sciences (A&S) presented Tradition and Innovation: The Strategic Plan for Scholarship in the School of A&S. This plan addressed every aspect of the School’s future, including vision, faculty development, graduate education, and future strengths and challenges. In fall, 2006, the Dean of the School of Arts and Sciences, Robert Sternberg, charged a group of faculty and administrators to study and report back on progress being made toward the implementation of the strategic plan.

Faculty Size
The Strategic Plan called for 60 additional faculty members in A&S. It was acknowledged that increasing the size of the faculty would provide tenured/tenure-track faculty more time for research, while having enough faculty to maintain small class sizes, student contact with faculty, and high standards of teaching. The increase in tenured/tenure-track faculty from 259 to 274 has helped to do this. It was envisioned that some of the growth would occur via endowed chairs. Three A&S faculty have received new endowed chairs in the past two years. The Capital Campaign has targeted $63 million to endow professorships in the School. This does not project to 60 new positions, but it will contribute to that goal. Moreover, it was recognized that increasing the faculty will require more space.

The Strategic Plan Task Force identified several areas of core strength. Three of the areas – Globalism, Civic Engagement, and the Life Sciences -- coincide with the identified strengths of the University. Additionally, the Task Force identified “Culture and Society” as a fourth thematic strength in the School. The Task Force recommended building upon the strengths of the School by concentrating the growth of

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1Copies of school-based strategic plans are available upon request from the Office of Institutional Research & Evaluation.
2Tenured/Tenure-track faculty includes individuals who have tenure and are currently serving in administrative positions.
3This priority is addressed in the Research Support & Infrastructure Section of this Standard, as well as in Standard VIII (Physical Resources).

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the faculty within the thematic areas. The hope is this will contribute to more research synergy and build upon the signatures of the school.

Graduate Education
The Graduate School of Arts and Sciences (GSAS) has identified the following goals: to build and develop graduate programs with an innovative research environment that can foster collaboration across disciplines or schools, successfully mentor graduate students, and teach them effective communication skills in and beyond the classroom. The leadership of the GSAS continues to face challenges on how to keep graduate stipends competitive and has been working on ways to increase support to graduate students. Progress has been made towards this goal in the last two years and Dean Sternberg is committed to continuing that progress. Fundraising for financial aid for graduate students has, for the first time, become a part of the current Capital Campaign, with a $16 million goal for graduate student support.

GSAS, together with the School of Engineering (SOE), is actively working on outreach and minority participation in their programs. Tufts is a member of the National Consortium for Graduate Degrees for Minorities in Engineering and Science (GEM Consortium), which facilitates the recruitment of minority candidates in engineering and sciences, and there are plans to apply to the National Name Exchange, which was established to help match graduate schools with minority students interested in graduate education. GSAS is also hosting visits of McNair Scholars and Morehouse students who are interested in Tufts’ graduate programs.

The Summer Institute of Teaching has been redesigned and renamed as the Graduate Institute for Teaching (GIFT). GIFT is a competitive program and is open to graduate students from all schools at Tufts. This program provides a focused program of mentorship, combined with specialized workshops designed to improve the teaching and communication skills of graduate students.

Under the auspices of the Provost's Office, two additional University-wide programs designed to strengthen graduate education and research have been launched. In 2004, the Provost's Fellows program was created. It recognizes the very best incoming doctoral students by providing a supplemental stipend of $5,000 per year for the first two years of the student's program of study. The goal of the award is to augment the student's aid package so that financial considerations do not prevent these outstanding candidates from choosing to pursue their degrees at Tufts. This program is available for doctoral students from all the schools. In February, 2005, the Provost announced the creation of the University Graduate Competitiveness initiative. The overarching goals of this initiative are:

1) To increase the likelihood that the best PhD candidates will choose Tufts.  
2) To build a more diverse graduate student body.  
3) To provide incentives to the faculty, in fields in which grants are available for graduate support, to apply for these grants.

Each year Tufts allocates $1 million from central University resources to facilitate the realization of these goals and the Dean from each School implements a School-specific plan.

Research Support and Infrastructure
While it is still early to assess the effects of the Strategic Plan in the area of research support and infrastructure, we can highlight changes that are underway and that we expect will have a significant bearing on our faculty's productivity. Some progress has been made, primarily in terms of funding for leave time available for faculty to pursue their research. As of July 2006, a number of measures have been implemented:

1) A $1,000 research stipend for all tenured/tenure-track faculty.  
2) A full-year junior faculty research leave.  
3) A salary increase of $5,000 for faculty promoted to Full Professor.

In addition, the New Directions in Research grant program was created. This grant provides supplemental funds to faculty who previously devoted the majority of their time to teaching and service and would like to reinvest in their research; faculty who have decided to change focus; or faculty who are currently between funding cycles.
TUFTS UNIVERSITY’S FIFTH-YEAR INTERIM REPORT TO NEASC

There have been some successful initiatives that bring together faculty research and undergraduate education. Several departments (Biology, Computer Science, Mathematics) continue to apply for Research Experience for Undergraduates (REU) grants that bring undergraduates (from Tufts and other universities) into faculty research. The Summer Scholars program, fostering student-faculty research collaborations, was launched in 2003. Last summer, there were 50 summer scholars, up from 33 just two years before. The annual evaluation of the program revealed that the program has been very successful. Faculty and students have expressed great satisfaction with the program. In addition, a number of conference papers and articles have been produced.

Realizing the goals of the A&S Strategic Plan will require significant investment for buildings and infrastructure. To increase research productivity and to advance the pedagogical goals of the school, significant improvements will have to be made. The administration is clearly aware of, and working on, the problem, nonetheless, much progress remains to be made.

Thematic Initiatives
The Strategic Plan called for eight initiatives to support A&S’s strategic themes. Concrete steps have been taken on a number of these proposed initiatives. The Humanities Center, developed in consultation with the faculty, will open in 2008. The Strategic Plan also calls for "intellectual colloquia to draw academics and intellectuals from the Boston area to Tufts." This proposal is being met, for example, by such colloquia as the Pearson Prentice Hall Seminars in Global History, the Greater Boston Anthropology Consortium, the Civic Engagement Research Group (CERG), the newly established Dean's Faculty Forum⁵, and the Humanities Center. Planning actively continues for the building of a new Integrated Lab Complex on the Medford/Somerville campus, which will help address the needs of researchers in the biological/life sciences.

SCHOOL OF ENGINEERING
The School of Engineering’s (SOE) strategic plan focuses around the following aspirations developed in October, 2005:

1) To be a leader among peer engineering schools in interdisciplinary research and engineering education.
2) To achieve an international reputation for educating engineering leaders (with an emphasis on communication skills, interdisciplinary technical preparation, management skills, globalization, and the societal impact of technology).
3) To build a faculty, student body, and infrastructure that will support the above two objectives.

In conjunction with the ABET accreditation process, the SOE developed a matrix designed to evaluate progress towards these aspirations.

Undergraduate Programs
Substantial efforts have been directed towards the review of the undergraduate programs and curriculum. Noteworthy progress has been made in the establishment of educational programs in the SOE’s strategic areas of bioengineering and environmental sustainability.

At the program level, a new undergraduate major in Biomedical Engineering was approved by the Board of Trustees in May 2005. With its emphasis on research mentorship, the new major is a highly innovative program marking a significant step forward in SOE’s strategic efforts to build its programs and reputation in the area of bioengineering education and to integrate research into the undergraduate experience.

At the curriculum level, Linda Abriola, the Dean of the School of Engineering, has established a Curriculum Task Force, chaired by the Associate Dean for Undergraduate Curriculum Development. This committee, composed of SOE faculty, Overseers, and students, as well as A&S faculty, has dedicated

⁵ Every semester, Dean Sternberg sponsors a Dean's Faculty Forum that features the research and scholarship of faculty members from A&S. The Forum is structured with a lecture by one faculty member on a particular topic, followed by commentary from a faculty discussant.
TUFTS UNIVERSITY’S FIFTH-YEAR INTERIM REPORT TO NEASC

two years to reviewing the undergraduate engineering curriculum. As a result of these efforts, a revised required computing course began in 2007-08; a new course in calculus with applications and a course in fundamentals of biological systems will be piloted in 2008-09; projects will be required in all introductory half-credit courses; and two engineering science courses (one in electrical systems and one in materials) were revised to serve a broader audience. In 2007-08, the Task Force will focus on strengthening the leadership components of the curriculum.

The SOE has worked with the Office of Institutional Research and Evaluation (OIR&E) to develop a number of surveys that provide data used for assessing various curriculum elements that affect students in all programs.6

STANDARD III: ORGANIZATION AND GOVERNANCE
BY: LINDA DIXON, KENT PORTNEY

Areas of Concern in the 2003 Report

The University should conduct a comprehensive audit of its by-laws to make certain that they are consistent with the new administrative and faculty structures.

Recognizing the significant changes in leadership, governance, policies, procedures and personnel over the past decade, the Board of Trustees conducted a comprehensive review of the University bylaws in November, 2003, and approved a number of changes:

- Empowered the Executive Committee to appoint major school deans, approve tenure, and confer an honorary degree in the intervals between Board meetings.
- Made all committees “standing committees” with uniform operating procedures.
- Expanded the Executive Committee to assure the presence of an “at-large” member.
- Authorized the Administration and Finance Committee to manage University investments, construction and renovation, and financing transactions, reflecting current practice.
- Authorized the Academic Affairs Committee to make final decisions about tenure and promotions on behalf of the Board.
- Authorized administration to make department chair appointments without the approval of the Academic Affairs Committee of the Board.
- Made the Audit Committee responsible for monitoring compliance with the Trustee Conflict of Interest Policy.
- Eliminated the position of Vice President for Arts, Sciences and Engineering.
- Added the University College of Citizenship and Public Service7.
- Renamed the Nutrition School to the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy.8
- Renamed the Veterinary School the Cummings School of Veterinary Medicine.9
- Eliminated the positions of Deans of the College of Liberal Arts and Jackson College for the Humanities and Arts and for Natural Sciences and Social Sciences.
- Renamed the A&S leadership positions as Dean of the School of A&S and Dean of the College of Liberal Arts and Jackson College.

The administration should think carefully about the reporting structure of the schools of A&S and Engineering to make certain that these two schools continue to function as a coherent college.

6Assessment efforts are described in more detail in Standard IV.
7As the result of a $40 million endowment gift in 2006, University College was renamed the Jonathan M. Tisch College of Citizenship and Public Service.
8On October 5, 2001, the Tufts School of Nutrition Science and Policy was renamed the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy in honor of a gift (the largest donation in the Nutrition School’s history) given to the School by the Friedmans.
9See Standard IX for a description of the gift.
During the planning process that created the new reporting structure for the Schools of A&S and Engineering, the planners placed a high priority on maintaining a seamless educational experience for all undergraduate students and a strong spirit of collaboration between the Schools and their Deans. The Schools continue to have common admissions, financial aid, student services, student life activities, library, computer support, diversity office, faculty secretary, facilities, and planning processes. The Deans work together in overseeing these common areas and the shared budget that funds them. The faculty structure is another important means of linking the two Schools. All faculty are members of the Faculty of Arts, Sciences and Engineering (AS&E), where they interact, and jointly govern, through the Executive, Tenure and Promotion, and Awards Committees, as well as a Faculty Advisory Board and a grievance panel. The joint Budget and Priorities Committee advises the Deans on shared priorities. A committee chaired by the Vice Provost and including Deans, Executive Administrative Deans, and Budget Officers works to facilitate relations between the two Schools.

The faculty, through the leadership of the executive committee, should undertake a thorough review of faculty governance. A review of the by-laws suggests that many standing committees could be subsumed under committees with more global charge...Similar to the recommendation concerning University by-laws, the faculty by-laws should be carefully reviewed to make certain that they conform to current practice and are amended as changes are enacted.

The AS&E Executive Committee, consisting of six senior members elected by the vote of the faculty, was created in 2003. Consistent with the by-law defining this committee, the Executive Committee engages in routine review of the faculty committee structure and operations. Over the last four years, the Committee has reviewed the by-laws of all AS&E standing committees and has worked to eliminate a number of committees. The number of committees has been reduced from 25 to 21. It has consolidated functions into other committees (e.g., the Benefits and Corollaries Committee was eliminated and the functions were transferred to the Budget and Priorities Committee) and has rewritten the by-laws of others (including the Executive Committee itself) to ensure that the committees have the authority they need to strengthen faculty governance. This ongoing process will focus attention in future years on defining the role of faculty in strengthening University support for research and research infrastructure, faculty development, information technology, and the processes through which faculty are selected to serve on committees. The Executive Committee sponsored an event in fall of 2007 that brought all AS&E standing committee chairs together to facilitate cross-committee communications, and to share experiences with techniques that successfully strengthen committee operations.

The senior administration should consider appointing an officer responsible for student life, perhaps a vice president for University life.¹⁰

At Tufts, student life issues have always been handled at the School level. This model has worked very well and allows for systems that are tailored to the very different needs of undergraduates and graduate and professional students. When considering whether to allocate resources to create a centralized student life function when the current system has consistently produced satisfied students¹¹ (a recent Princeton Review declared Tufts students the sixth happiest students in the nation), we have opted to direct these resources to other areas. While we have not created a University-wide position at the vice president level, we have achieved this goal at the undergraduate level with the creation of the position of the Dean for Undergraduate Education. With management oversight of all aspects of student life, student affairs, student services, undergraduate education, and undergraduate policy, this position has been significantly elevated within the past two and a half years and is responsible for all undergraduate students.

NEW EMPHASES IN THE 2006 STANDARDS

The Governing Board
Demonstrates sufficient independence to ensure it can act in the institution's best interest.

¹⁰This is also addressed in Standards IV & VI.
¹¹Exiting student surveys (A&S, SOE, Cummings, Dental, Fletcher) affirm student satisfaction.
The Tufts Board of Trustees communicates with its members through a secure website within which trustees retrieve meeting documents, submit response forms, consult archives, look up trustee contact information, read articles about current topics in higher education, and learn news of fellow trustees. This website gives trustees the independence and flexibility to access and retrieve information anywhere, anytime, from any desktop or laptop computer. The Secretary of the Corporation, while reporting to the President, serves primarily as secretary to the Board of Trustees, supported by two other professionals. The Board builds in many opportunities to engage with its various constituencies. For example, 18 members of the faculty, the student body (both undergraduate and graduate), and the alumni serve one-year terms as non-voting members of the three major standing committees of the Board. In order to convey Board needs and priorities, and to maintain communication with the Alumni Association (who oversee the election of ten of the forty trustee positions), the Board invites the Chair of the Alumni Council Nominating Committee to serve ex officio on the Committee on Trusteeship. Board committees regularly invite students and faculty members for presentations or informal conversation. The Board sponsors an annual lunch with the undergraduate senate and graduate student council members. The Chair of the Board holds an executive session at every board meeting, without the President in attendance, to discuss any issue anyone deems important. After each board meeting, trustees receive an evaluation questionnaire where they have the opportunity to offer feedback and comments on the meetings and events of the prior weekend, and to make suggestions for future meetings. The results are posted on a secure website.

Includes representation of the public interest and reflects areas of competence needed to fulfill its responsibilities.

In addition to leadership and outstanding achievement as key criteria in trustee selection, the Tufts Board recognizes the value of a diverse board, whose members bring a wide range of background, skills, and experience to the table. The Committee on Trusteeship studies the gaps in areas of competence when fashioning its new trustee recommendations. The current makeup of board members includes three current or former faculty members at other institutions, including a former University president, who provide expertise on the Academic Affairs Committee and also offer guidance on how other institutions address situations; six members of the banking and finance community, whose expertise on the Investment and Administration and Finance Committees have been of enormous value; ten members engaged in a wide range of business, manufacturing, and service industries, many of them CEOs; four attorneys; a real estate developer who chairs the Buildings and Grounds Committee; three public servants, including a state governor, comptroller of a major city, and a retired civil judge; eight members engaged in various segments of the health sciences; and four members from the non-profit world, who work (or formerly worked) in both paid and non-paid capacities as consultants, museum presidents, directors of community agencies, and volunteers.

Has less than one-half of its members with any financial ties in the institution.

The Board maintains a strict conflict-of-interest policy. Trustees complete an annual statement acknowledging that they have read the policy and disclosing any financial transactions with the University that may represent a conflict. The Secretary compiles these statements and submits them to the Audit Committee for review. Over the past decade, approximately three or four trustees each year report business or financial ties, and these are generally attorneys whose firms have engaged in arms-length transactions with the University. The Audit Committee has found none to have a conflict of interest.

Approves major new initiatives, assuring that they are compatible with institutional mission and capacity.

The Board has approved all major new initiatives in the last five years. The Board recently approved a University-wide branding and marketing initiative to create a unified image and message. This comprehensive, multi-year program involved the joint efforts of Publications, Web Communications, Public Relations, and Admissions. Over several presentations to the Board, Provost Jamshed Bharucha set forth an ambitious new academic strategy. His far-reaching strategy includes raising the bar on tenure, improving infrastructure, creating new space, making salaries more competitive, recruiting more aggressively, working to retain valuable faculty, and forging a campus climate that can strengthen and sustain diversity. TCSVM, whose research program on infectious diseases is the largest research program in the University, recently received a $25.8 million National Institutes of Health (NIH) grant to...
build a Regional Biosafety Laboratory on the Grafton campus. This new shared facility will bring together the research programs of several schools; build the Tufts economic development program in support of the Massachusetts state appropriation for TCSVM; and enable new research funding opportunities for faculty in the areas of biology, medicine, environmental studies, water science, and nutrition. Another new initiative is the Kaleidoscope Project, a result of the collaboration of Robert Sternberg, Dean of the School of A&S and Lee Coffin, Dean of Undergraduate Admissions.

**Systematically develops and ensures its own effectiveness.**
Shortly after President Lawrence Bacow assumed office in September, 2001, the Board accepted his recommendation to retain a nationally recognized expert on governance of private higher educational institutions to perform an objective assessment of board governance operations. The consultant presented his report to the full Board in November 2002, highlighting certain areas where the Board might wish to strengthen or modify its procedures. The Board held a two-day retreat in March, 2003, to consider the consultant’s recommendations and develop an action plan. As a result of this retreat, the Board initiated several important structural changes:

- The Board began holding meetings of the Academic Affairs, Administration and Finance, and University Advancement Committees in the same 2:00 to 5:00 p.m. time frame on Fridays, increasing focus, productivity, and intimacy.
- The Trustee Weekend begins with a plenary session on Friday at 11:00 a.m. with a faculty presentation, providing important information and a bonding opportunity.
- The Board begins each board meeting with an Executive Session where the President describes current issues the trustees need to know about, and ends each meeting with an Executive Session (minus the President) where the Chair offers a forum for any lingering issues a trustee may wish to discuss.
- Trustees are asked to complete an evaluation questionnaire after every weekend meeting, with the results and unedited comments posted on the secure website.
- The President distributes a Dashboard report, which gives a snapshot of 80 key measures of University performance, at each board meeting and highlights those items that have experienced change since the last meeting.

In 2006, the Board retained the same consultant for a follow-up assessment. He delivered his report to the Board in November, 2006, and declared that the Board had made tremendous strides in the last three years, calling the Tufts Board a “poster child for good governance.” He has subsequently referred several other governing boards to Tufts, suggesting that our experiences might be helpful to others.

Perhaps the most significant move toward board effectiveness is the move away from paper. The Tufts Board has been “paperless” since 2000, first receiving meeting materials on CDs until a secure website, called the Trustee Boardroom, was launched in 2005. In addition to containing meeting agendas and documents, the site has a section for reading materials of interest. Here trustees can find articles on topics such as financial aid, fundraising, *U.S. News* rankings, tenure, and student loans. *Trustees in the News* features articles, links and images about Board members who are doing important or newsworthy things. The Archives section is where trustees and administrators speedily retrieve past meeting documents. The Contacts section provides trustee biographies, addresses, and printed directories. As long as a trustee has access to a computer, he or she has 24/7 means of obtaining vital information for increasing effectiveness as a trustee.

**Appoints and periodically reviews the performance of the CEO.**
The Board appointed Lawrence S. Bacow as the twelfth President of Tufts University in August, 2001. Chair James Stern conducts an annual review with the President each July. As preparation for this review, the Chair asks each trustee for a confidential letter concerning the President’s performance. He summarizes the trustee feedback (without attribution) in an Executive Session following the May Board meeting and invites further discussion, then meets privately with the President. In 2006, the Board conducted a comprehensive five-year presidential review. This review involved interviewing faculty, administration, students, and alumni. In addition to providing the committee with a sense of the University-wide support for the President, and identifying some broad-based issues and concerns, this
tremendous outreach effort by the Board was very much appreciated by the various constituencies and greatly enhanced Board relations.

Engagement of the Campus Community
The board assures that the institution periodically reviews its successes in fulfilling its mission and achieving its purposes.
The regular review of the Dashboard lets the Board determine the nature and extent of any change in a particular area since the last meeting, and whether that change is positive or negative. The Board holds periodic retreats every three or four years, and uses these opportunities to reflect and take stock. The Board consciously used the five-year Presidential Review in 2006 as an opportunity to gain constituent feedback about institutional governance, as well as presidential performance. When presenting its final report in the executive session, the Review Committee conducted an extensive discussion of this feedback. Seeing the success of this model, the Provost initiated his own five-year review in 2007 and is requiring all of the Deans to do the same. Retaining a consultant for an initial board assessment, and bringing the consultant back for a follow-up assessment three years later, provided the Board with a real measure of its progress and success in fulfilling its mission and achieving its purposes.

Support from Administration, Faculty
Faculty exercise an important role in assuring the academic integrity of the institution’s educational programs. Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise.

The faculty of Arts, Sciences, and Engineering have worked with the administration to maintain and strengthen the role of the faculty in educational programs. Starting with a strong tradition of faculty governance on issues of the curriculum, members of the faculty are regularly involved in decisions. For example, the faculty approved the establishment of a new interdisciplinary Leadership minor during the spring of 2007, an idea spearheaded by the Dean of the School of A&S. This approval came after two years of careful faculty deliberation, and consultation with numerous standing faculty committees, potentially affected departments, and individual faculty members. As the GSAS contemplates the creation of three new doctoral programs, there is extensive faculty involvement.

STANDARD IV: PROGRAMS AND INSTRUCTION
BY: LEWIS EDGERS, ANDREW MCCLELLAN, LYNNE PEPALL

Introduction
This interim report seeks to describe what has occurred in the area of Programs and Instruction during the past five years, and in particular:

   a) What the University has done to address concerns raised by the visiting team and NEASC report of 2003.
   b) Changes in standards in outcomes assessment.
   c) Other noteworthy programmatic initiatives in the Schools of Arts and Sciences and Engineering.

Response to the 2003 Evaluation Report to the NEASC
The 2003 report made two specific recommendations to improve perceived areas of concern in Programs and Instruction:

   1) The visiting team concluded that “Tufts needs to take steps to ensure the inclusion of the humanities in new collaborative ventures.” This has been accomplished at a number of levels. First, the A&S Strategic Plan identified four areas of strength and potential:
      i. Civic Engagement

12 A description of these doctoral programs may be found in Standard IV.
Humanists were heavily involved in the drafting of this document and ensured the integration of the arts and humanities in each of these areas (except the Life Sciences). The Strategic Plan called for the creation of a Humanities Center to act as a focal point and engine for collaborative humanistic scholarship and teaching on the Medford/Somerville campus. Thanks to the support of the administration, the Humanities Center will open in 2008, led by a founding director, Jonathan Wilson, Fletcher Professor of Rhetoric and Debate and Professor of English. The new Humanities Center will become home to a new initiative developed in 2003: the Mellon Post-Doctoral program in the humanities, bringing young scholars to campus to work with established Tufts faculty in an area of common research.

2) The report also recommended that Tufts establish a “strong administrative officer with responsibility for undergraduate education.” In 2003, a new position, Dean of Undergraduate Education, was created to replace the position of Dean of the Colleges, and a wave of internal reforms relocated a broad expanse of undergraduate academic issues within the purview of the new Dean’s office.13

INSTITUTIONAL CAPACITY

New Program Initiatives
In A&S there are new and developing programs at both the undergraduate and graduate level. Since 2003, new undergraduate majors have been introduced in Latin American Studies, Cognitive Science, and Comparative Religion. The SOE has pioneered a new major in Biomedical Engineering, with an integrated research component. An institutional commitment to increase structured undergraduate student-faculty research has born fruit in a number of departments (it has been especially successful in the sciences) and in the rise of students electing to write senior theses. A new Center for the Enhancement of Learning and Teaching (CELT) opened in 2006, offering workshops and seminars on pedagogy, and acts as a clearinghouse for teaching initiatives across the University. The establishment of the Jonathan M. Tisch College of Citizenship and Public Service has greatly enhanced Tufts’ already strong profile in civic engagement and active citizenship, and has given undergraduates a host of new opportunities to pursue public service projects both at home and abroad, and both in and beyond the classroom.14

In the GSAS since 2003, several new programs have been introduced, including a Master’s of Science and a PhD in Education in Mathematics, Science and Technology Education; a Master’s of Science in Applied Mathematics; a doctoral degree in Occupational Therapy; two certificate degrees in Occupational Therapy; and an Advanced Study in Pain Topics, joint with TUSM and A&S; and a PhD and Master’s of Engineering in Biomedical Engineering.

The University is planning to expand graduate education to include new PhD programs in Economics, Philosophy, and Political Science. The proposals for doctoral programs in Economics and Political Science are collaborative ventures between A&S and The Fletcher School.

Finally, the Visiting Committee in 2003 noted the potential for the enhanced involvement of Tufts’ various professional schools in undergraduate education. Since the last visit, two new programs have been established. In 2003, The Tufts Summer Scholars Program was created. This is a University-wide initiative that offers research apprenticeships with faculty/clinical mentors to Tufts undergraduates. The Program provides students with an opportunity to be on the frontline of discovery and scholarship. Every

13Described in detail in Standard VI.
14In 2006, Tufts was among 62 colleges and universities recognized by the Carnegie Foundation with the new Community Engagement Classification of “Curricular Engagement and Outreach & Partnerships.”
Tufts school, department, and research center is eligible to provide first-hand research opportunities for students. The program has grown each year and now annually supports over 50 students.

Starting in 2008-09, the Provost's Office will sponsor a set of University-wide seminars on topics of national or international importance. The seminars will be led by a multidisciplinary team of faculty and students and will be open to both undergraduate and graduate students from across the schools. The multi-disciplinary approach builds on Tufts' strengths to address complex problems in the community, the nation, or the world. At this writing, the University-Wide Committee on Teaching and Faculty Development (UCTFD) has selected the two seminars that will be offered in the fall of 2008:

1) "Towards a Deeper Understanding of Global Health: Interdisciplinary Approaches to the Health of People, Animals, and the Environment." The seminar will be led by faculty from TCSVM, TUSM, and A&S Department of Biology.

2) "Water and Diplomacy at Tufts: Integration of Science, Engineering, and Negotiations." Faculty leading this seminar are from the SOE, A&S Department of Economics, and The Fletcher School.

Research Initiatives
Both A&S and SOE have experienced significant growth in research activity in the past five years. In A&S, the amount of external funding sought has increased by roughly 29% over the past five years. In FY06, A&S submitted 157 grant proposals, roughly 37% of which were funded, yielding a research expenditure of $12.93M.

In FY07, SOE had 143 active grants with an estimated research expenditure of $6.72M, representing 25% growth over the last three years. Both Schools have created a Research Administrator position to support faculty seeking external funding.

Faculty Size
Since 2002–03, the size of the tenure stream faculty in AS&E increased from 322 to 330, or 2.4%. Over this time period, the size of the full-time non-tenure track faculty increased by 11%, from 99 to 110 full-time lecturers, and the size of the part-time faculty increased by 1.4%, from 279 to 283 instructors. Both A&S and SOE have introduced a Professor-of-the-Practice faculty track as a way to foster closer research collaborations with industry, and to enhance students' exposure to professional practice in their disciplines.¹⁵

Program Review
All SOE departments underwent external reviews in 2003. In spring 2007, A&S began a systematic external review of its departments and programs, seeking to assess faculty research in relation to a given field, the coherence of the curriculum at the graduate and undergraduate levels, and the potential to contribute to the future vitality of the University. Each year, the two Deans of Academic Affairs supervise external reviews of four departments and/or programs. The goal is to complete a comprehensive review of all A&S units within the next ten years. Anthropology and Physics were reviewed during the spring semester of 2007, and during academic year 2007-08, Sociology, History, Classics, and the Day Care Center will be reviewed.

The University is currently participating in the National Research Council Assessment of Doctoral Programs. The Graduate School of Arts and Sciences routinely reviews its graduate programs and annually collects data on student achievements.

As a result of self studies undertaken in 2004-05, all six of Tufts' accredited engineering degree programs were re-accredited by the Accreditation Board for Engineering and Technology (ABET) in July, 2006. Tufts also received accreditation of the bachelor’s degree program in computer science in engineering¹⁶.

¹⁵As mentioned earlier, the University is committed to growing the size of the tenure stream faculty and to providing a greater number of research leaves to the faculty. As a result, in the short-term the number of non-tenure faculty has had to increase.

¹⁶As a result of self studies undertaken in 2004-05, all six of Tufts' accredited engineering degree programs were re-accredited by the Accreditation Board for Engineering and Technology (ABET) in July, 2006. Tufts also received accreditation of the bachelor’s degree program in computer science in engineering.
A Curriculum Task Force composed of Engineering faculty, overseers, and students, as well as A&S faculty was appointed by the Dean of SOE to review the undergraduate engineering curriculum. The Task Force has already recommended a number of major curriculum enhancements, in math, science, and project-based learning, and in academic year 2007-08, it will focus on strengthening the leadership components of the Engineering curriculum.

Assessment
In order to better evaluate the effectiveness of a Tufts education, a range of assessment tools have been put into operation across Arts and Sciences and Engineering. In the fall of 2007, the Dean of A&S convened an appointed Committee on the Evaluation of Educational Outcomes in A&S. The Committee’s mandate is to determine a list of core competencies for all students and assess student learning. This will likely entail a review of Tufts’ foundation and distribution requirements as well as department-based reviews of concentration goals and outcomes. As part of the Committee’s work, it collaborates with department chairs in order to document and inventory the direct assessment practices that are currently being employed at the program level. Several of these meetings have already occurred and are yielding valuable information. Throughout its existence, the Committee will work closely with the Educational Policy Committee and the Executive Committee, and will present a final report at an A&S faculty meeting for discussion and subsequent vote.

In an effort to provide the Committee on the Evaluation of Educational Outcomes with information to guide their decision-making process, we have piloted the American College Testing Program’s (ACT) college-level test and plan to pilot the Collegiate Learning Assessment (CLA) next.

Within the framework of ACT’s Collegiate Assessment of Academic Proficiency (CAAP) “College Outcomes Research Project,” we administered two tests to a sample of freshman and senior students:

1) The Critical Thinking Test is a 32-question multiple-choice test that measures students’ skills in clarifying, analyzing, evaluating, and extending arguments. It consists of four passages that are representative of the kinds of issues commonly encountered in a postsecondary curriculum. Each passage presents one or more arguments using a variety of formats, including case studies, debates, dialogues, overlapping positions, statistical arguments, experimental results, or editorials.

2) The Writing Essay Test is a direct measurement of writing skills, in which students write two independent essays in response to two short situational prompts.

These tests were administered in October and November of 2007, and returned to ACT for scoring. Tufts will receive an Institutional Summary Report providing descriptive statistics and frequency distributions for the Tufts sample of examinees, as well as general comparative information on Tufts’ results as compared to other colleges.

SOE has an established Educational Objectives and Outcomes Assessment Committee (EOOAC) with representation from all departments. This committee works with Tufts’ OIR&E to coordinate assessment efforts and to improve processes of assessment, feedback, and continuous improvements.17

To prepare graduate students for University or college teaching careers, GSAS has introduced the Graduate Institute for Teaching (GIFT)18. In addition, a Graduate Student Research Award Committee, which functions internally in a way similar to an external funding agency by offering students an important learning opportunity in grant writing and the grant evaluation process, has been added.

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16Accreditation details can be found online at http://www.tufts.edu/ir/accreditation.html.
17Long-established assessment practices (both direct and indirect) are in place at TCSVM, TUSDM, and TUSM.
18GIFT offers an intensive workshop program, coupled with faculty mentoring and co-teaching to assess the teaching skills of graduate students.
OIR&E has developed a number of survey instruments to broadly assess program outcomes across AS&E. SOE has worked with OIR&E to create survey questions relating directly to engineering programs. Undergraduates in AS&E are asked to complete the following surveys, administered annually:

1) The Pre-Major Advising survey focuses on the assessment of pre-major advising at the school, department, and individual faculty level.
2) The Sophomore survey, near the end of their second year at Tufts, was recently expanded to include questions on selection of major by engineers, educational outcomes, and curriculum.
3) The Senior survey, is designed to document graduating seniors’ experiences both inside and outside of the classroom. In order to analyze changes over time, OIR&E has compiled the senior survey data extending back to 1988.

Data from these surveys are used by the various programs to assess program outcomes.

Finally, the SOE, in collaboration with OIR&E, conducted a comprehensive survey of alumni in 2000 (dating back to the class of 1980). The data collected were especially important in assessing program educational objectives.19

STANDARD V: FACULTY
BY: LINDA JARVIN, KENT PORTNEY, VICKIE SULLIVAN
CONTRIBUTIONS FROM: NAOMI ROSENBERG, GERARD SHEEHAN, PATRICK WEBB

AREAS OF CONCERN IN THE 2003 REPORT

The research achievements and potential of the individual along with the teaching record must become the decisive factor in hiring, tenure, promotion, and salary increases. For the Tufts administration to improve its research faculty through new hires with greater research potential, it will need to develop more in the way of incentive packages.

Both the University and the Schools have made increasing the salaries of faculty members a priority. Significant progress has been made on this front. For example, in academic year 2006-07 salaries for assistant professors in A&S were higher than those of assistant professors at Tufts’ peer institutions (107% of peer group salary for science; 120% for humanities; and 105% for social science). This represents an improvement over the figures from academic year 2003-04, when the percentages stood at 91%; 97%; and 91%, respectively.

In addition, A&S and SOE have endeavored to make aggressive offers, which include not only starting salary but also startup packages for all new faculty members, whatever their disciplines. Tufts’ ability to attract top researchers is evidenced by recent senior level hires who have national and international scholarly reputations. Achievements in research and teaching now drive the hiring, tenure, promotion, and review processes. Recent changes in the tenure and promotion procedures emphasize the quantity and the quality, as well as the impact and visibility, of the candidate’s work both nationally and internationally. The external evaluators are consistently asked to compare the candidate to the best scholars in the discipline at the same level. Similarly, decisions on salary are made annually on the basis of the individual’s contributions in research; teaching, mentoring, and advising; and service. While the balance among these three components will vary from year to year for an individual, an average or above-average increase will be awarded only to faculty who have activity in all three areas.

The new emphasis on research is also reflected in newly instituted support mechanisms for faculty. For example, tenure-stream faculty members now have an incremental increase of $1,000 in research funds annually from the A&S and SOE Deans’ Offices. In addition, the A&S Dean has introduced a New Directions in Research Award to augment funds already available through the Faculty Research and Awards Committee. This additional fund is available for faculty members who wish to reinvest in their

19It is anticipated that a comprehensive A&S alumni survey will be administered in spring 2009, and a SOE employer survey will be launched in spring 2008.
research after having dedicated a majority of their time to teaching and service; to change focus within their discipline; or to start a new project that requires a significant investment of resources in the acquisition and utilization of new knowledge. A two-semester junior research leave is now available to all junior tenure-track faculty members after a successful second-year review. A&S has committed funds for an administrator to provide grant support to faculty members in A&S and is currently working on advertising the position. SOE has already hired an administrator to provide grant support to SOE faculty. Previously, all grant support originated exclusively from the Provost’s Office, and was shared among faculty from all the Schools.

In order to help faculty members balance the demands of a scholarly career with those of parenthood, a policy was introduced in the 2002-03 academic year that allows a tenure-track faculty member to defer the tenure decision for one year after the birth or adoption of a child. To be granted a deferral, the faculty member must declare that he/she is the primary caregiver. This policy applies to both female and male tenure-track faculty members, and may be used up to two times.

**There are no pan-University faculty leaders.**
The idea of pan-University faculty leadership is as important as it is difficult to accomplish at a University whose campuses are in different locations; nevertheless, there are significant changes worth noting. For example, the University Council on Graduate Education (UCGE), which President Bacow founded in 2001, has proven to be an important means of providing intellectual leadership for improving graduate studies across the Schools. The UCGE membership consists of faculty members, chosen from those Schools that confer PhDs, who have distinguished themselves in doctoral-level education and research. This UCGE has issued various statements, including “Responsibilities of Various Entities at Tufts University Relating to Graduate Education” that set forth the responsibilities of the various constituents at the University and to ensure that these responsibilities are fulfilled. Another document, “Operational Definitions of Excellence in Graduate Education,” set forth the criteria for assessing excellence in graduate education.

Additionally, President Bacow initiated a series of High Table dinners for faculty, funded by the President’s Office and hosted by Daniel C. Dennett, University Professor and Fletcher Professor of Philosophy and Director of Tufts’ Center for Cognitive Studies. About two dozen faculty members from various fields in Arts, Sciences, Engineering, and The Fletcher School are regularly invited to four monthly dinners during each semester, where they listen to presentations from one professor and then take part in informal discussions about their research. As a result, Professor Dennett, and other High Table participants, have begun to emerge as pan-University intellectual leaders.

**There is no agreement on peer institutions and faculty responsibilities.**
Many of the older faculty seem too comfortable with the former character of Tufts. Even younger faculty seem torn between the teaching mission of a fine liberal arts college and the new research mission of the University.

The passage of time, as well as the many changes that have occurred at the institution, enumerated above, have led to the general recognition and acceptance of the fact that Tufts is now a “Doctoral University” with “Very High Research Activity,” as designated by the Carnegie Foundation. For a discussion of faculty responsibilities, see above and below.

**Faculty do not have a coherent voice in University decisions.**
The Faculty of AS&E created a new governing board called the Executive Committee, consisting of six members elected for three-year staggered terms. The Committee’s chief function is to serve as the voice of the faculty and to strengthen the role of faculty in University governance. Since its inception, the Executive Committee has worked to comprehensively review the role and function of all faculty committees, and to revise the by-laws of those committees, if necessary. As discussed more completely in Standard III, the Committee has brought to the faculty numerous proposals for eliminating, consolidating, and strengthening several faculty committees. The Executive Committee meets regularly,

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20Copies of UCGE documents may be found at http://universitygradcouncil.tufts.edu/?pid=19.
usually at least once a month, with the President and the Provost, in order to discuss extant issues and to jointly establish agendas for full faculty meetings.

The interdisciplinary ventures already in place...which Tufts considers a priority, are underfunded. The administration needs to clarify its vision for the already existing interdisciplinary programs with A&S and their relationship to the newer interschool initiatives. The present curriculum presents certain disincentives for collaborative research that should be examined and removed.

Several new initiatives are underway to support interdisciplinary teaching and research. Tufts recently introduced an interdisciplinary graduate certificate program, Water: Systems, Science, and Society (WSSS), which is a partnership among A&S, SOE, The Fletcher School, TUSM, the Friedman School, and TCSVM. Students enroll in existing PhD, MA, or MS programs at these Schools, and complete the requirements of this program by enrolling in selected electives from four broad core areas, participating in the Research Practicum and unifying seminars and workshops specific to WSSS, undertaking an Interdisciplinary Professional Experience (IPE) or field internship, and conducting interdisciplinary research. The first class of graduate students entered in 2004-05. This program provides an integrative graduate education organized around specific problems and issues that cross interdisciplinary boundaries.

The Bernstein Faculty Fellows was instituted in 2005 to support collaborative, interdisciplinary research between a junior faculty member in A&S and a senior faculty member in any School in the University for a period of two years. The Fellowship generally supports two new collaborative pairs each year.

In addition, beginning in 2004-05, the Andrew W. Mellon Foundation has provided Tufts with funding to bring two postdoctoral fellows to campus for two-year periods to pursue new collaborative research projects with Tufts faculty in the Humanities. These Mellon Post-Docs have resulted in collaborative teaching and will soon result in published collaborative scholarship.

As mentioned previously, A&S has announced the establishment of a Humanities Center to facilitate communication and collaboration among all the researchers in the humanities.21

The University is also pursuing Integrative Graduate Education and Research Traineeship Program (IGERT) grants from the National Science Foundation (NSF). Four preliminary grants have been submitted within the last academic year. According to the NSF website, these grants are intended to train PhD students so that they have “interdisciplinary backgrounds, deep knowledge in chosen disciplines, and technical, professional, and personal skills to become, in their own careers, leaders and creative agents for change.”22 These proposals not only involve faculty members from different departments in A&S, but also cross-school collaborations, bringing together faculty members and administrators from SOE, The Fletcher School, and Tisch College.

The Provost’s Office has reviewed some of the cross-school programs with the objective of strengthening them. In the process, the Tufts Institute for the Environment (TIE) has been given a stronger mission and organization, and the Tufts University Center for Children has been terminated. The Institute for Global Leadership (IGL) has been given a more stable oversight structure and more predictable funding. Finally, the Provost has initiated a new cross-school program, the University Seminar, that will be in place for academic year 2008-09.23

The faculty have no clear relationship to the Office of Development.

University Advancement hired Brigette Bryant in late 2005 to serve as Senior Director of Development of A&S. Ms. Bryant reports both to Brian Lee, Vice President of University Advancement, and to the A&S

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21 Described in detail in Standard IV.
23 A description of the University Seminar is provided in Standard IV.
Dean. Upon arriving at Tufts, Ms. Bryant met with the chair of each department of the School in order to become acquainted not only with the distinctive achievements, concerns, and endeavors of each department but also with the individual faculty members. Since that time, she has met with additional individual faculty members to discuss possible fundraising initiatives, and she and her staff have taken many on development trips. In addition, she addressed a Chairs’ Meeting during academic year 2006-07. The faculty’s Executive Committee also relates to the Office of Advancement through its liaison to the Trustees Advancement Committee.

At the department level, tenure procedures are uneven and in some cases include untenured faculty, entailing potential conflicts of interest. The faculty committee on Tenure and Promotion has revised Statement 11 (Faculty Handbook), Guidelines for Application and Review Procedure for Promotion and Tenure, and those revisions have been approved by the faculty of Arts, Sciences, and Engineering. The revised statement calls for only tenured members of the department to meet and to vote on the application. In addition, a proposal to require that tenure votes be conducted by secret ballot across all departments of A&S and SOE was affirmed by a vote of department chairs. These revisions have addressed the unevenness in procedures at the level of the departments, and have eliminated these potential conflicts of interest.

The second- and fourth-year reviews of tenure track faculty have been made more uniform across departments. The letter soliciting outside evaluations of the candidate’s scholarship have been made uniform, and require comparison of the candidate with others in his or her cohort nationally. The Tenure and Promotions Committee now oversees the development of the list of outside evaluators, so that questions do not arise later on about the quality, or appropriateness, of the names on the list.

Mentoring of junior people is ad hoc and uneven, in some cases non-existent. A&S initiated an Interdepartmental Mentoring Program during academic year 2004-05. The Deans of Academic Affairs match all incoming junior tenure-track assistant professors with a senior faculty member in another department. In matching these pairs, the Deans attempt to assure that mentor and mentee share common intellectual interests, although they reside in different departments within A&S. The mentees remain with their mentors in the Program for two years. The entire cohort of mentees and mentors meet twice a year with the Deans of Academic Affairs, and the Office of the Dean of A&S sponsors a series of lunches over the course of the academic year. The mentoring pairs are also encouraged to meet informally to discuss relevant issues, and the mentors are furnished with a fund to help defray the cost of lunches and coffee. Moreover, the Office of the Dean of A&S has requested that each department develop its own internal mentoring program to offer guidance that is specific to disciplinary and departmental expectations.

In addition, the second phase of new faculty orientation occurs in the spring semester and focuses on the procedures for tenure and promotion. The outgoing chair of the Tenure and Promotion Committee and the Deans of SOE and A&S lead the discussion and answer questions.

NEW EMPHASES (2006)
5.3 Responsibilities of teaching faculty include instruction and the systematic understanding of effective teaching/learning processes and outcomes in courses and programs for which they share responsibilities…
A&S and the University have developed new programs to support faculty excellence in teaching and to foster a greater understanding of appropriate learning and teaching processes. The University has created a Center for Enhancing Learning and Teaching (CELT), which reports to the UCTFD. CELT has three main goals.

First, it acts as a clearinghouse, and a central resource, for teaching-related initiatives at Tufts. CELT provides information on all ongoing teaching initiatives on the three Tufts campuses. CELT also co-

24A similar organizational structure is in place for each of the Schools.
26UCTFD is comprised of a representative from each of the Schools.
sponsors workshops (e.g., with the Office of Institutional Diversity, Tisch Library, Academic Technology) and training institutes (e.g., the summer training institute for graduate students) that were previously run independently. Through the monthly UCTFD meetings, and other meetings, CELT staff is in regular contact with those responsible for faculty development within each School to ensure that its centralized information is up to date.

Second, CELT organizes workshops on specific topics throughout the year in response to faculty demand. Workshop topics are chosen based on faculty feedback, and have included such topics as ethics, teaching with primary sources, dealing with plagiarism, and teaching diverse students. CELT also facilitates curriculum retreats for departments and programs. It also provides resources and facilitation to the faculty charged with developing University Seminars.

Third, CELT provides a semester-long Faculty Fellow Seminar for which participants receive a course-release, or a stipend. The first CELT Faculty Fellow Seminar was held during the spring semester of 2007, with 12 fellows from six Tufts’ Schools (and representing six departments within the School of A&S). The Faculty Fellows meet for 14 three-hour sessions, each focusing on a specific topic (e.g., assessment and learning styles).

5.7 Faculty assignments and workloads are consistent with the Institution’s mission and purposes. They are equitably determined to allow faculty adequate time to provide effective instruction, advise and evaluate students, contribute to program and institutional assessment, continue professional growth, and participate in scholarship, research, creative activities and service compatible with the mission and purpose of the institution. Faculty workloads are reappraised periodically and adjusted as institutional conditions change.

Faculty workloads are reappraised periodically. In fact, some discipline-specific teaching loads are being reduced over time in order to meet national standards. In addition, as mentioned in other sections of this report, the university is increasing the number of research leaves. It is anticipated that faculty time requirements will be a topic of conversation discussed by the A&S Committee on the Evaluation of Educational Outcomes.

5.10 The institution employs effective procedures for the regular evaluation of faculty that reflect the mission and purposes of the institution...

The annual Faculty Information Forum asks faculty members to report on their full range of professional development activities in research, teaching, scholarship, and service. It guides chairs and Deans in determining a faculty member’s annual salary increase. Faculty members and administrators alike recognize that faculty members must contribute to the mission of the institution in ways commensurate with their disciplines, their individual abilities and talents, and the development of their professional careers.

The Tenure and Promotion Committee has revised its procedures for second- and fourth-year performance reviews for tenure-track faculty. Starting in the fall of 2008, the reviews will be modified so that each department will prepare a written statement to be communicated to the faculty member under review, outlining the department’s recommendations, and the reasons for these recommendations.

5.15 Scholarly and creative achievement by students is encouraged and assessed.
The faculty encourage and assess the scholarly and creative achievements of students. A full discussion of the support for student research is found in Standard IV, Programs and Instruction.

The Fletcher School of Law and Diplomacy

The total number of full-time faculty in all ranks at The Fletcher School as of May, 2007, (not including visiting and adjunct faculty) is 38. All hold a primary appointment in The Fletcher School with the following exceptions: two have joint appointments with The Fletcher School and A&S, one has a joint appointment with the Friedman School, and one is the President of the University.
In the past five years, The Fletcher School has reduced the teaching load from 4 to 3.5 courses for full-time tenured or tenure-track faculty members. New faculty appointments are provided 2/9 salary for summer research support for the first 1-3 years at the School. The School also provides from its budget faculty summer research funding, which is awarded on a competitive basis. In summer, 2007, seven untenured, tenure-track faculty members received summer research funding from the School.

The Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy
The Friedman School currently has 85 faculty members of all ranks. This total does not include the 47 instructors who are adjuncts, or visiting professors, whom the Friedman School terms "associated faculty."

All faculty members with rank above instructor hold doctoral-level degrees. The formal criteria for appointment and promotion are listed in the Friedman School’s Appointments and Promotions Polices and Procedures Manual. These criteria include high levels of scholarship, professional stature in a chosen field, contributions to the profession, and evidence of an active research agenda.

In 2006, the Friedman School discarded a long-standing distinction between "primary" and "secondary" faculty²⁷. Today, the only distinction is between faculty and associated faculty. At the same time, the School removed the title of "research faculty," given a new expectation that all faculty would face similar expectations of a balance among teaching, research, and service. This does not mean that faculty in the School no longer share their time, duties and responsibilities to varying degrees with other institutions at Tufts. For example, a total of 39 faculty are also scientists at the Human Nutrition Research Center on Aging, and 11 are researchers/field practitioners based at the School’s Feinstein International Center.

There is no uniform teaching requirement at the School; faculty are expected to respond to the needs of the School in terms of offering courses, modules, or lectures. Faculty members teach no more than three full-credit courses per academic year, but, in addition to these courses, they are expected to attend and present at school seminars, offer lab courses, supervise directed studies, mentor students who are not direct advisees, and assist in identifying and securing internships.

The Friedman School faculty is governed by the policies of the University, as well as by their own bylaws and formal School policies, such as new policies on faculty sabbaticals and faculty authorship of manuscripts that have Friedman School student involvement.

The Trustees approved the first tenured position at the Friedman School in 2007. All other positions are held on consecutive-term contracts whose length depends mainly on rank, as well as productivity, teaching, and other reviews. The Academic Dean meets with faculty members who are heavily involved in teaching at the School for an annual review; such reviews also feed into the deliberations of the Appointments and Promotions Committee when they review faculty for renewal. Instructor appointments have a one-year duration, those of assistant professors three years, associate professors four years, and full professor five years. All associated faculty appointments are for one-year. Faculty members are considered for promotion after completing two terms at their current rank.

The Sackler School of Graduate Biomedical Sciences
As codified in the Sackler School bylaws²⁸, the faculty consists of individuals who hold the rank of assistant professor or higher in an academic department of Tufts University. Thus, faculty are not recruited or employed by the Sackler School; they are admitted to the School for the purpose of participating in the education of graduate students training in the biomedical sciences. The School has 165 faculty members drawn from the TUSM, TCSVM, A&S, SOE, TUSDM, and the Friedman School.

Faculty appointments to the Sackler School are initiated by one of the nine degree-granting programs. Program faculty review each application and consider the scholarly contributions of the applicant as evidenced by publications, external and peer-reviewed research support, training record, and commitment to graduate education. Nominations for faculty status for applicants who are positively

²⁷Secondary meant that a majority share of time and salary was derived from an institution other than the Friedman School.
reviewed at the level of the graduate program are forwarded by the Graduate Program Director to the Sackler School Committee on Programs and Faculty. The Programs and Faculty Committee, an elected group of Sackler faculty, reviews the nomination packet and makes a recommendation to the Executive Council of the Sackler School. The Executive Council then considers the recommendation and makes a decision on each candidate.

STANDARD VI: SECTION ON STUDENTS (ADMISSIONS, RETENTION, STUDENT SERVICES)
BY: JAMES M. GLASER
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Task Force on the Undergraduate Experience
In 2002, President Bacow formed the Task Force on the Undergraduate Experience and charged it with making recommendations to improve the curricular and co-curricular experience of Tufts undergraduates. The Task Force was in operation for 18 months, and issued its report shortly after the NEASC Visiting Team’s campus visit. Issued in final form in May, 2003, the Task Force Report established an action plan for the Dean of Undergraduate Education, who was appointed in the fall of 2003 and charged with leading the implementation of the report.

To date, 27 of the 37 Task Force’s recommendations have been fully or partly implemented.29 Highlights of the Task Force implementation include:

Tisch Library Café: “The Tower” opened as a café in the library in September, 2004. The café is a centrally located place for faculty, staff, and students to come together over refreshments, and a spot that represents intellectual life on the campus. In the corridor adjacent to the café, there is a student art gallery and a display of faculty books and articles. The café hosts quiet reading, wireless computing, and group studying. To facilitate student-faculty encounters, the Dean of Undergraduate Education pays for every beverage consumed by a faculty member and a student meeting together in the café. The café served over 116,000 guests in academic year 2006-07, while the Dean’s budget paid for 354 student-faculty visits.

Summer Scholars Program: The Summer Scholars Program offers students paid summer jobs doing research with Tufts faculty. Students may work with professors in any of Tufts Schools or affiliated hospitals, providing an additional way to knit Tufts professional schools to the undergraduate program. Students have parlayed the summer experience into senior theses, conference presentations, co-authored publications, and successful external scholarship and fellowship applications. Presently, nine of the 50 summer scholarships have been endowed.

Promoting honors theses: The Summer Scholars program and several departmental initiatives have promoted more and better honors theses in the past few years. In the History, International Relations, Economics, Political Science, and American Studies departments and programs, senior thesis seminars, and exchanges have been established to provide students with support and training on common issues and to break the isolation of the thesis writing experience. The Academic Resource Center and the Tisch reference librarians also offer research workshops and one-on-one sessions for students in the smaller humanities departments. These initiatives, along with the Summer Scholars Program, appear to be making a difference. In the five years prior to the Task Force report, an average of 70 students completed honors theses in AS&E. In the four years since the report, an average of 94 theses have been completed annually. In academic year 2006-07, a record 102 theses were completed.

Distinguished Lecture Series: The Richard E. Snyder Presidential Lecture Series, initiated in the fall of 2004, brings to campus major intellectual figures who present provocative points of view, who challenge conventional wisdom, and who introduce and champion new ways of thinking. Speakers include

accomplished individuals from the fields of art, literature, science, medicine, philanthropy, politics, philosophy, and the social sciences. In keeping with the Task Force’s recommendations, the speakers do more than just deliver lectures; they also meet with students during their visit to campus.

**Fostering Internship Opportunities:** With the Omidyar Gift30, a $100,000 fund was created to support roughly 25 Tufts students undertaking summer internships in non-profit organizations or the public sector. Career Services also has sought additional funds for high-need students seeking internships in the private sector and five were funded in the summer of 2007.

**Need-Blind Admissions:** The University has made significant strides towards the implementation of need-blind admission practices and has devoted increasing resources to undergraduate grant aid. Tufts continues to meet the full, demonstrated need of all students offered admission to the college, and need-based financial aid expenditures per freshman class have increased by 70% since 2004. Moreover, aid expenditures increased by 35.6%, from $10 million in 2006 to $13.6 million in 2007. As a result of this substantial increase in financial aid, the entering Class of 2011 is one of the most economically diverse to enroll at Tufts in recent memory. The class includes 533 grant recipients who represent 38% of the class. This is the highest percentage to receive grant assistance since 1995. In addition, the number of Pell Grant recipients rose from 94 last year to 156 this year.

**More First-Year Residence Halls:** In the past four years, the number of all first-year student residence halls has gone from one to four, allowing the University to meet the great demand from students for this experience.

**Summer Book Program:** For the second straight year, all incoming students have received a gift over the summer from the Alumni Association and Tisch College. Last year’s book, Tracy Kidder’s *Mountains Beyond Mountains*, and this year’s book, Michael Patrick MacDonald’s *All Souls*, represent a welcome gift from the University. More important, we have designed orientation programming to take advantage of the provocative themes raised by these books.

**More Meaningful Commencement:** Commencement was completely revamped in 2004. Rather than one large, long, and unwieldy ceremony, students in AS&E now receive their degrees in more meaningful, intimate, and enjoyable ceremonies. Faculty attendance is much greater than in previous years, as faculty now play a much larger role in the proceedings. The response to this change has been overwhelmingly positive.

**Reorganization of Academic Deans:** As noted by the Visiting Team, the Task Force recommended a reorganization of student advising, with a change in the responsibilities and orientation of the class deans. Rather than each A&S academic dean taking responsibility for a class (first-years, sophomores, etc.), the deans now take responsibility for one quarter of each class. Deans now stay with their students over four years, rather than passing them off, allowing for greater ability to know their students, and keeping close track of those with the greatest need. We expect that this change, which went into effect fall 2006, to have a positive impact on retention. Satisfaction with the deans, as measured by the senior survey, went up substantially after only one year.

**Admissions**
Tufts has experienced significant growth in both the volume and quality of its undergraduate applicants since 2004. Overall, applications have increased nearly 6% during this period, and the University received 15,532 freshmen applications in 2005, an all-time high. For the first time, Tufts received more than 15,000 applications for three consecutive years and, of particular note, applications to the School of Engineering increased by 9% from 2006 to 2007.

Tufts’ status as a national University also showed demonstrable growth during this period. Applicants from Massachusetts now represent less than 20% of the pool, and the geographic distribution of the pool has shifted well beyond New England. Applications from California increased 32% since 2003 and the

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30A full description of this gift may be found in Standard IX.
pattern from other major states like Texas (up 43%) and Florida (up 19%) has been similarly strong. In addition, the University experienced significant growth in its overseas market, with international applications (up 14%).

While the acceptance rate has been steady at approximately 27% each year, the quality of the acceptances and matriculations has shown a marked improvement over the past five admission cycles. The percentage of enrolling students who rank in the top decile of their high school class has risen from 70% in 2003-04 to 80% in 2007-08. The mean SAT scores have climbed from 1333 in 2003-04 to 1408 in 2007-08. Each of the last five classes has been equitably balanced between women and men, while domestic students of color have represented between 24.7 and 28.5% of the class.

Retention Task Force
In 2007, the Dean of Undergraduate Education formed a Retention Task Force to examine various retention issues. Gathering extensive historical data and analyzing the effectiveness of retention programs already in place, the Task Force will make a series of recommendations aimed at improving the undergraduate retention rate and at reducing the gaps between the retention rates of different groups of students. The Task Force will issue its report in the spring of 2008.

The Task Force will attempt to build upon some recent retention initiatives. One such initiative taken toward improving retention of high-need students is a fund to support financial aid for students to attend summer session. With this fund, made possible by the generous Omidyar gift, roughly 25-30 students now receive waivers for summer session tuition. Summer session courses are shorter and more intensive, but are often taken by themselves so that a student can focus solely on a difficult topic.

Student Honesty Issues
The Visiting Team recommended that the University issue a consistent institutional statement about the importance of academic honesty to establish a greater awareness among students of its importance. In academic year 2005-06, the Educational Policy Committee forged a new policy on academic honesty to meet the need for a more consistent approach to these issues. The new academic honesty policy, published both in the student handbook and in the faculty handbook, requires all faculty members to notify the Dean of Student Affairs Office of any instance of dishonesty, or any case where it is suspected. This takes away some of the freedom faculty previously had in dealing with these problems, but assures that the administration has a record of all problems, and can track behavior more closely. The new policy also establishes guidelines on how to handle grades in these circumstances. In the past few years, programming has been added to Orientation to inform all incoming undergraduates about our honesty policies, and to offer guidance on what constitutes a violation of these policies.

Changes in Organizational Structure
The 2003 Visiting Team report offered some analysis, and several recommendations, regarding the organization of Student Affairs, Student Services, and Undergraduate Education. The panel recommended that the Dean of the Colleges position be enhanced so that there would be a “strong administrative officer with responsibility for undergraduate education.” Additionally, the committee suggested that the University create “an officer responsible for student life, perhaps a vice president for University life” who would handle student issues across all the schools. Finally, the committee recommended that the administration “think carefully about the reporting structure of the schools of Arts and Sciences and Engineering to make certain that these two schools continue to function as a coherent college.”

An administrative reorganization has taken place that meets many of the concerns of the Visiting Team. In 2003, concurrent with a change in personnel, the Dean of the Colleges position evolved into the Dean of Undergraduate Education. Following a second set of organizational changes two years later, the Dean of Undergraduate Education now has managerial responsibility for a broad expanse of undergraduate academic issues. This position has responsibility for curricular and educational policy issues, the advising system, Tufts study abroad programs, the undergraduate Deans, and the Academic Resource
Center. While not a Vice President for Student Affairs, the Dean presides over several other areas, and the Dean of Student Services, the Dean of Student Affairs, and the Athletic Director all report to him, bringing all of these student functions under one organizational umbrella.

The Dean of Undergraduate Education reports directly to the Dean of the School of Arts and Sciences, with a dotted-line report to the Dean of the School of Engineering. While the organizational split between the two schools is more defined, the undergraduate programs in the two schools continue to function as one coherent college. The fact that the Dean of Undergraduate Education is an academic, who reports to the two school Deans, gives added assurance that budgetary and major policy issues are guided by the schools’ academic priorities.

Improvements to Undergraduate Student Services

DARS (Degree Audit System): In both A&S and SOE, all students and faculty will soon have access to a web-based degree audit system. General and major requirements will be tracked by the system, giving students and their advisors better information about progress toward degrees. Implementation of this system has required major scrutiny and updating of the courses and requirements recorded in the Bulletin32.

Student Services on the Web: Over the course of the past five years, we have moved several functions to the web, including financial aid (PowerFAids and I-Docs), registration, transfer of credit, grading, the housing lottery information, event ticket distributions, and classroom reservations. This has dramatically reduced paper flow, and has made these processes easier and more efficient for students, faculty, and staff. Online course evaluations have been explored, and two pilot programs have been run in SOE.

Webcenter for Parents: Student Services created a new website which allows the University to communicate more effectively with parents, provides a Family Educational Rights and Privacy Act (FERPA) friendly vehicle for parents to receive permission from their children to see grades, and allows Student Services to collect emergency information from parents.

Jumbo’s Trunk: In 2006-07, Student Services implemented a suggestion box for student life and student affairs. About 150 suggestions came through the Trunk this past year.

STUDENT SERVICES AT THE PROFESSIONAL SCHOOLS

Tufts University School of Dental Medicine (TUSDM): Since 2001, there have been two significant changes in student services.

First, in the 2002–03 academic year, the School converted all manual student academic records to reside on the University Student Information System, consistent with the other schools at Tufts. Students are now able to access their academic records and financial aid and billing information through the Student Information System (SIS) online portal.

Second, in the 2004-05 academic year, the School began two new initiatives designed to provide students with closer faculty advising and mentoring. The first initiative resulted in the assignment of a faculty adviser to each School-sponsored student organization. The second initiative provided an opportunity for students to participate in a faculty mentoring group. Students could elect to meet with five or six peers and a faculty adviser over dinner, approximately once a month. The selected faculty member does not have instructional responsibility for the students during the academic year in question and serves as a resource regarding research and public health volunteer opportunities. The faculty member also often provides context and wisdom regarding the rigor of the TUSDM curriculum, and gives students an opportunity to discuss the positives and negatives of their experience.

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32Available online at http://ase.tufts.edu/bulletin/.
The Fletcher School of Law and Diplomacy (The Fletcher School): The Fletcher School has developed new programming to help students refine critical professional skills outside of their regular coursework. All students, beginning with the fall 2006 class, must participate in a Professional Development Program. A week-long, mandatory orientation program for entering students now includes workshops on Writing Strategies and Reading Critically. The School also now offers a 90-minute session on public speaking.

The renovation of Fletcher’s facilities has resulted in several improvements which directly impact students. Student designated space has increased dramatically, including the addition of locker storage space for Fletcher student organizations, the construction of a room dedicated to student organizations and the student council, the construction of several small group study rooms reserved exclusively for students, and the addition of lounge and gathering space for students. The Student Services offices—Admissions and Financial Aid, Registrar and Student Academic Programs, and Career Services—were moved out of the Cabot Hall tower to the second level of the complex, where almost all classrooms are located, and where traffic regularly circulates through the building. All classrooms are now fully equipped with appropriate technology and wireless is now also available throughout the facility. The Ginn Library also has undergone extensive renovation.

The School has made some progress in providing more support to the doctoral program, including establishing a fund for doctoral students to attend professional conferences to present research, establishing and supporting a weekly PhD luncheon colloquia for students to present and discuss their research in the PhD room, organizing a variety of social events for doctoral students, and offering an annual workshop on "Preparation for the Academic Job Market".33

Finally, the school has substantially increased the amount of scholarship aid available to students in the two-year Master of Arts in Law and Diplomacy (MALD) program. The current comprehensive fundraising campaign has increased aid by 60%. Scholarship aid is The Fletcher School’s highest priority in the Capital Campaign.

Tufts University School of Medicine (TUSM): In anticipation of the LCME accreditation site visit in February, 2006, TUSM undertook a self-study, which included a survey of the student body and helped identify strengths and weaknesses in the services provided by the School. Strengths included an accessible, supportive, and responsive administration, support and guidance through the residency application process, and strong support services provided by the offices of Student Affairs, Educational Affairs, Financial Aid, Student Advisory and Health Administration, and Minority Affairs. Students continue to feel that there is a lack of formal mentoring and career planning in the preclinical years. They also express dissatisfaction with some of the school’s clinical teaching facilities. The widespread desire for a campus center will soon be met, thanks to a gift from the Jaharis Family Foundation.34

In Admissions and Financial Aid, the School significantly improved its admissions process, adding a second interview day and going to an online secondary application form. In the past five years, the School’s financial aid budget experienced a 27% increase, which has allowed the school to increase the number of scholarships given. This has had a direct impact on the diversity of the student body and has made efforts to promote cultural competency among the entire student body more effective. The Jaharis gift also contained a financial aid component, which will lead to continued growth in student aid.

Sackler School of Graduate Biomedical Sciences (Sackler School): Student services at the Sackler School are provided by the Sackler staff in the Dean’s Office and the nine degree-granting programs. Basic services include support for students requiring assistance for academic difficulty, disability-related issues, and referral to counseling resources. Support for international students is coordinated with the International Affairs Office at TUSM. The Sackler Office also provides an orientation program for entering students.

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33This program is also available to students in A&S.
34The largest gift in the history of Tufts University School of Medicine, a $15 million contribution from the Jaharis Family Foundation, will transform medical education and the quality of life among medical students by creating a long-awaited campus center and a new clinical skills and simulation facility and providing much-needed financial assistance for students.
students. Each graduate program provides academic advising through a thesis dissertation committee. Other issues are met by a faculty advisor, who meets regularly with students and serves as a student advocate. All full-time, matriculated Sackler students in the Basic Sciences division of the school are supported by a tuition scholarship, health benefits that include membership in an HMO-based health insurance plan, and a stipend. Support mechanisms for students in the Clinical Research Division, all of whom hold advanced health sciences degrees, vary according to the situation of the individual student.

Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy (Friedman School): At the Friedman School, the division of Student Services underwent a restructuring process during spring 2005. The newly created Division of Student Affairs is now located in a central space in the Jaharis Building, and includes a Director of Student Affairs, Associate Director of Student Affairs for Admissions, Assistant Director of Student Affairs for Student Life, and a Coordinator of Registration and Student Data. The new structure, and addition of staff members, allows the Division of Student Affairs at the Friedman School to better meet the needs of our students. This is the first reorganization of student services in the 24-year history of the school.

Tufts Cummings School of Veterinary Medicine (TCSVM): Two years ago, the School commissioned a survey on academic climate that since has guided changes in the services offered to students. In order to better prepare students for their academic experience, the School has initiated a one-day, pre-orientation, team-building workshop, which includes exercises to help students get acquainted, and to develop trust and group problem-solving skills. Through the fall, additional workshops are held on study skills, managing stress, relaxation techniques, and sleep issues. The administration also has reorganized the faculty mentor program for first-year students. All faculty mentors meet monthly with small groups of three-to-four students to discuss problems and issues. To help mentors better advise students, a resource book was developed that includes academic counseling information and a mental health referral guide. Finally, incoming students now have access to a new site on Tufts University Sciences Knowledgebase (TUSK) that has welcome letters from the Deans, information and guidance from first-year course directors, FAQ’s, and a Survival Guide prepared by the rising second-year class. Early reports from first year students are that this site was very helpful. The School is working to develop outcomes assessment metrics for all of these new efforts.

STANDARD VII: LIBRARY AND OTHER INFORMATION RESOURCES
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7.1 Tufts University libraries are coordinated through the University Library Council (ULC). ULC includes the five library Directors, Associate Provost Mary Y. Lee, the Director of Academic Technology (AT), and the Director of University Libraries Technology Services (ULTS). The Associate Provost is actively involved in strategic planning initiatives, including space and budget issues, resulting from the evolving roles of the libraries. Her membership on the ULC ensures that library needs are well-represented at Provost and President Councils’ meetings. She is actively working with central development for the libraries, is helping to grow Digital Collections and Archives (DCA), and promotes close collaboration of the libraries with academic bodies and University Information Technology (UIT). The AT Director acts as a liaison between the ULC and UIT. The Vice President of UIT meets with the ULC twice a year. The ULC has recently completed a 10-year strategic plan that covers 2006–2016.

7.2 Since the four major libraries report directly to the Deans of their respective Schools, each library is included in the strategic planning of its individual School. Individual libraries also work with their School’s development office for fundraising purposes.

Since the last accreditation visit, Tisch Library has received material budget increases that have slightly exceeded the annual serials inflation rate, which has modestly provided increased purchasing power. Increased support will be required to meet the needs of the proposed expansion of graduate programs.
To address this situation, the Tufts administration has instituted a University-wide graduate program review process that includes a review of library needs/costs.

Tisch Library received a significant increase to its operating budget in FY08. Ways to address increased building maintenance costs are being worked on jointly with the administration. Tisch Library is included in the University’s Capital Campaign, with a target of $1.5 million for collection endowments, and the creation of a Learning Commons.

Hirsh Health Sciences Library (HHSL) funding has been steadily increased to support the missions of the health sciences schools. The budget is periodically adjusted to reflect the expansion of resources and staffing levels in support of new programs. In FY07, the HHSL was granted an additional librarian position to assist with the teaching load of HHSL librarians.

Since the last accreditation visit, the Webster Family Library of Veterinary Medicine’s budget for materials has not increased significantly. The Veterinary Library is fortunate to be able to share electronic journal subscriptions with the other Tufts libraries. Support to update computer equipment has been generous over the past two years.

DCA is a central University library and the steward of the University’s permanently valuable records and collections. It provides records management services, access services for archival and manuscript collections, and shares with UIT the management of the Tufts Digital Repository (TDR) and Digital Library. DCA had a new mandate approved in 2007, the University Records Policy, which clarifies its role in this administrative area. DCA’s collections and staff have grown significantly this year, including the addition of two permanent staff.

University Information Technology (UIT) is engaged in an ongoing review of technology investments and choices, including the renewal or discontinuation of deployed technologies. At the infrastructure level, Tufts established a next generation network initiative that provides for a three-year funding cycle and review. As new technologies emerge to become operations requirements across campus, new UIT budget requests are made, or negotiated, for cost sharing with departments. Selective internal reallocations of existing resources have also supported programmatic service expansions, such as network storage expansion.

Currently, there are over 1,500 course websites in Tufts course management systems, and UIT is supporting a pilot program for faculty members who are interested in using Moodle as an alternative to Blackboard. In September, 2006, UIT launched Spark, a website that provides an integrated, single point of access to a suite of tools that allows users to share ideas and resources, communicate, and collaborate using the latest web-based technologies, including blogs, wikis, and podcasts. Spark has been designed as an extensible system that will allow UIT to integrate new tools as they become available. Recently, Spark received Campus Technology’s 2007 Innovators Award. Additionally, UIT supports classroom response systems, e-Portfolios, VUE, 35 web-based video annotation tools, online language testing, and 3-D learning environments.

ULC’s Staff Development Team identifies internal and external training programs available to the library staff. A web page provides links to training opportunities and facilitates the ability of library staff to share work-related information. Cross-library workshops are tailored to the libraries’ needs. Moreover, UIT’s expertise in networking, security, educational technologies, research, information technology training, IT policy, voice and data communications, software licensing, and hardware is available to library professionals.

Tisch Library has an extensive library instruction program that includes orientation tours; general workshops open to the entire community; workshops tailored to specific academic courses; individual and small group consultations; workshops integrated into the freshmen writing program; and a half-credit course open to students writing senior honors theses. Since FY02, the number of courses and attendees

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35 A concept mapping program designed collaboratively with the Massachusetts Institute of Technology.
has steadily grown from 208 sessions to 289; and from 2,978 attendees to 3,958. Tisch offers 77 hours weekly of reference desk staffing and Instant Messaging reference service, in addition to reference e-mail. Numerous research assistance guides are available on the Tisch Library web page, as are instructional podcasts.

At the HHSL, resource training sessions are integrated throughout the academic curricula of the various schools: The Library is involved in the first 2 years of the TUSM in the Problem-Based Learning course, culminating in a mandatory Evidence-Based Medicine course conducted by the Library for all second-year TUSM students. The TUSDM curriculum utilizes the Library as a component of each year of education. The Library is also involved in the Molecular and Cell Biology course offered by the Sackler School.

HHSL provides medical residents, individual, and small group consultations to assist in the preparation of hospital presentations, as well as orientation tours for a number of residency programs. Incoming students receive Library orientation tours as well. In FY07, the Library held 260 resource training sessions with 2,960 participants, and 37 orientation sessions with 785 participants. Individual instruction is also available for patrons at the reference desk, in-person, through online chat, via e-mail, or by phone approximately 45 hours per week.

The Webster Veterinary Library promotes information and computer literacy for students, faculty and staff. Librarians work closely with Problem-Based Learning (PBL) facilitators to assure that DVM students develop the necessary skills to support lifelong learning. Librarians also work with course directors on the development of the evidence-based medicine program and on information-based modules of other courses. Librarians present programs designed to meet the needs of Master's students and PhD candidates. Library staff also participates in the Adventures in Veterinary Medicine (AVM) program, providing participants with an introduction to the use of the Library and computer laboratory. Library staff offer approximately 50 workshops annually. One FTE in the Library is dedicated to supporting TUSK. Library staff create and maintain print and web-based documentation to help users of library services and information technology. The Library also maintains a discussion list for Grafton campus PDA owners to share information.

UIT offers Tufts faculty and staff over 140 regularly scheduled technical training classes. UIT also provides training on educational technologies, including classroom response systems, teaching with digital images, and e-Portfolios.

7.6 Tufts libraries have a centralized Scholarly Communications Team, charged with educating faculty and administration about academic communications issues, including fair use and copyright. Tufts University Counsel is a member of this team. In April, 2001, the Provost's Office issued the Tufts University Policy on Fair Use of Copyrighted Materials. This policy and other documents relating to scholarly publishing, author's rights, and copyright are available on a web page maintained by the team. Team members are available to consult with faculty on copyright questions, with assistance from University Counsel.

Tufts has a comprehensive, strictly enforced Responsible Use Policy that governs how Tufts computing resources can be used by members of the community. In addition, Tufts has policies that cover Security/Incident Response, Computer Crime, Email, Wireless, Network Use and Intellectual Property. Users who violate these policies may be subject to disciplinary action, and may be denied further access to University computing resources.

7.7 The Tufts libraries coordinate collection development through a centralized, University-wide team of collection heads, the Collections and Licensing Team CLT). The CLT reviews new academic and curriculum program initiatives in its collection building process. The CLT is also charged with maximizing fiscal resources and participates heavily in consortial purchasing agreements through the Boston Library

36http://www.library.tufts.edu/fairuse/
37A complete list of technical policies, standards, and responses can be found at http://uit.tufts.edu/?pid=164&c=122
Consortium and the Northeast Research Library group (NERL). At Tisch Library, the formats that have seen the most growth since 2003 are electronic journals/books and audio-visual materials. The HHSL continues to add more medical and dental electronic textbooks, and has also focused on supplementing the curriculum with the heavily requested point-of-care, interactive 3-D anatomy, and medical images databases. The Libraries have collaborated with the Geographic Information Systems (GIS) coordinator to purchase datasets in the sciences and social sciences.

The Libraries also work closely on resource sharing with the DCA. Examples include historical photographs, teaching collections, research data, student theses, and faculty publications. The TDR currently contains more than 65,000 objects.

Tisch Library has an active faculty outreach program that includes annual meetings with departmental liaisons to learn about new courses and programs. The Head of Collections serves on the Arts, Sciences, and Engineering Curriculum Committee, and there is a library-needs review process for each new course.

The HHSL Director and Head of Collections meet with department liaisons to assess needs. The Library Director also serves on the TUSM curriculum committees, and the Information Services librarians are participating in the revision of the TUSM curriculum. One of the Information Services librarians serves as a member of the TUSDM Curriculum Committee.

The HHSL works jointly with the TUSK team38 to provide seamless online access to this curriculum database/knowledge management system, and to manage links to Tufts’ libraries licensed electronic resources. The Educational Resources Librarian of the Webster Library attends meetings of TCSVM’s Curriculum Committee. A library-needs review process is undergone for each new graduate course.

7.8 Tufts University’s Vision Statement39 acknowledges the value of information literacy: “We will teach our students how to obtain, evaluate, and use information.” Tisch Library’s instruction program supports this goal through numerous activities based on the Association of College and Research Libraries (ACRL) information literacy competency standards. Following ACRL, the Tisch Library program identifies specific information literacy skills for each undergraduate and graduate level, and these goals are incorporated into course-specific workshops. Tisch Library also offers a credit-bearing research methods course targeted to students writing senior theses. Classroom success is assessed via feedback forms that all students who attend library instruction sessions are asked to complete. The instruction coordinator reviews all feedback forms for trends before sending them on to the instruction librarians. A large freshmen psychology class has had library instruction for the past two semesters that includes a librarian-designed assessment of the instruction administered through Blackboard. In 2004, a full-time Coordinator of First Year Library Instruction position was created to support the First Year Writing Program and other freshmen initiatives. Research Paper Navigator, an interactive online research and writing guide for first-year writing students and undergraduates, was developed in collaboration with the First Year Writing Program faculty and Academic Resource Center.

The HHSL receives student feedback from each academic course in which it participates. The course evaluations which students complete at the end of each semester include an assessment of the library resource training component. In addition, the Students Library Advisory Committee (SLAC) and library staff convene four times during the academic year to provide a forum for communication between the library, faculty, and students regarding the library’s policies, services, and collections.

Students at TCSVM are required to provide course evaluations on TUSK at the end of each semester or course. This feedback has helped librarians to modify library instruction to better target student needs. Workshops on literature searching have been added to the second semester of the first year, and a new case-based interactive orientation module is being piloted this year.

38http://tusk.tufts.edu
39http://www.tufts.edu/home/about/?p=profile
UIT provides training and documentation resources for all centrally supported systems and services, including educational technologies, commercially available software, and proprietary software and tools.

7.9 All Tufts libraries provide policies and general information on their web pages, 24 hours a day, seven days a week. Each library’s homepage tailors its resources to its primary user population. Off-campus access to almost all electronic resources is provided from library web page links and the online catalog via a proxy server. The libraries share a common integrated library system, maintained by University Library Technology Services. The library system migrated in 2004 to the Millennium system. With the migration to Millennium the libraries gained not only a web and Java-based next generation library system with standard modules ranging from circulations, reserves, serials and collection management, but also new tools for OpenURL resolution, electronic resource management, and federated resource searching. The libraries also provide interlibrary loan service to Tufts users worldwide.

7.10 All of the Tufts libraries have had renovations since 2003. The major renovations to Tisch Library were the addition of a café, the completion of the ground-level to expand collection space, and the inclusion of the music library in the new Perry and Marty Granoff Music Center. The Lilly Music Library expanded their collection capacity by nearly doubling the linear shelf feet; it provides 22 carrels for A/V use and personal study, and 11 public computers (an increase of seven). Tisch Library has also added two collaborative work stations in the reference area; these seat six users each, and provide access to Microsoft Office Suite of software. Overall, Tisch Library has added 30 new public computers since FY02, including five lending laptops, and a public scanner.

September, 2005, marked the completion of major renovation of the entrance level and the Learning Resource Center (LRC) of HHSL. The new entrance level houses an InfoCirc Desk to provide one-stop service for reference and circulation; the floor also features more network jacks, a current journal and leisure reading section, a computer area, and a new café. The LRC is home to HHSL’s computer labs and seminar rooms. Each seminar room is equipped with a projection unit and conference table. There are two major teaching labs capable of accommodating 12 and 20 students, and a smaller lab equipped with scanners. The LRC labs, when not in use for teaching, are open for computer-assisted instruction, personal computing, Internet access, and web-based email access. There are approximately 75 Dell computer workstations and six iMacs in the HHSL for public access. The Library also has 35 laptops that are loaned out for in-house use. Personal laptop computers and PDAs can be registered and configured for Internet access. The LRC has a computer support desk that provides computing services to students, clinical affiliates and medical residents, such as basic hardware troubleshooting, spyware removal, and virus remediation.

Over the last two years, the Webster Veterinary Library has completely replaced all of the computers in the computer laboratory (21 machines) as well as the projection system. Media, computational and educational software has been added to all of these computers. Wireless access has been added throughout most of the Grafton campus. The library has received a facelift, including new carpeting, new window shades, new tables and chairs. Custom cabinets have been constructed to house the recently donated John A. Seaverns Collection of books, ranging from modern manuals of horsemanship to early texts on horse health.

On August 1, 2006, the NSF awarded $350,000 to Tufts University for the purpose of acquiring a Scientific Visualization Facility. A key goal for the facility is to integrate research and education by advancing discovery and understanding while at the same time promoting teaching, training, and learning at both the undergraduate and graduate levels. The facility opened in October, 2007, and is the first of its kind at Tufts.

7.11 Information technology provides the backbone for campus information exchange, planning, and management. Decision support and planning involves the use of information systems, resources and data provided at both central and departmental levels. University leadership uses a scorecard approach

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40All of which can be reached through links at http://www.library.tufts.edu.
which integrates metrics and data from institutional systems and information to adequately administer and evaluate Tufts programs and services.

7.12 Over the next several years, the libraries will focus on methodologies to regularly and systematically evaluate the adequacy, utilization and impact of its instructional programs, information resources, technology, and services. Each library currently has its own assessment program, and the ULC is discussing how to assess centralized services.

Assessment is an integral part of Tisch Library’s strategic goals. The mission statement notes that “Tisch Library is user-centered and responds to users’ changing needs by continually evaluating their expectations and realigning services to better meet those needs.” Assessment at Tisch Library is carried out by the Data Assessment Team (DAT), which uses various methodologies depending on the goals of the data gathering. The team often works with the Office of Institutional Research and Evaluation (OIR&E) to select the proper instrument or methodology. Methodologies include:

- The bi-annual user satisfaction survey administered on the web to students and faculty.
- Lib Qual+. The team administered LibQual+ in 2003. The team worked with OIR&E to compare the results of LibQual+ to the library’s own biannual survey. LibQual+ will be considered every five years.
- Focus groups with faculty and students are conducted annually.
- Extensive usability testing was conducted before and after the redesign of the Tisch Library website.
- Web Trends analysis. The Web Team has analyzed the use of the Tisch Library web pages using Web Trends and has modified the pages accordingly.
- Output measures such as number of circulations, purchases, items cataloged, classes taught, reference questions, and interlibrary loans are collected. These are shared with all departments annually, and included in the Tufts Fact Book. They are used to improve internal workflow and inform staffing levels.
- Circulation stats, interlibrary loan, Virtual Catalog data, and electronic resources usage data, are used by the bibliographers to guide collection development.
- The instruction librarians have an assessment program that includes online class evaluations, post-tests using Blackboard, faculty evaluations, and peer mentoring.

The DAT reports its findings to the Advisory Council and other appropriate departments. Reports include the topics targeted for action; the department or departments responsible for action; and the suggested timeline for formulation of an action plan. In addition, a report on the results of the biannual survey is distributed to Library Faculty Committee members, and results are disseminated in the library newsletter. The DAT works with the Public Relations Team to publicize any action items that result from data assessment.

The HHSL works to assess service needs, review activities, and measure customer satisfaction by the following:

- The Student Library Advisory Committee (SLAC) meets four times each academic year. The Committee is comprised of student representatives from each class, staff representatives from the information technology and student affairs offices of each school, and members of the HHSL management team. The feedback and recommendations from SLAC contributes greatly to improvements to library policies and services.
- The HHSL and Information Resources Committee meet three times per year. The Committee is comprised of faculty members of each health science school, HHSL director, and clinical faculty of Tufts-New England Medical Center. The Committee contributes to library planning and future development.

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• The HHSL works closely with the libraries and educational affairs departments of Tufts' affiliated hospitals/sites to ensure that clinical faculty and Tufts students located off campus continue to have full library services and resources. HHSL staff and Tufts affiliated teaching sites librarians hold an annual meeting to address library issues.

• The Web Committee analyzes the usage data to review, edit and update the HHSL web pages for their relevance and accuracy. The Committee conducts usability testing both before and after any redesigns of the HHSL website.

• Annual statistics for circulations, collections, education services, exit survey, reference survey, document delivery, Learning Resource Center (LRC) labs are collected for inclusion in the Tufts Fact Book and Association of Academic Health Sciences Libraries (AAHSL) Annual Statistics. AAHSL serves as a reference for comparison among academic health sciences libraries nationally. Annual statistics are analyzed to develop new services and priorities, as well as to assist in the continuous improvement of all existing ones.

• Circulation statistics, interlibrary loan and Virtual Catalog data, and electronic resource usage data are used to guide collection development.

• Faculty materials requests, the review of interlibrary loan statistics for collection development, and the work of the University-wide Collections and Licensing team help identify needs, and the appropriate resources to address them.

During 2006–07 the Webster Family Library of Veterinary Medicine began a strategic planning initiative. As part of this effort, two satisfaction surveys were administered, one for faculty and staff and one for students. Results of the survey will inform the strategic plan. The Library collects output measures such as number of circulations, purchases, items cataloged, classes taught, and interlibrary loans, which are published in the Tufts Fact Book. Usage statistics of electronic journals and databases are used to make purchasing decisions.

UIT regularly evaluates its services and programs by requesting feedback from the Tufts community to ensure that available technology is meeting the needs of Tufts users. Input received from users is routinely incorporated into new offerings and upgrades of current services and tools, as well as the strategic goals for the organization.

STANDARD VIII: PHYSICAL RESOURCES
BY: JOHN ROBERTO

Much has been accomplished since the accreditation visit in 2003, and still more is in the planning stages for implementation in the near future.

Facilities Planning: On the Medford/Somerville campus, Sophia Gordon Hall was opened in September 2006, Tufts' first “green” building, a 126-bed dormitory with single bedrooms, fully-equipped kitchens and bathrooms, and a host of environmentally-friendly features such as hot water heated by solar panels on the roof. The dormitory, which houses fourth-year students, was funded through a $10 million gift from Tufts trustee and technology pioneer Bernard Gordon and named in honor of his wife. In addition to the opening of Sophia Gordon Hall, in an effort to enhance student life, renovations were completed at Wren and Stratton Halls to transform these residential facilities into primarily single-occupancy rooms. As part of an overall strategic program to enhance on-campus student life, the Hodgdon Dining Hall underwent major renovations during the summer of 2007, and the Hotung Dining area was transformed into a club-like atmosphere and re-opened in the fall of 2007.

In February, 2007, the Perry and Marty Granoff Music Center opened, a 49,000 square-foot facility housing performance and practice spaces, as well as a new music library and office space for members of the Music Department.
A major expansion of the Athletic facility is under design and will provide additional space for locker rooms, fitness center, squash courts, sports medicine, and a new swimming pool. Construction is planned to begin by late 2008.

The University purchased an abandoned elementary school, 80 George Street, from the City of Medford and renovated this facility to house the Advancement Division and University Relations. The opening of this facility in July, 2007, has made prime space on the core campus available for academic purposes.

The University purchased 51 and 58 Winthrop Street (a church and meeting facility) from the Archdiocese of Boston. 58 Winthrop Street was renovated in the summer of 2007 as an Interfaith Center, providing worship space for a number of faith communities at Tufts. 51 Winthrop Street is in the design phase, and will be renovated as a multi-purpose function space.

On the Grafton Campus, two major projects are currently under construction: a new regional biosafety laboratory facility and the renovation of an unoccupied building into a student center, including the addition of a 175-seat teaching auditorium.

On the Boston Campus, two major projects are in design, with construction anticipated to start in mid-2008: a five-story vertical expansion of the Dental Health Sciences Building, and the renovation of the Sackler Building into a student center and library facility.

**Master Plan:** The 2003 self-study described each of the three University campuses as being unique in its facility needs and physical relationship to its host community. For that reason, each campus has its own master plan defining its needs and development. On the Health Sciences campus, the current master plan is being amended. Since the self-study, new master plans have been prepared for the Grafton and the Medford/Somerville campuses.

On the Health Sciences Campus, the 20-year planning document approved by the City of Boston in 1995 continues to provide a framework for facilities growth consistent with the urban environment. In conjunction with City planning agencies, that plan was amended in 2007 to allow for the vertical expansion of the Dental Health Sciences Building. The amended master plan reflects campus development opportunities for the next 10 years.

In 2006, TCSVM submitted an updated master plan to the Town of Grafton Planning Board outlining projected campus development over the next 20 years. The plan describes existing facilities, defines design guidelines to respect the campus’ pastoral and historic context, and specifies proposed development. The Grafton Planning Board approved the master plan in January 2007 for a seven-year period.

For the Medford/Somerville campus, in its 2003 self-study, Tufts identified the need for an updated master plan in order to integrate academic growth with facilities planning. This need was reinforced in the Commission’s report and was identified as an area for special emphasis. In 2005, Tufts retained a master planning consultant to work with a University planning committee to develop a new master plan for the campus. That effort was completed in May, 2006, with the final master plan report.42

The 2006 master plan identifies ways in which the physical evolution of the campus can enhance and promote the visionary goals of the University as a whole, establishes the future building capacity of the campus and frames the University’s thinking about its future. The master plan identifies physical expansion within the existing boundaries of the campus, and provides a cohesive framework for considering future projects. It is an incremental growth plan that will allow individual projects to be prioritized and realized over time. The major focus of the master plan is to identify development sites for buildings, open space, and parking, with the understanding that academic priorities and programmatic needs will fluctuate over time.

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The basis of the master plan is to promote the overall academic quality of Tufts through physical development linked to key institutional goals:

- Enhance the intellectual community on campus.
- Increase interdisciplinary connections.
- Support a research initiative.
- Continue the physical development of campus by building on its strength.
- Promote active citizenship through engagement of the wider community.
- Utilize sustainable design principals that encourage efficient use of resources.

From these goals, a number of planning initiatives evolved, which will guide future campus development:

- Identification of potential building sites.
- Square footage capacity.
- Need to improve weaker campus precincts.
- Outline of broader campus planning issues, such as zoning, parking, infrastructure, and sustainability.

The most significant result of this planning process was to dispel the notion that the campus may have reached its physical capacity, and thereby is constraining the University's ability to meet its goals. A number of building sites were identified, representing approximately 900,000 gross square feet (gsf) of potential new space.

Deferred Maintenance: The University's deferred maintenance program continues to be a priority in maintaining facilities. The long-term plans and goals remain basically unchanged from the deferred maintenance plan originally adopted in 1996. In 2005, the plan sustained a slight realignment in funding sources and removed, for a period of five years, the funds applicable to new facilities under the premise that funding for deferred maintenance would not be required for several years for new buildings.

Under the revised funding plan, additional funds for capital renewal are added slowly after a new building has been open for a period of five years. Thus, since 2003, the deferred maintenance program has averaged increases equating to the Consumer Price Index (CPI). Even taking into consideration this funding realignment, $59.3 million was invested in deferred maintenance. Future growth is anticipated to average two times the annual CPI over the next five years, and planned expenditures will approximate $80.9 million over this period.

The 2001 deferred maintenance survey and database continue to provide effective, meaningful data that serve as the basis for directing the University’s deferred maintenance efforts. In addition to the existing database, each facility is re-surveyed prior to undertaking any major deferred maintenance or program renovation in order to further identify deficiencies not readily apparent via the database or that may have developed since the 2001 survey.

The University commissioned a deferred maintenance study using a new methodology on the Grafton Campus. An “Integrated Facilities Plan” is an approach that incorporates space utilization, master plans, new construction, traditional deferred maintenance assessments, program modernization plans, and campus infrastructure needs within a common planning platform. The study was completed in the summer of 2007 and is currently being implemented on the Grafton Campus. It is the intent that a similar effort will commence on the Boston and Medford/Somerville campuses in the near future.

Dormitories: In addition to the new Sophia Gordon residence hall and upgrades to Stratton Hall, the University recognizes the need to refresh the residence halls. In conjunction with the University’s program to add sprinkler systems to all student residences, the University renovated eight major residence halls over the last five years. Over the summer of 2007, Wren Hall was renovated and Carmichael Hall received a major upgrade. The University has a residence hall painting program whereby all residence halls receive refreshing every five years. In addition, administrators have been
working with the Student Senate to identify and procure appropriate furniture for the common areas of residence halls.

The University takes pride in the work that has been accomplished. Over the summer of 2005, West Hall, a major residence hall on the core part of campus, had its roof, windows and exterior renovated. This project was recognized with a first place national award for Rehab and Restoration from the Mason Contractors Association of America.

Classrooms: Tufts has been aggressively upgrading both the quality and the level of sophisticated technology and specialized equipment in its classrooms. During the past five years, Tufts has developed technology standards, and approximately 60% of classrooms are now equipped with fixed media.

In support of the University’s continued efforts to enhance the technological capabilities in classrooms, in 2006, a Classroom Renovations Task Force was convened with representatives of the faculty of AS&E, AS&E Information Technology Services, Purchasing, Facilities, the Registrar, and the Dean of Student Affairs. The goal of the Task Force was to conduct a survey of all classrooms to determine classroom utilization, the level of technology, and to determine the possible need for renovation. The Task Force completed its initial work in February, 2007. Among its recommendations are:

- Continued addition and upgrade of technology is a critical aspect of classroom renovation.
- Classroom renovation should dovetail with improvements to classroom building infrastructure, including accessibility.
- Auditorium-style classrooms benefit most from renovation and technology.
- More consistent classroom technology and condition will improve utilization.
- A realistic timetable for classroom improvement is four-to-five years, given the need and availability of the rooms.

The classroom report will become the basis for a strategic plan for continued classroom renovation over the next five years.

Environmental Health & Safety: Tufts has a very strong, active Fire Safety program, staffed by two full-time fire safety professionals, and a part-time dedicated fire safety inspector. Tufts student employees also assist with inspections and fire safety education initiatives. All lodging houses, including privately owned fraternities and sororities, have automatic sprinkler systems and alarms which are monitored 24/7 by the Tufts University Police dispatch center.

Active biosafety and radiation safety programs continue to be developed by the University. Tufts has two full-time employees assigned to biosafety, with a third position approved in support of the Regional Biosafety Laboratory in Grafton. The University has hired its own full-time Radiation Safety Officer, who will oversee radiation and laser safety programs. A variety of safety committees support the University’s safety and compliance efforts.

As a result of the Virginia Tech tragedy, Tufts redoubled its ongoing crisis prevention and response planning efforts. Throughout the summer of 2007, members of an executive committee made up of representatives from all schools and several administrative departments met to examine ways Tufts could improve communication to students, faculty and staff in the event of a crisis or emergency. It was decided that one way to do this was to implement a rapid response communications system that could quickly and efficiently reach as many members of the Tufts community as possible.

In September, 2007, an invitation email from swnalert@sendwordnow.com was distributed to students, faculty, and staff on all three campuses. By clicking the link to the Send Word Now website included in the invitation, members of the Tufts community were able to enter their personal contact information to ensure that they would be notified in the event of a crisis or emergency.

On November 14, 2007, the University conducted its first live test of the Tufts Emergency Alert System. In conducting the exercise, Tufts used the system under conditions that simulated those expected to be
encountered during an actual emergency. Over the course of the 37-minute test, more than 43,300 messages to 15,000 individuals registered in the system were distributed. Within 10 minutes, 80% of the individuals in the system had been issued an alert to at least one point of contact. Within 15 minutes, alerts had been issued to 99% of the community.

Tufts University is well positioned to support, promote and foster broad participation in the wide range of educational and research activities using information technologies. Tufts faculty, staff and students enjoy a robust information technology infrastructure and a range of computing services designed to advance teaching, learning, and scientific exploration. The breadth and depth of Tufts IT services reflect the University's commitment to advancing teaching and research. During the past year, Tufts engaged in a strategic review of technology resources at the University, leading to a strategic planning process that will continually assess benefits enabled by technology.

Tufts' three campuses are all equipped with a sophisticated data networking capability engineered to meet generic as well as special-case needs. Every building is wired to Category 5 or Category 6 standards, and every desktop, classroom, and laboratory is equipped with Ethernet outlets set for a minimum of 100 megabits per second, with gigabit-speed Ethernet connections already available in certain buildings or on request. Each building is connected to the campus core network. The three campuses are interconnected with high-speed redundant connections, and Tufts provides gigabit-speed connections to Internet2, a national/international research education network designed to support research universities.

Tufts maintains a large Data Center and several smaller Data Centers to host aggregations of servers and storage dedicated to specific applications, including University business applications and faculty-specific applications. A Linux (Beowulf style) Research Cluster computer is available to augment personal or departmental computational resources, and two new multi-terabyte network storage appliances exist to address the archival and retrieval needs of expanding scientific data stores.

In collaboration with School IT support groups, the University's data storage infrastructure continues to be expanded to better accommodate data storage needs related to research and teaching. Pools of storage are available for individual uses, temporary scratch space, and research cluster uses.

UIT staff work collaboratively with Tufts faculty to advance their educational and research missions through the thoughtful integration of technology. UIT provides a wide range of consulting services, including IT planning & development, educational technology and instructional design, grant writing assistance, and research and scientific computing support. Areas of consulting include: geographic information systems (GIS), statistical consulting, applications development, and IT planning. UIT also coordinates seminars, forums, teaching institutes, and training activities to support faculty development and innovative uses of technology in education.

Tufts University upgraded and modernized major university software applications in the past several years. This includes a new Advancement system (Sungard’s Advance), Human Resource system (PeopleSoft), Financial system (PeopleSoft), calendaring (MeetingMaker), anti-spam (Proofpoint), anti-virus (Trend Micro), and a campus emergency notification system (SendWordNow). Third-party services were also added to the campus portfolio of web services, e.g., online procurement, recruitment tools, flexible spending software, and e-learning for training.

The replacement of our Student Information System (SIS) is slated to be the next major application replacement initiative for Tufts. Installed in the late 1980s, the life and vitality of this legacy system has been successfully extended through the years by creative “web surround” strategy, diligent maintenance, and revitalization efforts by IT staff. Related to student enrollment, the Student and Exchange Visitor Information System (SEVIS) was implemented to comply with new federal requirements for reporting on foreign student status. Subsystems such as financial aid (PowerFAIDs) and degree audit reporting

43Faculty or laboratories who wish to have application-specific servers or storage hosted in the Tufts Data Center may request this service as needed.
(DARS) were also successfully implemented in the past two years to ensure compliance with changing regulations.

The preparation for a new SIS replacement initiative is underway. Preparation efforts include extensive inventorying of applications, functions, users, jobs, and reports. Process mapping of jobs, reporting, and information flows across schools and campuses will be necessary. Due diligence, benchmarking, and peer expertise mining are being incorporated into the preparation efforts.

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**STANDARD IX: FINANCIAL RESOURCES**

**BY: SUE LEVERONE**

**CONTRIBUTIONS FROM: SALLY DUNGAN, SETH KORNETSKY, CHRISTOPHER SIMONEAU**

Over the past five years, Tufts’ financial results have featured excellent growth characterized by strong investment returns, generous philanthropic contributions, and solid operating results. These results are essential to Tufts’ ability to fulfill its mission and broad academic priorities.

**Financial Position**

Since FY02, total assets grew an average annual 12% to $2.6 billion. Asset growth is directly attributable to balanced operating budgets, a commitment to preserving and renewing our physical resources, strong investment performance and a diversified portfolio, and successful campaign achievement. Historical performance and planning for the future indicate continued and growing financial resources to support the University’s mission and goals.44

**Operations**

Tufts’ operating activities were an important source of asset growth over the past five years. In 2007, revenues of $602 million represent an increase of $175 million from five years ago, an annual compound growth rate of 7%. Expenses rose from $168 million to $579 million, again a 7% growth rate.

**Net Tuition and Fees.** Net of scholarship and fellowship awards, tuition in FY07 reached a level of $231 million, accounting for 38% of all revenues. Increasing revenue diversity and an ongoing commitment to increase financial aid levels resulted in a decline in the relative share of net tuition from 41% in 2002. Scholarships and other forms of financial aid reached record levels this past year at $71 million, an average annual increase of 7.7%. Student aid is one of the University’s highest academic priorities.

**Grants, Contracts and Contributions.** This category of revenues added $163 million to the bottom line, an annualized average increase of 5% from 2002. Combined grant and contract revenue, comprised of government and private sponsored research grants and contracts, as well as the Commonwealth of Massachusetts appropriation in support of TCSVM, reached $139 million in 2007, level with the prior year. A 24% one-year growth in the private grant category offset the corresponding decrease in federal grants and contracts. Faculty success in garnering support from new private grants occurred in TUSM, the Friedman School, and the Schools of Arts and Sciences and Engineering. Declining federal research grant funding was experienced in TUSM, attributable to Department of Health and Human Services and the U.S. Department of Agriculture awards falling year-over-year. On a positive note regarding federal funding, grant activity from the Departments of Education and Defense showed improvement in the second half of the year. With respect to the state appropriation for TCSVM, the state approved $5.325 million for 2007 compared with $3.7 million in 2002. Gifts for operations totaled $25 million in 2007, a 13.6% increase over the prior year with every individual school fund exceeding its goal, and an annualized compound growth of 9.6% since 2002.

**Investment Return Utilized.** Totaling $73 million in 2007, investment return utilized increased a compound annual average of 11.6% over the past five years. This strategically important source of revenue moved from a level of 9.9% of total revenue at the beginning of 2003 to 12.2% in 2007, signifying real growth relative to other more sizeable revenue sources. Strong market returns and corresponding

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44Five-year performance highlights submitted separately to NEASC.
appreciation of the Total Return Pool plus extraordinary gifts of endowment allowed investment returns to garner a larger share of revenue.

Operating expenses totaled $579 million in 2007, compared to $411 million in 2002, representing a 7% annualized average increase over the five-year period. Approximately 60% of total expenditures have been devoted to attracting and retaining highly qualified faculty and staff and their compensation costs. Other strategic expenditures, including investments in technology, libraries, and academic programs, have also increased considerably.

**Mission-related Expenses.** Two-thirds, or $390 million, of expenditures went directly to mission-related costs of instruction, research, and clinical and other educational activities. These expenses rose 7.3% over the past five-year period, representing the associated costs of new revenues such as instructional expenses for additional professional specialty degree enrollments, clinical patient activity, rising levels of grant spending and planned investments in faculty compensation and new hires.

**Technology, Libraries and Administration**\(^{45}\). The 6.7% compound average annual rate of change in expenditures over the past five years is attributed to increasing costs and new investments in information technology, fundraising, and an expanded array of academic and student services.

**Tufts’ Endowment**

Combining strategic management with fundraising, the endowment grew from $677 million at fiscal year end 2002 to $1.5 billion in 2007, a 17.2% five-year compound annual rate and a 15.1% ten-year rate. This extraordinary growth in the University’s financial bedrock is a credit to the visionary philanthropy of the University’s donors and friends, and to Tufts’ focus on responsibly seeking the highest risk-adjusted return on its assets.

**Investments**

As of June 30, 2007, the University’s long-term assets totaled $1.8 billion, rising an average annual 15.4% since 2002. These assets are primarily endowment funds established by hundreds of individual donors to support specific purposes within the University’s various schools. Together, all these endowment accounts total $1.5 billion in assets. The remainder of these long-term assets, approximately $330 million, is comprised of funds earmarked for operating and capital purposes.

The assets in these funds are invested in a variety of ways, including life income trusts, separately managed accounts, and the Omidyar Tufts Microfinance Fund. By far the largest investment is a vehicle the University refers to as the Total Return Pool, or TRP, managed for total return rather than current income. The investment and performance discussion that follows applies to this TRP.

**Investment Objectives.** Chief among endowment and investment goals is to provide intergenerational equity, meaning that future generations of students will enjoy the same level of support as the current generation does. To achieve this, the endowment must maintain its purchasing power by earning a long-term return that covers current budget support and incorporates growth to keep up with inflation.

The Board of Trustees established investment objectives for the endowment. The Board set an annual target of 5% of the value of the endowment as the amount of investment assets that are to be spent annually from the endowment to support donors’ purposes. To maintain the level of support after inflation, the endowment must earn an additional 4%, representing an estimate of the University’s long-term inflation rate. These returns are measured over long periods, so that over any ten-year period we endeavor to earn at least a 9% annualized return. Since the absolute level of the endowment determines how well Tufts can compete for students, faculty, and other resources, we strive to earn as much as possible, given market conditions and the University’s risk tolerance, which may enable us in some years to exceed the 9% target.

**Performance.** On an annualized basis, over the last ten years the portfolio has provided a return of 9.5% vs. the policy benchmark of 9.4%. For the fiscal year ended June 30, 2007, the TRP produced a return of

\(^{45}\)Refer to Standard VII of this document for details.
21.4%, compared with the policy benchmark which returned 17.9%. While the portfolio participated in the strong equity markets of the last twelve months, short-term returns will depend on market conditions. Most importantly, the portfolio is exceeding the University’s 9% target.

**Physical Plant**
Tufts’ physical plant assets had a book value of almost $574 million, a cumulative increase of 45% since 2002. Tufts is committed to preserving and renewing our physical resources, adding to them and securing them with sound financing. For this past year, total capital expenditures amounted to $72 million with the opening of Sophia Gordon Hall and the Perry and Marty Granoff Music Center, and extensive Cabot Center renovations, on the Medford/Somerville campus. Tufts is committed to preserving and renewing its physical resources, made possible by an increasing commitment of annual operating revenue and the prudent use of debt. A long-term plan to address the University’s capital renewal was adopted in 1996. In accordance with the funding plan to improve the condition of the physical plant, the University spent $13 million in 2007, a cumulative $121 million since inception, and $73 million since 2001. Funding in 2008 will continue at the steady pace of $14 million.

**Debt**
Tufts’ outstanding debt totaled $355 million, with the most recent Series L bond issuance in January, 2006, of $86 million. Debt advances the University’s academic priorities by financing research facilities, construction of new buildings, and purchase of strategic properties. Specifically, some of the more recently financed construction projects include the design and construction of the Biomedical Research Building in Grafton and the South Campus Garage on the Medford/Somerville campus. Examples of recent property acquisitions include 550 Boston Avenue and 80 George Street in Medford, and 35 Kneeland Street in Boston for future research, academic, and administrative needs.

Our credit rating sits at the AA status. The rating is based on selective undergraduate demand indicators; strong financial operations, evidenced by revenue diversity and continuing trend of operating surpluses; and solid growth in balance sheet resources, bolstered by accelerated fundraising efforts. The University employs a fairly conservative debt strategy, utilizing capacity growth relative to balance sheet asset expansion, while setting a ceiling for the impact of debt service on operations. To retain our high credit rating, Tufts must maintain fiscal discipline by generating operating surpluses, increasing liquidity, and maintaining strong student demand.

**Capital Campaign**
FY07 was another outstanding year for Advancement at Tufts, with achievement exceeding $134 million, the second highest fundraising year ever. Gifts to the endowment exceeded $54 million during the year. Over 34,000 donors helped achieve this success.

The public phase of **Beyond Boundaries: The Campaign for Tufts** launched November 3, 2006, and runs through FY11 with a goal of $1.2 billion. Priorities include support for faculty development, financial aid, research, enhancements to student life, and physical enhancements to our campuses. Of the total goal, $685 million is targeted for endowment, $252 million for facilities, and $263 million for operations.

As of June 30, 2007, Tufts raised nearly $662 million in the campaign. Signature gifts demonstrate the depth and breadth of contributions in support of University and schools’ priorities and include:

- A $100 million gift established the Omidyar-Tufts Microfinance fund, used to create a loan forgiveness program for graduates pursuing careers in public service, to create a funded internship program for students working in the non-profit sector, and to support additional investments in financial aid. Faculty will also benefit from this program with additional support for their teaching and research.
- A landmark $40 million gift named the Jonathan M. Tisch College of Citizenship and Public Service.

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46Refer to Standard VIII of this document for details.
• A $25 million challenge grant from the Omidyar Foundation will be used to expand the number of undergraduate scholarships we are able to offer to deserving students.
• A $20 million anonymous gift will enhance financial aid aimed at the best admitted students at The Fletcher School.
• $10 million from Chair of the Board James Stern and his wife, Jane, provided funding for two professorships, undergraduate financial student financial aid and graduate fellowships.
• The Steve Tisch Sports and Fitness Center, named for this alumnus' $10 million funding commitment, supports Tufts' planned $30-million athletics and fitness facilities expansion and renovation.
• The Cummings Foundation has committed to investing $50 million in the Tufts University Cummings School of Veterinary Medicine over the next 15 years.

Financial Planning and Management
The successes achieved by Tufts over the past quarter century, and particularly in the last five years, required effective financial planning and management. Prudent management practices allow the University to protect its assets, identify opportunities, challenges and risks early on, assess performance and institute corrective action, and set a course of action in support of overall goals and strategies.

Several Trustee committees oversee financial matters, including the Administration and Finance Committee, which is responsible for planning, budgeting, and monitoring financial performance; the Audit Committee, which oversees fiscal and accounting practices; and the Investment Committee, which oversees investment management. The President, Provost, Executive Vice President, and Vice President for Finance and Treasurer review and approve the University’s long-range plans, fundraising goals, operating and capital budgets, significant capital expenditure authorizations and other key strategies and plans involving financial and other assets.

Operating Budget. The University undergoes extensive multi-year operating budget efforts in which all schools, colleges, and administrative divisions participate. Systems for budget and financial control, as well as the budget and monitoring processes, have been enhanced significantly, and linked to ensure that plans meet targets and to refresh long-term planning strategies.

Each Dean and his/her financial staff are responsible for the development and execution of multi-year plans and balanced budgets. Detailed estimates of revenue and departmental and other expense budgets represent academic goals and realistic projections of the school’s financial activity based on the external market and economic conditions. Also incorporated are centralized planning estimates such as non-faculty compensation, fringe benefit rates, endowment spending, debt retirement, occupancy costs, deferred maintenance funding, and others based on University policy. If estimated expenses exceed revenue targets, each Dean must balance the budget (with a combination of revenue maximization, expense reduction and resource allocation) while maintaining the school’s long-term goals. To identify potential risks, and to ensure a realistically balanced position and alignment with University strategies and goals, each School’s budget is reviewed centrally by Finance for consistency with plans, market conditions, and historical activity patterns for review and approval by executive administration and the Trustees.

A particular focus of planning and monitoring is placed on undergraduate enrollment and financial aid. A school-based enrollment team periodically reviews trends, using the results to predict and manage the level of entering freshmen and transfers needed to maintain the budgeted total undergraduate enrollment. Additionally, a financial aid model is used to measure historical average awards, the number of students aided, and the amount of external fundraising for aid to predict the budget levels required to meet strategic goals. The modeling outcome supports decision-making by the Deans and the executive administration.

47For purposes of this standard, executive administration is defined as the President, Provost, Executive V.P., and V.P. for Finance and Treasurer.
With respect to the AS&E budget process, the Committee on Budget and University Priorities provides the Deans with the guidance, advice, and alternatives available to enable them to make informed decisions. Comprising students, faculty, and administrators, the Committee focuses on primary planning areas based on appropriate cost and benefit analysis and opportunity costs of alternative choices, and in recommending a budget within the AS&E financial means.

The University budget is monitored extensively. During the fiscal year, periodic projections are prepared by each department, School, and division are centrally reviewed to identify significant changes from budget and action steps to meet planned targets. Each School and division works with Finance to resolve issues; operating results, projections, corrective actions and impact on future plans are reported periodically to executive administration and the Trustee Administration and Finance Committee. At year-end, School and divisional fiscal officers and the Finance division are responsible for closing the books, thereby linking plans and projections with actual performance.

**Capital budget.** Each year, as part of its budgeting process, the University prepares a five-year capital program that identifies capital maintenance, renovation, modernization, equipment acquisitions, and facilities expansion, and assesses needs, priorities and funding sources. This process is also school-driven and centrally reviewed. Each significant project requires a business plan, identifying funding sources for the initial project and its ongoing operating costs, and is linked to Capital Campaign goals and achievement and to the operating budget for operating and financing costs.

**Other planning and evaluation tools.** The University monitors key financial goals including operating surpluses, overall growth in wealth in relation to inflation, credit ratings, and deferred maintenance. Performance is reviewed periodically with the Trustee Administration and Finance Committee. Through modeling techniques, the Finance division performs long-range projections of key balance sheet components, affording effective management of the University’s financial position. Incorporated are operating budgets, capital project and fundraising planning efforts, investment, cash flow, and other projections. Financial ratio analysis is performed as well, periodically comparing Tufts’ key financial and other ratios to those of peers.

**Advancement.** Internal policies and procedures with regard to gifts and pledges are documented and circulated widely to all those involved in gifts and grants. A broad-based stewardship program ensures that restricted gifts are expended in accordance with donors’ designations.

**Investment management.** A strategic asset allocation plan targets a mix of equities and fixed-income securities. A diversification of managers in both stocks and bonds, and allocations to international stocks and alternative investments, are part of the strategy designed to enhance returns while controlling risk. Tufts hires professional money managers to invest these specialized portfolios.

The vehicle through which investment objectives are achieved is a portfolio diversified as broadly as possible over assets that respond differently to various economic conditions. The policy portfolio measures what the performance would be if the TRP were invested exactly in the market index for each asset class. The performance of this policy portfolio is a second baseline (in addition to the 9% target) against which the actual performance of the TRP is measured over all periods. This allocation is reviewed periodically to ensure that it continues to meet the University’s needs.

The current target allocation is 45% global equities and 10% private equities, 15% absolute return, 10% core fixed income, and 7% or less each in real estate, high yield, TIPs/commodities and timber.

**Audit.** The University’s independent auditors (Deloitte and Touche from 2002 to 2006, and PricewaterhouseCoopers beginning with the 2007 audit) review the University’s financial statements, and Tufts’ annual financial report includes their opinion on the fair representation of our financial position. The auditors also provide senior University officials and the Trustee Audit Committee their views on the University’s policies, procedures, internal controls and risks. The University also maintains an internal

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48Treasury-Inflation Protected Securities are securities whose principal is tied to the Consumer Price Index.
audit department that reports to the Executive Vice President. To ensure compliance with University policies and to maintain an effective internal control environment, this office conducts periodic operational audits of the University’s businesses.

Following the enactment of the Sarbanes-Oxley Act of 2002, Tufts’ Trustee Audit Committee adopted a number of best practices. The Committee administers the conflict-of-interest disclosures on behalf of the Board of Trustees; approved the adoption of an anonymous reporting system for employee misconduct; updated its charter to reflect the current responsibilities, including oversight and appointment of the external auditor; and approved the addition of a third meeting to enable more frequent interaction with senior management and the opportunity to be briefed on any management issues or concerns.

University Policies and Procedures. Tufts has undertaken a significant project to enhance our internet web presence. Included in this work is the creation and enhancement of division and School-specific websites that provide documentation on policies and procedures, along with information accessible by students, faculty, parents, alumni, trustees, and the public at large.49

Plans
Tufts ended FY07 with extensive growth in assets, gifts and net revenue sources; a diversified, prudently managed investment portfolio; sound management of physical plant assets; and continuing strong student demand and quality. Fiscally sound policies and planning have been historically translated into a strong financial performance, which bodes well for the achievement of the University’s academic mission and goals.

Looking ahead, and with a growing and substantial financial base, Tufts is planning on significant initiatives and will tend to several issues as outlined below.

MAJOR INITIATIVES

Fostering an Outstanding Faculty; Growing Programs of Academic and Research Excellence. In our undergraduate schools of AS&E, growth in faculty will continue by leveraging campaign achievement, school resources, and those of the University. This provides AS&E, and other Schools, the ability to attract stellar faculty with endowed professorships, competitive salaries, and startup packages. Schools will add programs of excellence and faculty concomitantly with new degree programs, such as The Fletcher School’s Master in International Business and Master of Laws in International Law (LLM); with a Master’s in Biomedical Science in TUSM; with proposed PhD programs in Economics, Political Science, and Philosophy; with Engineering research expansion; with TUSDM’s planned expansion program; and with TCVM’s opening of the Regional Biosafety Laboratory.

Supporting the Student Experience. Among priorities in this category are financial aid, fellowships and scholarships, libraries and student amenities. Need-blind undergraduate admissions is among the most important of Tufts priorities, and a combination of campaign achievement, school resources, and University reserve investments are planned.

Building and Enhancing the Physical Infrastructure. Following its long-term strategy, the University will continue to invest in its physical plant, with major projects planned including the Regional Biosafety Laboratory at TCVM, a clinical skills and medical simulation center and research laboratory renovations at TUSM, much-needed laboratory space for AS&E, campus centers on the Boston and Grafton campuses, athletics and fitness facilities expansion and renovation on the Medford/Somerville campus, Dental Tower expansion, and a new Student Information System. We will continue to make strategic investments in facilities that support critical priorities in education, research, and student and community life. Funding sources include gifts, School operating resources and reserves, University reserves, and debt financing.

49Located at http://inside.tufts.edu/policies, an extensive index provides links to most of the administrative policies in place for the University community.
Significant Issues
The upcoming budgets feature balanced financial positions in many of our Schools. For the past few years, the Friedman School has balanced its budget with the advent of a new Dean, new initiatives and policies, and new external funding. As planned, TCSVM continues to gradually reduce its structural deficit. While AS&E has a small budgeted deficit, recent surplus results, along with fundraising and other opportunities, are planned to solve the shortfall. A meaningful deficit, however, is forecast for TUSM, with University resources providing a backstop.

Recent declines in federal research funding have significantly impacted TUSM. Despite private grant success, new revenue-generating programs, expense reductions and implementation of an early retirement plan for faculty, the deficit remains a significant draw on University reserves. Successful fundraising, in very large amounts, a turnaround in federal support for research, and possibly further University support will all be part of developing a plan to secure the school's financial future.

Financial Plan
To remain financially healthy and meet strategic goals, the University’s approach is one of prudent risk. This is accomplished by reliably predicting the resources available to executive management—University reserves—and balancing resource allocation carefully, consistently, and periodically over time.

The University’s reserves are fed by the return on non-endowment invested funds, school funding, surpluses in the Central Administration budget, and other sources of income, less coverage of school deficits and other commitments to the schools or to University activities. At FY07 year end, these reserves stood at $76 million. They are used to support the Schools when they experience shortfalls, fund major technology projects (such as the student information system), provide support for high priority investments (such as labs for TUSM researchers), and cover miscellaneous capital expenditures (such as building acquisitions).

The largest planned use of the reserves is support (not just for deficits) for AS&E and TUSM. Our projections show that they are ample for this purpose for quite a few years, and even if the two Schools require support for several years, we expect our reserves to remain above 2% of our annual operating revenue, the floor we have set as the limit of prudent use.

To promote planned initiatives and address these issues, resources will be secured to compete effectively. Opportunities to strengthen annual operating performance, reallocate resources, achieve broader levels of fundraising, and manage equity and debt portfolios to improve the capital base will all be exercised to remain financially sound, maintain resiliency, and achieve key objectives.

STANDARD X: PUBLIC DISCLOSURE

BY: MARY JEKA
CONTRIBUTIONS FROM: GAIL BAMBRICK, CHRISTINE FENNELLY, PETER SANBORN, KIMBERLY THURLER

In May, 2003, President Bacow created the University Relations Division, under the direction of Vice President Mary Jeka. This Division centralized those departments responsible for the reputation and public profile of the University. This includes all legal services, community and government relations, and all communications, including public relations, print, and the web.

Tufts elected to participate in the NAICU consumer-information initiative — the University and College Accountability Network (U-CAN) — designed to give, in a common format, prospective students and their families concise, Web-based consumer-friendly information on individual private colleges and universities. This project was launched in September, 2007, and is online at http://members.ucan-network.org/tufts
Centralizing these functions has allowed Tufts to control its interfaces with the public, and to demand and uphold the highest professional standards in those interactions. It has also enabled numerous initiatives that ensure the accuracy of all the University’s messages and interactions so that the University is represented consistently and honestly.

Since its inception, University Relations has completed the following initiatives:

- A year-long identity and brand study, including interviews, surveys, and focus groups with Tufts alumni, students, faculty, administration, staff, prospective students and donors, and members of Tufts’ Boards of Trustees and Overseers. This resulted in a clear set of messages that represent the character of the University, emphasized by a new visual identity. The new brand identity has been embraced by the community and is now in use across all schools.
- Creation of a University Communications Council, comprised of communicators from all of Tufts Schools and divisions, that meets monthly to discuss new and ongoing communications projects and initiatives. This reinforces consistency and red flags any issues of accuracy in information being disseminated.
- Creation of a University Relations Editorial Board that meets to review and plan content that will appear in University magazines, in print, and on the web, as well as in stories that will be promoted to all news media shared with the public.
- Creation of the Tufts Photography Department, which centralizes photo services, and helps guarantee that images used by the University are a true reflection of its mission and character.
- Creation of the Web Communications Department, which works with all Schools and divisions on the content and design of their sites in line with the brand identity. The team manages all the University’s main web pages, ensuring consistency and accuracy in both content and design.
- Taking ownership of Tufts Magazine, the University’s most far-reaching, flagship communication that is distributed to more than 85,000 alumni, students, faculty, and friends of the University.

As the following updates for each of the communications departments of University Relations demonstrate, other restructuring of staff and operations all contribute to a centralization that allows oversight aimed at constantly improving the accuracy and integrity of the University’s communications and public affairs.

University Relations Division Overview
The three broad focuses of the Division are legal affairs, community and government relations, and communications.

Legal Affairs
University Counsel coordinates the delivery of all legal services on behalf of Tufts University. As in-house counsel, this Office provides advice and support to the University's administrative and academic personnel on a broad range of matters, including employee relations, real estate transactions, contracts, subpoena compliance, litigation, and policy development.

Community and Government Relations
Community and government relations promote partnerships and interactions between Tufts and government officials at the city, state, and federal levels. Tufts University is committed to working closely with federal, state and local governments, as well as in partnership with its host communities, to best serve the public interest. Tufts works closely with neighbors, agencies, organizations, elected officials and municipal government offices to build strong partnerships between Tufts and its host communities.

Communications provides a wide range of strategic communications services, including marketing communications and electronic publications, public relations, photography, and website and application development:
The Office of Public Relations works to strengthen the University’s leadership position by informing the news media and the public about the achievements of our faculty, staff, and students, and by communicating the perspectives of University leaders and faculty on key issues.

The Office of Publications communicates stories of Tufts in University and professional School magazines. The Department focuses on showcasing the people, programs and projects that make Tufts distinctive. It also translates the Tufts brand by creating high-impact, cost-effective, and results-oriented print marketing communications, while aiding internal clients in developing integrated marketing plans, applying the Tufts visual identity, crafting compelling messages, and controlling costs.

Tufts Photography is the official University photo resource, providing documentary, news, editorial, and event photography for the Tufts University community. The team shoots and distributes photographs for all of Tufts’ official print and web publications, maintaining an extensive database.

Web Communications is responsible for developing and implementing the University-wide web strategy, including the external and internal portals. Multimedia production allows the team to deliver the sights and sounds of Tufts in new and exciting ways.

Public Relations
A team led by a Director of Public Relations is now dedicated to the Medford/Somerville campus; and a second team serves the Health Sciences campuses in Boston and Grafton. Both teams proactively communicate news of Tufts to the outside world and respond to requests for information from the news media. In addition to highlighting the accomplishments of Tufts faculty, students and alumni, Public Relations personnel frequently provide reporters with information on academic policies and programs, admissions, costs, financial aid, fundraising, lending practices, and student life, among other areas of interest to the public.

The Public Relations team has also been an integral part of University-wide efforts to enhance emergency preparedness and crisis communications efforts, which have received renewed attention in light of concerns about a global avian influenza pandemic and the Virginia Tech tragedy.

Public Relations has undertaken several initiatives to document and benchmark its efforts. A daily digest of news coverage of the University is prepared and distributed to key members51 of the University, and school-specific or campus-specific versions with selected coverage are prepared on a regular basis. Public Relations also tracks and analyzes news coverage according to volume, quality, tone, and a variety of other metrics and benchmarks progress through the University Relations dashboard.

Web Communications

Web Usage
Tufts’ main site52, which logs an average of 15,000 visitors and 60,000 page views a day, aids visitors in locating information about academic programs, research initiatives, student life, alumni programs, community involvement, employment opportunities, and news/event information. Internally focused administrative information can be found on InsideTufts.53 For example, policies54 and information about technology support services55 are catalogued online. In addition to the main site and InsideTufts, nearly every department, center, and unit at Tufts has its own website. They range from comprehensive sites containing hundreds of pages of content, to single web pages containing basic information about a particular program, center or initiative. These sites are further supplemented by student-run sites.56

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51This is a list of approximately 50 individuals, including the President, Provost, Chair of the Board, Vice Presidents, and member of communications teams.
54http://inside.tufts.edu/policies.
55http://inside.tufts.edu/support.
Web Oversight
In 2005, Tufts formed the Department of Web Communications to oversee the University’s main online channels, which include the University’s daily online news site and the central online events calendar. The Tufts Today Network displays news and events information via 14 flat-panel screens located in high-traffic, student-oriented locations across the University’s three campuses.

Web Communications also provides a variety of web services—including content management tools, project management support, website design, and architecture consulting—to departments and administrative units. The department works closely with the Publications, Photography, and Public Relations teams to help clients coordinate their print and online communications with internal and external audiences.

Many of the Schools and departments have also invested in their own dedicated web resources, which range in size from a part-time webmaster to a team of a half-dozen developers.

Major Web Initiatives
Over the last two years, Tufts has rolled out a family of standardized website templates to bring consistency to the visual look and feel of its websites, as well as to their organization and functionality. Nearly every School has either adopted the templates or is in the process of deploying them. Major divisions, including Human Resources, University Information Technology, University Relations and dozens of smaller sites, have also launched their sites in the templates. Tufts has also invested in content management tools to simplify the process of posting and maintaining online content. Though not universally employed, many groups have begun using these tools to update and expand the information they provide online.

In fall 2007, the University launched a modified homepage and integrated news page that highlights news, features and events from across Tufts’ online news channels (including E-News, The Tufts Journal, and Tufts Magazine). By centralizing the content from these various channels, the site will serve as a central hub for major announcements and University news.

Publications
The Office of Publications produces more than 150 print projects annually. In the past eight years, it has won more than 30 awards from Council for the Advancement and Support of Education (CASE), University College Design Association (UCDA), and other professional organizations for its writing and design.

Publications performs two primary functions:

1) It writes, designs, and produces the University’s magazine, Tufts Magazine, as well as magazines for Tufts professional Schools, Tufts Medicine, Tufts Dental Medicine, Tufts Nutrition and Tufts Veterinary Medicine. It also writes and produces the Tufts staff/faculty newspaper, the Tufts Journal.

2) It is the University resource for planning and producing strategic and cost-effective print, ranging from school view books and marketing materials to informational brochures, booklets, postcards and other collateral distributed to both internal and external audiences.

The Publications Office partners with its clients across the University to ensure the accuracy of all information that appears in print. Source approval of all magazine and Tufts Journal stories is required, and all print material is reviewed by its source School or Division, if not by senior administration and the President’s Office, when content or circulation warrant to ensure it is honestly reflecting Tufts’ people, programs, goals, and mission.

58 http://events.tufts.edu.
Further centralization of this service includes a new Print Partnership program that provides the University with 10 approved printing vendors who help ensure the consistency of Tufts’ brand. The program was responsible for more than 85% of all print produced last year at Tufts. Publications also offers the community approved freelance designers and writers, who work closely with the staff to understand how best to communicate the brand, and who must adhere to the same standards of checking factual accuracy.

Tufts Photography
Launched two years ago, Tufts Photography is now responsible for more than 300 photo assignments annually, and an online collection of images accessible through a searchable database. This new department allows Tufts to control the quality, style and content of the majority of its photography as it appears in print and on the web. In addition to substantial cost savings, this maintains consistency and integrity in how the University represents itself through visual images.

STANDARD XI: INTEGRITY
BY: PEGGY NEWELL

Progress Since Last Report: Like all institutions of higher education, Tufts is challenged from time to time with difficult issues. Two of the most noteworthy of these challenges were described in a forward to the Integrity Standard. While we have nothing to report that compares to those incidents, we have been challenged in the last year with the issue of freedom of the press. One incident involved a conservative student newspaper, the Primary Source, printing a parody of a Christmas carol that maligned and insulted students of color and was offensive to a majority of the members of our community. It attracted considerable media attention as the world watched to see if we would come down on the side of freedom of the press and freedom of speech. The issue caused great pain within our community and opinions were divided as to the right course of action. The University responded by encouraging open dialogue, with a statement from the President expressing his feelings about the parody, by increased educational efforts aimed at cultural understanding and sensitivity, and by a judicial process that allowed disapproval of the incident yet affirmed freedom of expression. Opinions are still divided on this issue, but the process followed exemplified a community open to discussion, committed to trying to do the right thing, and able to maintain civility in the face of difficult controversy.

In 2001, the Integrity Committee reviewed relevant policies, relied on its own experiences, and solicited comments from the Tufts community in performing this review. This interim report was prepared by the chair of the Committee, in consultation with relevant individuals and offices who could provide updates on issues identified by the Committee in their last report.

In general, Tufts’ progress in developing and updating the necessary policies to support an environment of integrity has continued. Updates on specific items mentioned in the earlier report include:

Intellectual Property Policy – This policy was thoroughly reviewed and updated in 1998. Since that time, minor adjustments have been made, mostly to clarify issues that seem in practice to generate confusion, but there has been no substantive change. The policy is reviewed frequently and remains appropriate for 2007 and beyond.

Academic Honesty – The Visiting Team recommended that the University issue a consistent institutional statement about the importance of academic honesty to establish a greater awareness among students of its importance. In academic year 2005-06, the Educational Policy Committee forged a new policy on academic honesty to meet the need for a more consistent approach to these issues.

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60Available online at http://uit.tufts.edu/?pid=174.
61This is described in greater detail in Standard VI.
The student judicial system varies by School and is implemented by faculty committees and Deans of Students at each School. In AS&E, review of this policy is ongoing and handled by the Committee on Student Life and the Educational Policy Committee (for academic honesty issues). Academic honesty issues comprise two-thirds of all cases, and are subject to the newly revised policy. There has also been consideration of the levels of punishment, but no change on that to date. The issue raised by the Primary Source incident prompted the President to request a review of the student disciplinary policy, specifically to define what can and cannot go to the Committee. This is expected to happen in 2008.

Scientific Misconduct Policy – This policy was revised in the past year to assure compliance with all federal regulations, as well as fairness of process for all involved. It is consistent with policies at other federally funded institutions, and applies equally to all instances of scientific misconduct regardless of research funding source.

Conflict of Interest in Research – This policy was completely revised several years ago and has undergone some clarification since that time.

Business Conduct Policy – The University updates this policy regularly. It applies to all employees, faculty and staff alike, and includes a clear statement of ethical standards expected.

Academic Freedom – The Trustee Policy on Academic Freedom has not changed, and remains the guiding principle of our dealings in these matters.

Equal Educational Opportunity Committee (EEOC) and Diversity – Tufts has policies related to equal opportunity and diversity that are as well thought out and comprehensive as those at other universities. Our efforts related to diversity are widespread, across all campuses and Schools. This past year, we enhanced these efforts with the appointment of a new Executive Director of the Office of Institutional Diversity, and an increase in the size of the staff. We continue to struggle with the issue of how to make all students, faculty, and staff feel safe and affirmed in an environment that encourages freedom of speech.

Openness – The University administration continues to strive for openness and clarity in all of our dealings. Frequent communications to the entire community via email, faculty meetings at all schools on a regular basis, and town meetings held by Deans and the President, have helped to advance this.

Public Service – As detailed in the last self-study, Tufts continues to promote and encourage public service among our students and the broader community and we tend to attract students who appreciate this. The Tisch College has continued to thrive, and has effectively brought together faculty and students from all of our Schools around this issue.

The projection section of the self-study recommended revising our website to improve access to Tufts policies. It also suggested the appointment of a University-wide ombudsman to help people navigate all policies. This was considered, but determined not to be the best approach to resolving the concern expressed by the Committee. Tufts is decentralized, and it made more sense to take different approaches as appropriate to the context, and to use ombudsmen with expertise appropriate to the topic in some areas.

The Committee expressed several concerns about the student judiciary process. These concerns were passed along to the Committee on Student Life for review and any appropriate action. Follow-up with the Dean of Student Affairs in the preparation of this report confirmed that the Committee had been made aware of the suggestions and has addressed issues with the process in an ongoing basis.

Since the last report, the University has adopted an automatic anonymous reporting system that allows anyone who feels they have witnessed an ethical violation to report it easily. This is accessible via our

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62 To view the revised site go to http://inside.tufts.edu/policies/.
website\textsuperscript{63}. The Office of Audit and Management Advisory Services also developed a website focused on ethical business conduct\textsuperscript{64}.

In 2003, the Board of Trustees conducted a comprehensive review of its bylaws and decided to transfer responsibility for managing and overseeing conflicts of interest among board members to the Trustee Audit Committee. All Trustees are required to file annual conflict of interest disclosures.

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**PLANS – SIGNIFICANT ISSUES AND INITIATIVES**

BY: DAWN Geronimo TerKla

As evidenced in the preceding pages, much has occurred at Tufts University since the 2003 accreditation visit. In keeping with the strategic vision that has been articulated by President Bacow and Provost Bharucha and reflected in school-based strategic plans, the University anticipates that it will continue in a forward trajectory to realize its goals. Following are several major initiatives and issues that the University will focus upon in the time period leading up to our next accreditation in 2013:

**Successful Completion of the Capital Campaign** – Beyond Boundaries: The Campaign for Tufts was publicly announced on November 3, 2006, and is expected to conclude in 2011. To date, over $729 million has been raised and the University is well on its way to realizing its $1.2 billion goal. The funds raised will be used for financial aid, endowed professorships, new research facilities, and initiatives in citizenship and public service.

**Financial Aid** – Need-blind undergraduate admissions is a goal that the University hopes to achieve by the end of the Capital Campaign. As funds are raised for financial aid, the University will be able to move away from a need-aware to a need-blind policy. While aspiring to practice need-blind admissions may be financially bold, it is critical to maintaining the University’s commitment to access for students from a wide range of socioeconomic backgrounds. During the 2007 admissions cycle, we were able to be essentially need-blind, relying on expendable resources. Before publicly announcing this practice, the University will need to fully endow the commitment so that it is sustainable.

Increased financial aid was a theme that resonated in all of the Schools’ strategic plans, and has been identified as a top fundraising priority. At the graduate and professional school level, a primary goal is to raise funds in order to provide more competitive stipends, as well as to increase the number of scholarships and research funds available to students.

For several years, The Fletcher School has had a loan assistance program that supported students who elected to work in public or not-for-profit positions. In October, 2007, it was announced that the University was launching a University-wide loan-repayment program, funded from income from the Omidyar-Tufts Microfinance Fund, for individuals working in low-paying public service or government jobs, and who have significant outstanding educational debt. By the time of the next accreditation, this program should be fully operational and the University will be able to report whether or not it has achieved its objective of partially removing a financial barrier and enabling graduates to pursue public service employment.

**Physical Resources** – Plans are currently underway both to renovate and expand the physical facilities on the three Tufts campuses. On the Grafton campus, an unoccupied building is being renovated to create a long-awaited and much-needed student center and a regional bio-safety laboratory facility is under construction. On the Boston campus, as a result of a vertical expansion, the Dental Health Science Building will gain an additional five stories, the Sackler Building will undergo renovations that will result in a state-of-the-art teaching facility and campus center, and research facilities will be refurbished. In the

\textsuperscript{64}http://amas.admin.tufts.edu/ethicalbusiness.html.
next five years, the Medford campus will see a major expansion of its athletic facilities and the construction of an integrated lab complex.

In the area of technology, it is clear that the current student information system (SIS) will need to be replaced in the near future. Resources are currently being mobilized to begin this extensive project. The planning phase should begin within the next twelve months. It is our hope that the implementation of the new SIS will be successfully completed by the next accreditation visit.

**Faculty Resources** – Tufts is committed to building a larger critical mass of distinguished faculty in strategic academic areas. By the time of the next accreditation visit, the University plans to increase the number of tenure/tenure-track positions in the Schools of Arts and Sciences and Engineering. It is anticipated that expanding the faculty in selected areas will allow the University to move towards more competitive teaching loads. Moreover, additional endowed chairs will be realized in the graduate and professional schools.

**Knitting the Schools Together** – In the next five years, substantial gains should be made in the development of more integrated programming across the schools, as well as the creation of new degree programs. As mentioned earlier, plans are under consideration to launch three new PhD programs in Arts and Sciences. The Economics and Political Science doctoral programs will be collaborative endeavors with The Fletcher School. The Friedman School will have launched a new hybrid distance education master’s program, modeled upon The Fletcher School’s GMAP program, in Ras Al Khaimah, United Arab Emirates. The Fletcher School will have successfully launched two new degree programs: a two-year Master’s in International Business (MIB) and a one-year Master’s in International Law (LLM).

At the time of the next accreditation, it is expected that the Provost’s University Seminar will be extremely popular and well-supported. It is the hope that the program will grow from two seminars to ten seminars per year and yield meaningful interdisciplinary research opportunities for faculty and students.

**Diversity** – During the 2006-07 academic year, the administration established a new Office of Institutional Diversity (OID), which reports directly to the President and Vice President for Human Resources, with a dotted line to the Provost. The first Executive Director was appointed in November, 2006, and additional staff has been hired to work on compliance and grievance issues. The Executive Director will work with the University’s senior leadership to ensure that decision-making includes an examination of the implications for diversity. This is an important first step to integrate, focus, and infuse diversity efforts throughout the University. It is our hope that great strides will be made over the next five years.

**Assessment and Institutional Effectiveness** – The University has a long-standing tradition of conducting outcomes assessment research and evaluation. Historically, program evaluations have been both formative and summative and our outcomes assessment research has been focused on indirect measures. Assessments such as annual exit surveys and alumni surveys will continue. However, in order to enhance our assessment initiatives and move forward, the University will direct new efforts on a more systematic review and implementation of direct measures of student learning. For example, an inventory of current Arts and Sciences practices will be completed in the next year. Based on the findings, support will be provided to individual departments and faculty to both develop and/or enhance current direct outcomes assessment measures. It is anticipated that the Committee on Evaluation of Educational Outcomes in Arts and Sciences will become a permanent faculty committee. Lastly, the University is committed to finding new ways to support all the school-based outcomes assessment committees.

**Undergraduate Task Force** – Much has been written about the successes of the Undergraduate Task Force. When one reads the 2011–2012 self-study, we anticipate that the University will have successfully realized the viable recommendations outlined in their report.

In summary, Tufts has experienced exciting changes in the past five years and it is expected that additional changes will continue throughout the next five years. The Provost, in a memo to the Board of
Trustees, outlined the following strategies that will continue to be employed to realize the goal of taking Tufts to the next level. These include:

1) Focusing on recruiting and developing great faculty and students who represent diversity in all its dimensions.
2) Building on distinctive strengths—internationalism, life sciences, and active citizenship.
3) Continuing to strengthen teaching and research.