



Medford, Massachusetts

Fifth-year Interim Report
to the
The New England Association of Schools and Colleges

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TUFTS UNIVERSITY'S FIFTH-YEAR INTERIM REPORT TO NEASC

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Introduction

In fall 2016, a working group was formed to prepare the fifth-year interim accreditation report. This group, chaired by Associate Provost Dawn Geronimo Terkla was comprised of the following members of the faculty and administration:

- Joseph H. Auner, Dean Academic Affairs for A&S and Professor of Music
- Barbara M. Brizuela, Dean Academic Affairs for A&S and Professor of Education
- Mark J. Damian, Director of Special Projects
- Kevin Dunn, Vice Provost and Associate Professor of English
- Lynne R. Freeman, Special Projects Administrator Institutional Research & Evaluation
- Jonathan Garlick, Professor, Dental Medicine
- Laurie Hurley, Associate Dean Admissions & Financial Aid, Fletcher
- Carmen Lowe, Dean Academic Advising & Undergraduate Education
- Mary Pat McMahan, Dean of Student Affairs
- Joseph P. McManus, Executive Associate Dean, Cummings School of Veterinary Medicine
- Heather Nathans, Professor and Chair, Drama and Dance
- Susan Pasquale, Director Faculty Affairs & Administrative Services, Cummings School of Veterinary Medicine
- Laura Rogers, Senior Lecturer Education
- Edward Saltzman, Academic Dean of Education, Friedman School of Nutrition, Science & Policy and Associate Professor Medicine
- Christine Sanni, Vice President Communications & Marketing
- Stephanie Topping, Associate Director, Institutional Research & Evaluation

Members of the working group took responsibility for various sections. A preliminary draft was shared with members of the working group and the final draft was approved by the President, Provost and Chairman of the Board. The final draft was also shared with 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.

As in 2008, the authors of the fifth-year report were presented with a dual challenge; responding to the recommendations made by the 2013 Visiting Team, as well as addressing the new 2016 Standards. Authors approached their tasks slightly differently, but all addressed changes that have occurred since the 2013 visit, as well as the progress that has been made to meet the new 2016 standards. The individual sections reflect the authors' voices. This was a collaborative effort with scores of individual contributions.

Institutional Overview

Founded in 1852, Tufts is classified by Carnegie as a Highest Research Activity (R1) doctoral university with strong undergraduate programs in liberal arts and engineering. In July 2016, the university acquired the School of the Museum of Fine Arts (SMFA). The past decade has witnessed a growing number of innovative research initiatives and joint-degree programs that benefit both undergraduates and graduate students in our schools: 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); Sackler School of Graduate Biomedical Sciences (Sackler School); and the Jonathan M. Tisch College of Civic Life (Tisch College).

Tufts employs approximately 5,000 faculty and staff and has over 11,000 students from across the U.S. and 97 countries attending classes on the University's four campuses in Massachusetts (Boston Health Sciences, Boston SMFA, Medford/Somerville and Grafton) and in Talloires, France. In addition, the University is affiliated with the New England Conservatory of Music.

In a November 4, 2013, letter to President Monaco, the Commission requested that the University give particular emphasis to the following:

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1. Success in assuring clarity concerning the alignment of the award of credit with Commission policies
2. Success in implementing the priorities of the university strategic plan, including the adoption of a new mission statement
3. Success in conducting regular program reviews
4. Success in articulating and assessing student achievement of general education and institutional level learning outcomes
5. Given the organizational separation of Engineering from Arts and Sciences, assuring the effectiveness of governance and financial oversight

Item one is addressed in detail in the Academic Program (IV) discussion and item two is addressed in two standards (Mission and Planning & Evaluation). In the Planning and Evaluation Standard (II), the university's practice of program reviews is delineated. The articulation of general education and institutional level learning outcomes is highlighted in Standard VIII (Institutional Effectiveness). Lastly, item five is addressed in the Organization & Governance Standard (III).

Standard One: Mission and Purposes

In 1994, the Tufts Board of Trustees adopted the university's formal vision statement. On November 2, 2013, in conjunction with the approval of the *T10 Strategic Plan 2013-2023* the board adopted new mission and vision statements.

Mission

Tufts is a student-centered research university dedicated to the creation and application of knowledge. We are committed to providing transformative experiences for students and faculty in an inclusive and collaborative environment where creative scholars generate bold ideas, innovate in the face of complex challenges and distinguish themselves as active citizens of the world.

Vision

To be an innovative university of creative scholars across a broad range of schools who have a profound impact on one another and the world.¹

These statements articulate well our values and priorities, which the mission statements of the individual schools also reflect. For example, the School of Engineering's statement speaks of its mission "to educate engineers committed to the innovative and ethical application of science and technology in addressing the most pressing societal needs."² The Mission & Impact statement of the Fletcher School of Law and Diplomacy addresses the need to "serve local, national, and international communities in their search to develop relationships of mutual benefit, security, and justice."³

The Schools of Tufts University conduct regular reviews to ensure their programs and services are in alignment with their mission. As school-based strategic plans and budgets are developed, missions are taken into consideration. It is anticipated that the 2013 mission and vision statements will be reviewed during the next university strategic planning cycle.

Standard Two: Planning and Evaluation

Planning

Tufts University's organization and processes for institutional planning and programmatic evaluation remain robust and effective. A comprehensive university strategic plan, "[Tufts: The Next Ten Years](#)" (T10) was approved in 2013. Since then, many of our schools have completed new school strategic plans that are better aligned with the university plan and the major initiatives arising from T10 implementation. One important way to judge the effectiveness and relevance of institutional planning processes is to consider the outcomes of these planning efforts

¹ <https://www.tufts.edu/about/mission-vision>

² <http://engineering.tufts.edu/about/mission>

³ <http://fletcher.tufts.edu/About/Mission-and-Impact>

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and their success in advancing the strategic objectives of the university. Below is a summary of selected strategic planning outcomes to date.

T 10-Theme 1: Foundational Initiatives

Steward resources effectively

The formal work of the Tufts Effectiveness in Administrative Management (TEAM) initiative, begun in 2012, came to a close in June 2016. The TEAM change that is most relevant to Standard 2 is creation of the new Office of Budget and Planning. This team of centrally managed and locally deployed financial professionals now integrates enterprise-level planning with school and unit-level budget and financial planning. Using the new budget system, Axiom, and data display tool, Tableau, this new financial team is providing better financial planning and budget monitoring support to school and university administrators, strengthening our academic planning and decision making. (See a summary of other TEAM outcomes further below.)

On November 4, 2017, Tufts launched a \$1.5 billion campaign that will strengthen teaching and research, support a distinctive culture of collaboration and innovation, and advance the university's capacity to translate brilliant ideas into practical solutions for global problems. The campaign, taking direction from priorities identified in the university's ten-year strategic plan, will raise funds to support three core areas: 1) Transformative Experiences, 2) Research Innovation, and 3) Global Impact. It is intended to advance the efforts of Tufts faculty and students working toward solutions on issues such as disease prevention, human and animal welfare, global security, obesity and malnutrition, civic engagement, and environmental protection. Moreover, the campaign will reinforce Tufts' longstanding commitment to the humanities and the arts.

Create physical spaces consistent with strategic initiatives and sustainability goals

Major new or enhanced spaces completed include the [Collaborative Learning and Innovation Complex \(CLIC\)](#), the [Science and Engineering Complex \(SEC\)](#), significant classroom upgrades, the [Central Energy Plant](#) on the Medford/Somerville campus, a comprehensive renovation and expansion of the Gross Anatomy Lab at the Boston campus and the renovation and expansion of Cummings Veterinary Medical Center on the Grafton campus.

The Residential Strategy Working Group (RSWG) made recommendations to enhance undergraduate housing and residential life both on and off campus. In spring 2017, the trustees approved funding for design work on comprehensive renovations of Miller and Houston Halls with the expectations that both residence halls will be renovated in phases during the summers of 2017 and 2018. In addition, the concept of a residential village housing for juniors and seniors was approved and plans are currently underway to create this space. The objective is to create upper-class housing to encourage students to live on campus rather than in the surrounding neighborhoods.

The [Tufts Effectiveness in Administrative Management \(TEAM\)](#) planning project made significant progress toward streamlining and professionalizing many administrative practices at Tufts in order to shift time and resources from administrative activities toward core teaching and research objectives. The following organizational improvements resulted from the TEAM planning effort. [Tufts Technology Services](#) now integrates school and university IT staff and resources, provides improved support services and enhances how Tufts faculty, staff and students use IT. [Tufts Support Services](#) offers simple, efficient support to complete many administrative human resources and finance transactions and frees up Human Resources' time to support employee and organizational development. University Relations and University Advancement divisions merged their separate communications teams into a single [Communications and Marketing](#) organization that is more efficient and strategic in telling Tufts' story. The procurement team implemented a more consistent purchasing standard and more effectively negotiates contracts to achieve savings across the university. The Research Administration Change Collaborative implemented new Research Administration System (RAS) infrastructure. It also reorganized and professionalized a centrally managed, school deployed team of professional research administrators to provide a higher level of research support to faculty research investigators in attracting external funding and complying with pre- and post-award requirements. These efforts are reducing the administrative burden on faculty leaving more time to focus on their educational and research activities.

In FY 2017, further progress in administrative effectiveness was made by developing and rolling out the "[Access Tufts](#)" portal as the primary access point for Tufts faculty, staff and managers to obtain information about doing business at Tufts and for initiating administrative, human resource and financial transactions. Because of these TEAM efforts, Tufts has better integrated and professionalized school and university planning functions and the delivery of administrative services. This has resulted in an annual net savings of almost \$4 million.

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T 10- Theme 2: Enabling and Integrating Transformational Experiences

Provide faculty with the resources necessary to create a greater number and range of transformational classroom experiences

Teaching and Learning Engagements (TLEs) was launched to reinforce the University's commitment to teaching and learning as a strategic priority by connecting and enhancing many existing resources and activities across the University that support excellence in teaching. In September 2018, we will launch the Institute for Research on Learning and Instruction (IRLI). IRLI will foster research that focuses on bettering our understanding of how students learn at the collegiate level and will pioneer innovative ways to improve that learning. The Institute will promote discipline-based education research by developing and studying scientifically validated teaching methodologies and innovative educational tools for boosting learning outcomes at the university and beyond.

Renew and expand the university's commitment to active citizenship, including a new 1+4 undergraduate program

Two cohorts of 1+4 students have now completed their bridging service year and matriculated as Tufts freshmen. [Tisch College](#) works with students and faculty across the university. An extensive array of programs have been launched including but not limited to the Distinguished Speakers Series, Tufts VOTES, CIRCLE, Tufts Summer Fellows, and new research professor positions.

T 10- Theme 3: Engaging and Celebrating Commonalities and Differences

Enhance undergraduate and graduate financial aid

Launched by President Monaco in 2012, the [Financial Aid Initiative](#) has raised more than \$90 million and enabled many more students to enroll and succeed at Tufts. [The Class of 2020 and 2021 are among the most diverse entering classes. The increase in diversity is due largely to increased financial aid.](#)

Implement emerging diversity and inclusion recommendations

Since approval of T10 and the release of the Diversity Council Report in 2013, the university created the position of Chief Diversity Officer and Associate Provost; launched a new diversity and inclusion website; and has taken numerous steps at school and university levels to diversify our community and enhance equity and inclusion. For more, see <https://www.tufts.edu/strategic-themes/diversity-and-inclusion>.

Strengthen and coordinate global programs

The university realigned resources in the Provost's Office and in other central administrative offices to support existing global activities and identify synergistic opportunities across Tufts. In addition, the position of Senior International Officer and Associate Provost was created.

T 10- Theme 4: Creating Innovative Approaches to Local and Global Challenges

Bridge Professorships

[Bridge Professors have been recruited and appointed across schools to strengthen interdisciplinary initiatives.](#) To date two bridge professorships have been created in the areas of Cognitive Science and Cybersecurity. Jan de Ruiter was hired with an appointment between Psychology and Computer Science, and an emphasis on Cognitive Science. Susan Landau was hired as a bridge professor in Cyber Security, Department of Computer Science and the Fletcher School of Law and Diplomacy. An additional bridge professor search is underway in tertiary STEM education. With the help of a generous grant from the Mellon Foundation, the School of Arts and Sciences has also been able to hire four Mellon Bridge Professors. These are junior positions designed to create connections between departments and interdisciplinary programs in the humanities and related social science fields. We instituted this program with the confidence that younger scholars are on the cutting edge of work that crosses traditional disciplinary boundaries and that such work is the future of humanistic research and teaching.

Identify and pursue emerging research areas, including computational approaches

The Data Intensive Study Center (DISC) was created to engage faculty and students across Tufts and to exploit opportunities in data science to better support research and educational goals. A national search is currently underway to fill the director position.

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School strategic plans

All schools have completed or revised school specific strategic plans within the framework of T10. To read school plans, see <http://provost.tufts.edu/strategic-planning/school-level-strategic-plans>.

Research strategic plan

In collaboration with the research leadership of the schools, the Vice Provost for Research initiated a Research Strategic Planning Process. This planning effort is evaluating the current research-funding climate, the individual and collaborative research opportunities of the faculty, the gaps in research infrastructure and resources, opportunities for better engaging students in research, and the needs of society. The effort will result in a university Strategic Research Plan that prepares Tufts to increase the engagement in and impact of our discovery and dissemination of knowledge.

Evaluation

Institutional Research and Evaluation

The Office of Institutional Research and Evaluation (OIRE) serves as a resource for the Tufts University Community and is involved in university assessment and evaluation efforts. OIRE is actively involved in monitoring the success of the university's strategic plan. For example, OIRE develops and manages the Trustees' Academic Affairs Committee Dashboard and the President's Dashboard, which contain metrics that allow senior leaders with to evaluate progress toward achieving university goals. Currently, OIRE is developing a series of Dean's Dashboards that will be used by the Provost to facilitate discussions with the deans regarding strategic initiatives and management issues. OIRE also responds to requests from departments, programs, and the professional schools to provide outcomes assessments. OIRE designs and administers survey instruments, collects relevant data, analyzes results, and generates reports for primary stakeholders. These efforts provide a system of continual assessment of academic and administrative effectiveness. To understand more about students' opinions, attitudes, choices, and preferences, OIRE annually administers surveys to matriculating and non-matriculating accepted applicants. Survey results have prompted changes in admissions practices and efforts to attract and enroll the most academically talented students. In one instance, comments regarding campus tours led the undergraduate admissions office to adjust its tour route to be more helpful to prospective students. Moreover, exit surveys are administered annually to students upon graduation and these data are used by service centers, facilities, deans, and department and program chairs to inform decisions or make improvements in their areas. OIRE analyses and reports also provide satisfaction data in key areas such as student services, learning outcomes, and courses.

OIRE evaluates its work through direct customer feedback and reflection on the efficacy of prior projects. OIRE takes an active role in assessment, and its staff participates in school-based outcomes assessment committees (OACs). Schools and programs with professional accreditation have developed systems for continued assessment and improvement of academic programs, faculty, and student services.

Department and Program Reviews

Academic departments or programs are routinely conducted in each of the schools. Following is a brief description of the review process at three of our schools. Since AY06-07, A&S has conducted external reviews of departments. Based on an internal assessment of need and priority, four departments are chosen annually for review. The academic deans coordinate the reviews that begin with a self-study based on perceived strengths in scholarship and teaching, opportunities for growth, and priorities for future hires. The reviews provide valuable perspective about strengths, weaknesses, and opportunities as well as a road map for future curriculum development, research, and potential hires. Interdisciplinary programs and curricular areas are part of the review process. At the end of AY 16-17, all academic departments had gone through at least one external program review.

Sackler conducts reviews of all doctoral programs every five years. The Committee on Programs and Faculty conducts reviews and makes recommendations to Sackler's Executive Council. Each program is required to prepare detailed information about strengths and weaknesses, immediate and long-term plans and goals, and implemented recommendations from the previous review.

Each TCSVM program is reviewed annually. Every five years, alumni are surveyed. Changes in the PhD program have been made in response to assessments from students and faculty. The graduate programs have begun to focus on writing detailed learning objectives. After review by faculty and students, the metrics developed will be included in the annual review forms and Graduate Student Handbook.

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Academic and administrative departments write annual reports describing the prior year's achievements and gauging progress on local and institutional priorities. Some schools use these as communication vehicles with alumni, faculty and staff. Academic and administrative unit reports are collected by the president's office.

Risk Register

A "risk register" to assess, evaluate, and mitigate risks across all campuses is reviewed monthly by the Risk and Compliance committee. This committee is comprised of senior administrators and chaired by the Executive Vice President. Based upon previous work done by the Administrative Council, risks were identified and they are monitored and updated continuously. In AY2015-16, compliance reporting became part of the committee's charge. The risk register is used to engage university and school leadership in developing plans to monitor and mitigate identified risks under their responsibility. The results are presented to the Trustee Audit, Risk and Compliance Committee. The changes in the risk register are also regularly reported to the full Board of Trustees in the President's report, three times per year.

Appraisal

Tufts benefits from strong planning and evaluation processes. School plans coalesce around similar themes such as recent faculty efforts to reach across disciplines to plan collaborations for research and education. Since the submission of its 2013 Self-Study, Tufts has implemented TEAM, developed an innovative [Plan for Administrative Excellence](#), and acquired the School of the Museum of Fine Arts. These efforts evoke Tufts' localized governance model with a central administration that provides oversight and centralized services. Plans are tied to the budget process to ensure funds are appropriate to realize goals and support missions.

In the area of evaluation, OIRE generates multiple survey instruments that enable the units to gauge the effectiveness of their efforts. Schools with separate accreditation processes employ extensive processes for assessing learning outcomes. It is standard practice in the professional schools for their course directors to review course evaluations and to use this feedback to improve faculty teaching and revise the curriculum.

Standard Three: Organization and Governance

Governing Board

Tufts University is governed in accordance with its trustees' [bylaws](#) and with the bylaws of its faculties. Those bylaws are regularly reviewed and revised to ensure effective communication and shared governance.⁴ The board partners effectively with the president and other members of the administration to fulfill its duties as described in the bylaws, including overseeing the financial condition of the university and reviewing and approving all major institutional initiatives and changes.

The board, which governs all campuses and schools of Tufts University, consists of at least 28 and not more than 41 members; historically, it has been constituted at or near the maximum level of membership. The standing committees of the board are: Academic Affairs; Administration and Finance; Audit, Risk and Compliance; Compensation; Honorary Degree; Trusteeship; and University Advancement. The full board meets at least three times a year – in November, February and May – and the Executive Committee meets five times. Other committees often meet together off cycle or as subcommittees or working groups to discuss specific issues of interest to those committees.

The board members come from a variety of industries, non-profits, academic institutions and other backgrounds that enable them to provide the broadest possible advice and make decisions in the best interest of the university. The Committee on Trusteeship annually reviews the board's composition to ensure that it reflects the backgrounds and expertise needed to govern Tufts, including representation of the public interest and diversity. New members are mentored to ensure that they understand, accept, and fulfill responsibilities as fiduciaries. All members complete a conflict of interest statement annually, and potential conflicts are reported to the Audit, Risk and Compliance

⁴ In February of 2014, revisions were approved to the bylaws of both the Medical School and the Fletcher School; in May of 2014 changes to the School of Engineering bylaws and further changes to the Medical School bylaws were approved; the Cummings School bylaws were amended in February 2017; and revisions to the Dental School bylaws were approved in November 2017.

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Committee and an external auditing firm. No trustee (except the president) receives financial remuneration for service.

The Board of Trustees supervises the [Boards of Advisors](#), 10 boards that provide advice and advancement support for the schools as well as for International affairs and Athletics). The Executive Committee of the Board of Trustees approves or is notified of membership changes to the Boards of Advisors and receives reports of their meetings.

Internal Governance

The board delegates to the president both the operations and the setting of educational policy of the university, as described in the bylaws, but reviews the president regularly before renewing his or her contract. The president's responsibilities by bylaw include supervising the academic performance of faculty, staff and students; managing revenues and expenditures; and managing the budget of the university. His senior staff consists of the provost and senior vice president, the chief academic officer of the university to whom the school deans report; the executive vice president, who oversees the financial and operational aspects of the institution; the senior vice president for university relations and general counsel, who takes responsibility for both public relations and managing the universities legal risks; the senior vice president for university advancement, who leads fund raising efforts; the vice provost for research, the vice president for communications and marketing, the chief financial officer, and the chief of staff.

A set of well-developed structures exists to ensure the effectiveness of administration, effectiveness that includes the communication of priorities and the collaborative development of policies in shared areas of interest across the university. Three such structures play particularly important roles. The Provost's Council consists of the provost, vice provosts, the executive vice president and the school deans and serves both to communicate academic priorities to schools and to gather advice and foster collaboration across the schools. The Academic Council consists of the membership of the Provost's Council plus members of the president's and provost's senior teams, and the president of the Faculty Senate. It is chaired by the president. The body meets at least three times a semester, and has the charge of approving significant policies that affect the university as a whole. The Administrative Council is chaired by the executive vice president and consists of her senior team, the provost, the executive associate/administrative deans of the schools and other key administrators. It meets monthly and is charged with approving university-wide policies and practices in areas of administration. The Administrative and Academic Councils meet jointly on a regular basis to consider policy questions that lie equally in the areas of academics and administration.

Continuing education, distance learning, summer school, executive education and other non-traditional forms of instruction have historically been handled at the school-level, without any central coordination beyond the approval of new programs. Over the past year, however, an initiative led by the vice provost and the director of business development has begun to analyze our offerings in this area and prioritize and coordinate these efforts, beginning with the summer school and distance education. The new structure will be able to provide centralized marketing support and support for the development of distance learning opportunities.

Every school at Tufts includes well-developed structures for shared governance, as described in the bylaws of the school faculties. The bylaws of the schools all give faculty broad authority over admitting and supervising students, establishing curricula, approving courses and recommending students for degrees. The faculty also has a voice in setting policy that directly affects the educational mission of the school or university. In addition, after a two-year planning period, the university-wide Faculty Senate met for the first time in April of 2017. The purpose of the Senate is to ensure that faculty be able to give advice on any university-wide policy, initiative or issue that the administration is weighing and that the faculty in turn be able to bring its own concerns to the administration. The president of the Senate meets regularly with the Provost and is a member of the Academic Council. Senate bylaws may be found [here](#).

Students participate actively in governance not only in bodies dedicated to student life but also in faculty and administrative committees, working groups, search committees and task forces where appropriate. For instance, the schools include students in committees that consider curriculum, student discipline and athletics. Students have participated in searches for the president, provost and school deans. Students are welcome to attend most faculty meetings, including meetings of the Faculty Senate.

Because the School of Arts and Sciences and the School of Engineering share important sets of services (e.g. student services, admissions, bursar, registrar) and conduct the business of undergraduate education through a

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joined faculty body, the effectiveness of this structure is continuously monitored. The provost meets regularly with the deans of the two schools together to ensure that the structure is functioning smoothly, and the two deans meet by themselves to communicate about any issues or opportunities that affect both schools. The Executive Committee of the Faculty of Arts, Sciences and Engineering provides faculty leadership in the common work of the schools, and that committee meets regularly with the president, provost and two deans.

Standard Four: The Academic Program

Tufts remains committed to offering the highest quality academic and professional programming across all its schools and other units through continuous review and innovation. This section details our efforts to maintain our academic excellence, as well as, improve and vary our programming.

Academic Programs in the Schools

Undergraduate School of Arts and Sciences (A&S)

In AY 2014-15, A&S completed a strategic plan (<http://as.tufts.edu/documents/strategicPlan.pdf>), with one of the major themes focusing on academics, curriculum, and pedagogy. Subsequent initiatives have included a comprehensive examination of the undergraduate foundation and distribution requirements and the associated learning objectives, adjustments to the Quantitative Reasoning and World Civilization requirements, and curricular changes to enhance instruction in writing. A major enhancement to undergraduate education at Tufts was the establishment of the 1+4 Bridge Service Learning Program, an opportunity for students to devote one year to full-time service and service learning in the U.S. or abroad prior to commencing their undergraduate studies. Arts & Sciences collaborates with Tisch College on the 1 + 4 curriculum. In 2016, Tufts University acquired the School of the Museum of Fine Art (SMFA), which expanded opportunities for multidisciplinary studies in studio arts. Undergraduate BFA and BFA/BA are now offered. Details of the degree program may be found at <http://www.smfa.edu/undergraduate>. Additional changes within A&S include the establishment of The Consortium of Studies in Race, Colonialism, and Diaspora (RCD) as the academic home for Africana, American, Asian American, Colonialism and Latino Studies, each of which offers majors or minors. Community Health was granted departmental status and has already attracted many majors. Along with the many flourishing cross-departmental and cross-school collaborations, there were several new interdisciplinary majors and minors introduced. These include the Film and Media Studies major and minor, a Science, Technology, and Society major, and the Food Systems and Nutrition minor based in Environmental Studies.

Graduate School of Arts and Sciences (GSAS)

GSAS has expanded its degree programs and has made significant improvements in professional development offerings for graduate students. The acquisition of the SMFA has led to a new degree, the Master of Arts in Teaching (MAT) Art Education, a joint program between the SMFA and the Tufts Department of Education. A new doctoral program in Economics and Public Policy was implemented jointly between the Tufts Economics Department and the Fletcher School. A&S has also established a course exchange agreement with The Friedman School to facilitate sharing of instruction resources between the two schools. Over the last several years, GSAS has enhanced its professional development by offering 18 new workshops. The Graduate Research Excellence at Tufts (GREAT) program was established in 2014 for graduate students in the sciences to introduce tools to help them reach their full potential as researchers. The Tufts Graduate Winternship is a new collaboration between GSAS, the Experimental College, and the Office of Alumni Relations designed to help GSAS students explore career paths by connecting them with Boston-area Tufts alumni who offer informal mentoring and shadowing opportunities.

School of Engineering (SOE)

In addition to its longstanding MS degrees with theses, the SOE now offers students the option to choose one-year non-thesis MS degrees. The SOE's Gordon Institute also offers a new MS in Innovation and Management, and has added a new Saturday cohort to its MS in Engineering Management that increased enrollment by 44%. The SOE Curriculum Task Force recently reviewed delivery of engineering classes utilizing non-traditional models, such as flipped classrooms, with the goals of creating flexibility in courses of study. The SOE recently began to offer an online engineering education certificate program to help primary school teachers respond to changes in science education standards.

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The Fletcher School of Law and Diplomacy (Fletcher)

Fletcher recently launched its doctoral program in Economics and Public Policy implemented jointly with the Arts and Sciences Economics Department. Fletcher also began to enroll students in a new dual-degree program with the University of St. Gallen in Switzerland that will allow students to earn both a master of laws degree in international law (LL.M) from Fletcher and a master's degree in international law (MIL) from St. Gallen. Fletcher completed a strategic plan in 2014 that demonstrates its continued commitment to interdisciplinary research and teaching (<http://sites.tufts.edu/fletcherstrategicplan/>).

The Friedman School of Nutrition Science and Policy (Friedman)

Friedman has updated the requirements and content of its academic programs to reflect current trends in nutrition science, and has strived to establish interdisciplinary approaches between its programs. The blended learning Masters of Nutrition Science and Policy relocated its residency, which was formerly based in Ras Al Khaimah, UAE, to Boston; this has resulted in a marked improvement in the quality of students enrolling in the program. Friedman completed a strategic plan in 2016, and the strategic goals and objectives are currently integrated into the curriculum (<http://nutrition.tufts.edu/strategicplan/>).

Sackler School of Graduate Biomedical Sciences (Sackler)

The academic programs in Biochemistry, Cellular & Molecular Physiology, and Cell, Molecular & Developmental Biology have merged into a single Cell, Molecular & Developmental Biology Program with the first class of the merged programs being admitted in 2015. Sackler initiated a new MS in Pharmacology & Drug Development with the first class being admitted in September of 2013, and the PhD program in Pharmacology & Experimental Therapeutics was closed for admissions in 2016. Sackler program curricula are continually updated. For example, new courses to strengthen the ability to deal with large data sets and statistics important in biomedical research have been added.

Tufts School of Dental Medicine (TUSDM)

In winter, 2017 TUSDM implemented a curricular update designed to integrate basic sciences courses with other pre-clinical courses. Other ongoing curriculum revisions include enhancing programs in interprofessional education, increasing technology in teaching, improving classroom design and use, and enhancements to clinical requirements such as using ePortfolios. Additionally, TUSDM has implemented faculty development programs to enhance and update the faculty teaching methods.

Tufts University School of Medicine (TUSM)

The LCME accreditation in 2014 was very successful, finding TUSM in compliance with 133 of 134 accreditation standards. In response to an interim report submitted in 2015, LCME found TUSM to be in compliance with all accreditation standards. TUSM is developing a new MD curriculum to be rolled out in August 2019. Responding to societal needs, the new curriculum places increased emphasis on the integration of basic science, clinical medicine, and health care delivery science. Although evaluation metrics indicated that the new curriculum started in AY 09-10 was successful, in light of the changing nature of the practice of medicine and the health care delivery landscape, compelling reasons existed for another curriculum revision. The clinical teaching program has also been strengthened by addition of clinical teaching affiliates from 12 in the last report to 22. Since the last report, TUSM's Public Health and Professional Degree Programs launched two new degree programs, the Doctor of Public Health (DrPH) and the Physician Assistant (PA) program. The Doctor of Public Health degree enrolled its first students in 2014 and anticipates graduating its first students in summer 2017. The Physician Assistant program enrolled its first students in January 2012 and received full accreditation in by the Accreditation Review Commission on Education for the Physician Assistant.

Cummings School of Veterinary Medicine (Cummings)

As part of its recent strategic plan (<https://vet.tufts.edu/strategic-plan/>), Cummings established goals directly relevant to its educational programs. Cummings' goals are to adapt our curricula to include new technologies and scientific evidence, foster pedagogical advances, and acknowledge differences in the way people learn; and enhance student competencies across the four-year professional program in non-technical skills such as communications, financial literacy, business management, emotional intelligence, and resilience. Additionally, Cummings' novel One Health initiatives foster interdisciplinary, inter-professional and translational partnerships across the university.

Assuring Academic Quality

As an institution with a global focus, Tufts welcomes many international students. Because the language of instruction for all Tufts programs is English, each school's admissions process requires evidence of proficiency in English. In recent years, several Tufts schools have added or expanded resources to help international students more quickly adjust to American academic conventions and gain greater fluency in written and spoken English: the Schools of Engineering and Arts and Sciences offer non-credit mini-courses in English language communication skills for graduate students; the Medford Campus Academic Resource Center provides free tutoring and has added a full-time professional in English language support for students at the undergraduate or graduate level; Public Health and Professional Degree Programs in the School of Medicine in 2016 began to offer workshops in written and oral communication for international students in its own programs as well as for international students at the Friedman School of Nutrition; and students in the health science programs on the Boston Campus may consult with tutors in the Health Science Library for assistance with writing. The Bridge to Liberal Arts Success (BLAST) program was developed to support, develop, and retain well-qualified matriculating students who may not have had the same socioeconomic or educational opportunities as their Tufts classmates. The program began in 2012 and graduated 21 out of 22 of its first cohort in 2016, and is on track to graduate 23 out of 23 in its second cohort in 2017. Tufts' Center for STEM Diversity (CSD), established in 2008, continues to offer innovative programs designed to recruit and retain underrepresented undergraduate and graduate students in STEM fields. The success of the CSD can be illustrated by the graduation of four Bridge to Engineering Success at Tufts (BEST) cohorts since 2014, and the expansion of the STEM Ambassadors program. Through the CSD, Tufts is now a member of the NSF-funded Louis Stokes Alliance for Minority Participation (LSAMP) program.

Integrity in the Award of Academic Credit

In fall 2018, several schools within Tufts will switch to the semester-hour system, including all the undergraduate programs, Fletcher, Friedman, Sackler, and the School of Medicine's Public Health and Professional Degree programs. Students matriculating in 2018 will need at least 120 semester hours for the bachelor degree and 30 semester hours for the master's degree. To prepare for this credit conversion, the registrars and deans of each school have implemented plans to shift students to the new credit system in a way that does not disrupt, change, or extend their degree program. In 2015-2016, the Educational Policy Committee for the Schools of Arts and Sciences and Engineering drafted and approved Guidelines for Assigning Credit to Courses, which were subsequently adopted by the faculty. These guidelines established clear criteria for the assigning of academic credit based on the federal definition of the credit hour, taking into account instructional contact hours and expected homework. In 2016-2017, these Guidelines for Assigning Credit to Courses were implemented by the Curricula Committees for the schools of Arts and Sciences, Engineering and other schools as they conducted a comprehensive review of the entire course catalogue to re-assign academic credit to each course to take effect September 2018.

Standard Five: Students

Admissions

In 2015 the Office of Undergraduate Admissions, as well as most graduate and professional schools at Tufts (Graduate School of Arts and Sciences, School of Engineering, The Fletcher School of Law and Diplomacy, Friedman School of Nutrition Science and Policy, Cummings School of Veterinary Medicine, Sackler School of Graduate Biomedical Sciences, and the School of Medicine Public Health and Professional Degree Programs) implemented Slate, a comprehensive customer relationship management (CRM) and online application and reading system. The Slate system has made the entire admissions process much more efficient and effective, allowing for increased outreach, extensive tracking, robust reporting, and a reduction of processing time and supplies.

Tufts University continues to meet each admissions standard by:

- Maintaining comprehensive websites outlining admissions policies and procedures. Additionally, schools increasingly use communications campaigns (via Slate) and social media to engage with prospective students.

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- Clearly articulating a Non-Discrimination Statement and related policies for current and prospective students at <http://oeo.tufts.edu/policies-procedures/non-discrimination-policy/> and on various school admissions pages.
- Upholding a strong commitment to enroll a diverse and inclusive student body.
- Attracting well-qualified candidates and enrolling high-achieving students as evidenced by strong application numbers and high retention and graduation rates.

Admissions requirements, acceptance rates and enrollments vary by program. In most cases, applications and enrollments have remained at consistent levels or have increased. The volume of undergraduate applications continues to increase. The Class of 2021 set a new university record with 21,101 applications to the School of Arts and Sciences and the School of Engineering. The acceptance rate was 14.8 percent, the second lowest in the university's history. Applications to the graduate and professional schools have experienced slight variations in recent years. Applications to the graduate and professional schools may have been impacted by the current domestic and international climate, the proliferation of graduate degree programs, and rising costs coupled with concerns about educational debt.

While the selection process varies by school, each school has a distinct process involving admissions professionals, faculty and/or students for the review and selection of candidates. First-to-second year retention rates and graduation rates at 150 percent of time continue to be high, over 90 percent for most schools. Students are advised about graduation requirements online and via handbooks, orientation programs, and one-on-one counselling.

Despite the increase of institutional aid offered, the average amount of debt has increased for undergraduate, graduate and professional students. Regardless, the three-year cohort default rate has been below 2.5 percent in the last three years. Financial aid budgets continue to be the primary obstacle in meeting institutional aspirations related to diversity and inclusion, and financial aid remains a priority for university advancement efforts.

As a result of our acquisition of the School of the Museum of Fine Arts (SMFA) in July 2016, the admissions process for the BFA, the five-year combined BFA and BA/BS, and the MFA offered jointly by Tufts and the SMFA now falls under the auspices of the Tufts Office of Undergraduate Admissions. The SMFA maintains a visitor's center on the Boston campus to provide information, portfolio reviews, and tours for prospective students. Additionally, there is an SMFA-specific website covering academics, student life, and the admissions process. The SMFA website is seamlessly linked to the main Tufts and Undergraduate Admissions web pages. Candidates applying to SMFA degree programs do so through the centralized online application for admission to undergraduate and graduate programs at Tufts. There is a separate SMFA admissions committee with staff from both campuses. The initial review of SMFA candidates is done by the Medford Office of Undergraduate Admissions. The second read, including a portfolio review, is completed by admissions personal on the Boston SMFA campus.

Student Services and Co-Curricular Experiences

In the schools of Arts, Sciences and Engineering, the newly expanded Division of Student Life (DOSL), under the general direction of the Dean of Student Affairs, works to provide services and transformative co-curricular opportunities to all Tufts students in the Schools of Arts and Sciences and Engineering, including the School of the Museum of Fine Arts. Within the DOSL, the Office for Student Success and Advising (OSSA) coordinates and manages advising resources among Pre-Major/Major Advisors, Student Success Advisors, and the Associate Deans of Academic Advising. OSSA also provides information to all incoming students about resources and programming in coordination with the Orientation team at Tufts, placing particular emphasis on underrepresented populations through targeted programming and outreach. The Group of Six, for instance, are identity-based centers charged with providing support for diverse student populations through educational programming and one-on-one meetings. The Student Affairs Office also works with Health and Wellness to provide supports to students in crisis, and it coordinates resources and training for students through Health Promotion and Prevention (alcohol and other drugs), as well as the Center for Awareness, Resources, and Education (CARE) and the Office of Equal Opportunity (OEO) (sexual misconduct prevention and bystander intervention). Student Accessibility Services works with all departments at Tufts—academic and co-curricular—to ensure that services to individual students are provided with appropriate accommodations. Finally, dedicated to an educational approach to managing conduct affairs, the division works with students to manage violations of the Student Code of Conduct and Academic Integrity Policy, under the guidance of the Director of Community Standards.

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Student Life and Student Services at Tufts work to identify the needs of students with a variety of self-assessments, peer-comparisons, surveys, open forums, and feedback sessions. For example, first-year students take the “First-Year, First Week” survey regarding their use of alcohol and other drugs, which allows the division of Student Affairs—especially Health Promotion and Prevention—to identify effective strategies that serve current students’ needs. The University also recently used data collected through a survey about on-campus housing to set divisional priorities in that area, and has circulated short surveys to students who attend programming through its Pluralism Initiatives. The Dean of Student Affairs Office and other departments also work closely with student groups throughout the year, including Student Government, to solicit feedback on existing policies and processes and to consider enhancements. Students sit on a variety of committees and task forces to ensure that the work of those groups is informed by their perspectives. A recent example is the [Student Life Review Committee](#), which undertook a comprehensive assessment of undergraduate student life.

The mission and philosophy of the Division of Student Life are contained in its policies, especially the Student Handbook and Code of Conduct. Those policies are reviewed annually and are disseminated to students at the beginning of each semester. Reminders about community standards are also circulated periodically; for instance, the Academic Integrity Policy is highlighted during the Reading Period before final exams.

Student Life at Tufts provides a robust set of academic and co-curricular services to students through the Dean of Student Affairs Office, Residential Life, Campus Life, the division of Health and Wellness, and other departments. Physical and mental health services are located on the Medford campus, with additional services made available to students at the SMFA campus in Boston both on site and in the immediate area. Residential Life and Learning works closely with Student Accessibility Services at Tufts to provide living accommodations for students, as appropriate. The Dean of Student Affairs Office partners with Community Relations to provide students with resources, supports, and information about living off campus and has recently begun target campaigns for students living in particular areas of concern off campus. Student Affairs also works closely with Academic Advising and the Office for Student Success and Advising in order to coordinate academic and co-curricular supports and resources for various student populations, including first generation students.

Tufts provides students with Pre-Major and Major Advisors, Student Success Advisors, and an assigned Associate Dean of Academic Advising. These three sets of advisors work together to provide academic guidance for students, and students are required to meet with their Pre-Major/Major Advisor at least once a semester, before registration for the coming semester. A range of targeted academic success programs are also available at Tufts, including bridge programs like BEST and BLAST, as well as Questbridge. Independent of academic advising resources, Tufts also provides students with a robust set of tutoring, writing, and time-management resources through the Academic Resource Center, and provides career resources through the Career Center.

Prior to their arrival to campus, incoming students receive weekly messages from Student Life that outline various departments, resources, and supports. Students participate in online trainings for alcohol, sexual misconduct prevention and consent, and academic integrity over the summer and during the beginning of the academic year, and they receive in-person trainings on all these subjects during Orientation. Returning students are also frequently reminded of services, programming, and resources through a weekly publication to undergraduate students, the Jumbo Digest.

Tufts works to provide all students with access to co-curricular services and opportunities. The Office for Student Success and Advising puts special focus on connecting underrepresented students with resources and supports, including financial resources like the University’s meal program, Swipe It Forward, and access to funding for Unexpected Hardship, among other programs. The Dean of Student Affairs Office works closely with the Group of Six to provide identity-based programming, resources, and support for all Tufts students, and leads a Pluralism Initiative to provide incidental funding and support, as well as to promote intergroup dialogue. The Dean of Student Affairs Office ensures that all students are aware of the mechanisms for reporting incident of bias, intolerance, and/or hate, which include anonymous options online and in-person reporting to members of Residential Life staff, the Dean of Student Affairs Office, and the Office of Equal Opportunity.

Financial Aid at Tufts operates on a need-based model, and offers individualized services to students and families that are detailed on the Financial Aid section of <http://students.tufts.edu>. They provide meticulous, clear criteria of awards for new and returning students. All Tufts financial aid awards include the total costs of attendance, including both direct and indirect costs. Tufts provides a very large range of co-curricular activities, groups, and programming, including student governance. There are currently over 300 registered student organizations, ranging from arts-based groups to cultural and political organizations to Club Sports. These organizations have opportunities to

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reserve space and to request funding. All student organizations are supported administratively through the Office for Campus Life. The Group of Six also works with a number of additional groups, and the Office of Fraternity and Sorority Life works closely with student leaders in the Greek Life system. Student government at Tufts is autonomous but works in close cooperation with both Campus Life and the Dean of Student Affairs Office, who meet monthly with the executive board of the Tufts Community Union. The Director of Community Standards also works closely with the student Judiciary on a variety of policy initiative and programs.

Tufts provides opportunities to participate in both varsity and Club Sports. The Dean of Student Affairs Office works closely with coaches and the Director of Athletics to provide programming and training to teams and individual students that promote community standards and respond to incidents of concern. Varsity athletes are also required by University policy to be in "good standing," meaning they must be meeting minimum academic criteria and must not have committed any serious violations of community standards, including alcohol policy violations. Coaches work with the Associate Deans of Academic Advising if students are having academic issues that jeopardize their ability to participate in athletics.

The Student Handbook, Code of Conduct, and Academic Integrity Policy are available on the Student Life website in accessible formats and are disseminated via a reminder to students at the beginning of each semester. Certain policies are highlighted at different times of the year as well, and in response to public or widespread conduct issues. The Alcohol and Other Drugs Policy and Neighborhood Disturbance Policy are regularly promoted to students in advance of Halloween, for example. The Student Judicial Process is also pushed to students at the beginning of each semester, and an anonymized list and synthesis of Code of Conduct violations is published at the end of each semester, as well at the end of each academic year. The Director of Community Standards ensures the fair and equitable adjudication of all violations of University policy, except violations of the Sexual Misconduct Policy, which are adjudicated separately through Tufts' Office of Equal Opportunity.

The University provides information about students' academic records on the Registrar's website, and includes clear information about FERPA. The University's own iteration of FERPA is also available in the Student Handbook. The guidelines for the retention of disciplinary records are published as part of the Student Judicial Process and are included in the definition of each sanction.

Institutional effectiveness is measured by the evaluation of individual employees in annual performance reviews, and is also performed by the review of departments via their managers, who report their findings, in turn, to the Dean of Student Affairs. Individual and departmental goals are set during these annual meetings with supervisors.

While the developmental needs of undergraduates and the concerns of a residential campus are distinctive, all of Tufts' graduate and professional schools are likewise fully committed to supporting students' personal development and community experience in a holistic educational context, supported by professional staff. Additionally, university-wide initiatives on cross-cutting issues such as diversity and inclusion, sexual misconduct prevention, and student mental health regularly engage student affairs professionals and stakeholders from all Tufts' schools and campuses.

Standard Six: Teaching, Learning, and Scholarship

There have been two major changes in this area since our last report to NEASC. First, in July 2016, Tufts acquired the School of the Museum of Fine Arts. This acquisition has led to changes in some of the information reported in 2013. Second, A&S signed a Collective Bargaining Agreement (CBA) for part-time (non-tenure track) lecturers in January 2015 and for full-time (non-tenure track) lecturers in July 2016.

Updates to Role and Status of Faculty

Faculty Appointments

Professor of the Practice

- Friedman now has two Professors of the Practice, both with 5-year renewable terms.
- In AS&E, Professors of the Practice are no longer limited to five or eight years. Contracts are renewable as long as faculty can continue to show engagement with their discipline.
- At the SMFA, a majority of the faculty appointments are those of Professor of the Practice. In 2016-2017, there were 24 full-time Professors of the Practice.

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Other non-tenure track appointments

- Friedman now makes non-tenure track faculty appointments as research professors at all ranks. Friedman now also has visiting, adjunct and clinical appointments at professorial ranks.
- In 2016, the School of Medicine approved a new Basic Science Educator Track, a non-tenured track for full-time basic science faculty members whose primary responsibility is education. In November 2017, a new Department of Medical Education was created to serve as the academic home for these master educators. Secondary appointments in the new department are available to faculty members whose principle work consists of research and/or clinical activities.
- AS&E also has the title of non-tenure track senior lecturer.

Tenure and Promotion Process

- Tenure probationary period at Fletcher is now 7 years instead of 10.
- In AS&E, the tenure review for tenure-track faculty members is automatically deferred for one year when a faculty member is granted parental leave, a family illness leave of twelve weeks or longer, or a medical leave of twelve weeks or longer. Faculty members receive up to two automatic tenure deferrals for parental leaves and two automatic deferrals for family illness and medical leaves, and may request additional deferrals, to be granted at the discretion of the dean. A faculty member may opt out of this deferral, or may simply decide later to come up early for tenure review. Tenure-track faculty in AS&E also get teaching relief in the subsequent fall or spring semesters when they have a non-academic leave (parental, family illness, or medical) of 12 weeks or more that falls in the summer months.
- The membership of the AS&E Tenure and Promotion Committee has been increased from 6 to 8 in order to increase the range of expertise on the committee.

Faculty Contracts and Performance Evaluations

- In A&S, all faculty contracts and performance evaluations for part-time and full-time (non-tenure track) lecturers are now governed by the CBAs. Details for the part-time CBA can be found here: <http://as.tufts.edu/documents/CBApartTimeLecturers.pdf>. Details for the full-time CBA can be found here: <http://as.tufts.edu/documents/CBAfullTimeLecturers.pdf>.

Number of Faculty

The table below shows the changes in the number of faculty from 2012-2013, reported in the NEASC Team Report, to 2016-2017.

	2012-2013	Full-time 2016-2017	% change	2012-2013	Part-time 2016-2017	% change
A&S	394	418	6.1	224	197	-12.1
Engineering	86	102	18.6	53	78	47.2
Fletcher	33	40	21.2	26	18	-30.8
Friedman	14	24	71.4	6	10	66.7
Dental	130	143	10.0	103	108	4.9
Medicine	130	138	6.2	42	55	31.0
Cummings	85	100	17.7	10	14	40.0
SMFA	N/A	35	N/A	N/A	62	N/A

With the addition of the SMFA faculty, the undergraduate student-faculty ratio is currently eight to one.

Diversity

- In 2015, a university wide initiative was launched to insure that search committees receive specific training on implicit bias and other issues to increase the diversity of the applicant pool and to improve the recruitment process.

Teaching, Advising, Scholarship, and Research

Sabbatical

- Fletcher now is aligned with AS&E and provides a semester sabbatical at full salary every seven years.

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- A&S now automatically counts sabbatical eligibility starting with date of hire and not with date of last sabbatical taken.

Junior Leave

- Fletcher also now gives one semester of paid leave for tenure-track faculty in the 3rd or 4th year of their probationary period.

Balancing Research, Teaching, and Advising

- Teaching load at Fletcher is now three (down from 3.5).
- School of A&S has developed department specific workload guidelines which will allow faculty, starting in 2017-2018, more flexibility to account for their courseload and will acknowledge their dedication to the pedagogical aspects of their research such as the running of research groups and laboratories.

Role of Graduate Students in Teaching:

- The First-Year Writing program in A&S provides opportunities for English PhD students to acquire teaching experience. In addition, graduate students across Tufts have teaching opportunities at the Ex-College as well as co-teaching through the Graduate Institute for Teaching (GIFT), managed through the Graduate School of Arts & Sciences.

Support for Scholarship, Research, Creative Activity, and Pedagogy

- Through the part-time and full-time CBAs in A&S there is now specific support for non-tenure track faculty's professional development. Details can be found in the CBA links above.
- GIFT is a two-phase program designed to prepare Tufts doctoral students for an academic career in teaching at the university level. During Phase I, teaching fellows attend a series of summer workshops on teaching pedagogy. Phase II takes place during the fall or spring semesters when teaching fellows co-teach a course with a Tufts faculty member who serves as the GIFT fellow's mentor.
- The Training in Education and Critical Research Skills (TEACRS) Program at Tufts Sackler School of Graduate Biomedical Science provides postdoctoral trainees with the career skills in teaching so that they can learn to balance the demands inherent in a career as an academic scientist. These skills are developed through courses on pedagogy and teaching experience mentored by experienced faculty at Tufts.
- The Center for the Enhancement of Learning and Teaching (CELT) supports all aspects of teaching faculty across the university.
- The Office of the Vice Provost for Research (OVPR) supports university faculty in identifying and acquiring grants. Corporate and Foundation Relations work with faculty on private sources of funding to support research and teaching.

Standard Seven: Institutional Resources

Human Resources

In cooperation with unit and university leadership, Human Resources assists with workforce planning to ensure that human capital resources are evaluated and appropriately aligned for the work and compliance requirements of the various units. Additionally, Human Resources staff assist with human capital planning connected with the annual budget, merit and strategic planning process in order to help units justify budget requests, manage staffing and help develop plans to train, advance and retain staff.

The [Employee Handbook](#) is freely available online. The university has a standing Employee Handbook Committee that makes edits to the handbook, not only to reflect changes in laws or regulations, but also to stay current with best practices in order to attract and retain talent. The Employee Handbook outlines a procedure for the redress of employee issues and concerns.

Employees are provided with a detailed employment confirmation letter which outlines their employment status, and conditions and privileges of the employment relationship. Additional terms of employment are contained in the Employee Handbook or collective bargaining agreement as appropriate. The university has implemented

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compensation management software and currently has about 75% of the staff workforce mapped to various salary surveys. On average, 99 percent of benchmarked staff positions are compensated at the market rate—in line with the university's compensation philosophy. Faculty jobs are benchmarked in separate faculty higher education surveys, and the annual survey results are shared with school deans by Institutional Research. Further, as part of the annual merit program, we conduct a detailed analysis of market and cost of living indices in order to recommend to university leadership annual increase percentages to keep salaries competitive.

Human Resources meets annually with university leadership to review the previous year's compliance with performance review and merit increase guidelines in order to encourage and promote the use of performance feedback and performance-based increases. Currently, 52% of the campus utilize the online performance system for staff positions. The balance of appraisals are provided verbally or managed within the school or division rather than using the online system. Review of merit increases awarded illustrates that university management is providing merit increases based on performance as opposed to across-the-board increases. Overall, the university has approximately 2,917 benefits-eligible staff and a low turnover rate for FY 16 of 13.1 percent. We believe the relatively low turnover is due in large measure to our competitive total compensation package and positive work climate.

Financial Resources

Financial Position

Tufts maintains a strong financial position with total net assets of \$2.4 billion and operating revenues of \$897 million for FY 2017. Key financial drivers and trends include:

- Operating results totaling \$13.1 million remained positive for FY 2017, are projected to be balanced for FY 2018, and are forecast to be \$5 – \$10 million for FY 2019 – FY 2021.
- Operating cash flow increased to \$46 million for FY 2017 given strong operating results.
- Achievement exceeded \$145 million in FY 2017, 3.6% ahead of the \$140 million goal. At \$20.2 million achieved, the annual fund ended 5.1% over goal while capital funds of \$124.9 million were 3.4% ahead of target.
- The endowment market value increased to \$1.77 billion from \$1.59 billion at the beginning of the year. The total return pool returned 14.4% compared with the 11.2% policy benchmark.
- Tufts' physical plant assets had a \$1.04 billion book value net of depreciation at year-end 2017, a cumulative increase of 34% since 2012. In 2017, capital expenditures amounted to \$132 million, representing investments in science, academic, residential and dining, clinical teaching and patient care space, major deferred maintenance projects and a wireless network upgrade. Additionally, \$28 million in deferred maintenance funding was allocated to improve the condition of the physical plant.
- The university continues to achieve double Aa2 and AA- ratings from Moody's and Standard and Poor's, respectively, on its long-term debt (\$778.6 million).

Financial Planning and Management

The successes achieved by Tufts over time 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.

Since the last accreditation report, we have strengthened our management and financial planning policies and practices to further support our strong financial position:

- Extensive multi-year operating budget efforts in which all schools, colleges and administrative divisions participate have been enhanced significantly. The new Budget Center and implementation of a new and robust budget system, coupled with enhanced sophistication in the 10-year financial planning model, facilitate a uniform and strategic budgeting process across Tufts. The Budget Center and new Tufts Support

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Services provide enhanced financial control; budget and monitoring processes have been extensively re-tooled ensuring plans meet targets and providing support for refreshing long-term planning strategies.

- Changes in the endowment spending and long-term spending policies were adopted, lowering the annual spending rate range to 4-5% and long-term return expectation to 7%.
- Under the direction of the Executive Vice President and with the assistance of the Risk and Compliance Committee, the university's risk register documents multiple inherent risks that may affect the university's ability to effectively fulfill its mission. Each of the register's risks has been assigned to a risk manager who periodically updates the committee on practices adopted to manage risk and metrics used to monitor if the risk is being adequately addressed.

Plans

Tufts' strong financial position provides a solid foundation in support of the strength and success of our academic programs. Fiscally sound policies and planning have been historically translated into solid financial performance, which bodes well for the achievement of the university's academic mission and goals.

Looking ahead, Tufts planning includes significant initiatives as outlined below.

- Continued implementation of the T10 strategic plan
- Tufts entered the public phase of *Brighter World: The Campaign for Tufts* on November 4, 2017. Starting in 2014, the campaign will run through 2023 with a \$1.5 billion goal, a 25% increase over the university's most recent campaign, securing funds for financial aid, teaching and research, and capital plant.
- One of our most challenging budget concerns is the ability to generate new revenue sources. We continue to focus on developing new revenue-generating programs; a number of new programs are being planned or are underway in most schools, including revitalizing our summer offerings.
- As schools engage in planning, facility improvements are emerging as a critical need. The Provost's Residential Strategies Working Group brought to light the housing, classroom, and social space needs of students both on and off campus in Medford and Somerville. As part of this work, we will consider options for a potential significant increase in new revenue to support the necessary programmatic and facility investments including student housing, dining and athletic facilities expansion and other investments to improve the undergraduate experience. This has the potential to be transformational for our AS&E students and faculty and the university more broadly.

As we look forward to approaching FY 2019 and beyond, Tufts is positioned with outstanding students and faculty, increasingly sophisticated facilities, and numerous opportunities for interdisciplinary and cross-school collaboration. Tufts will remain among the country's premier universities for instruction, research, and global engagement. Healthy budget surpluses, growth in operating revenues including fundraising for current use, and endowment growth are required to meet these needs, to weather global economic downturns and other unexpected events and risks. Careful planning, continued focus on managing administrative expenses, and thoughtful workforce transitions to new administrative models will continue. We will remain vigilant and disciplined as we manage our resources and decide on the priorities to be pursued.

Physical Resources

The Physical Resources of Tufts University are managed by the Operations Division. Since 2012, various reorganizations have better aligned the client service and stewardship responsibility of the Operations Division with its' internal organization. The Operations Division's responsibilities span all campuses, including Boston Health Sciences, School of the Museum of Fine Arts (acquired in 2016), Cummings School of Veterinary Medicine in Grafton, and the Medford/Somerville Campus, home of Tufts' undergraduate programs. The Division now includes Facilities Services (campus directors, building operations and grounds/labor trades, mail, events, engineering, work control), Campus Planning, Project Management, Real Estate, Energy Programs, Environmental and Public Safety, Dining and Executive Office Budget/Administrative Services. These departments are closely aligned to support each other in the performance of each mission. These departments have a total of about 400 staff members and oversee approximately 5.5 million gross square feet of owned and leased space.

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In all of these endeavors, facilities are constructed in compliance with all codes and standards and are maintained in accordance with legal requirements to ensure access, safety, security and a healthy environment with consideration for environmental and ecological concerns (standard 7.23).

Major Construction and Strategic Capital Initiatives

Significant new construction and major renovations that support the strategic direction of the University have taken place at each campus. At the Medford/Somerville campus the following projects have been completed or are near completion:

- Collaborative Learning and Innovation Center (CLIC) at 574 Boston Avenue. This project is a complete renovation of a 95,000 GSF warehouse for multi-disciplinary academic use, serving Physics, Astronomy, Engineering, Child Development and Community Health. The program includes many informal collaborative spaces and classrooms. Construction began in 2013 and was completed in time for the fall semester 2015. The total project cost was \$34.5M.
- The Science and Engineering Complex (SEC) is now on-line. This building consists of a new 79,000 GSF high performance laboratory addition to two existing buildings, Robinson and Anderson Halls, creating a 175,000 GSF complex, adding 4 science teaching labs and wet labs for an estimated 38 principal investigators, a vivarium, science research core facilities, an atrium, café and numerous informal collaboration and meeting spaces.
- The Central Energy Plant (CEP). The CEP is a new 19,000 GSF plant that will replace Tufts' aging, 60-year-old existing plant when it achieves full commercial operation in 2018. It will provide cogenerated electricity, steam, and hot water for heating to most of the Medford/Somerville campus and central chilled water for cooling to several buildings, including the SEC. The project is a core component of the University's commitment to sustainable operations and resiliency. It will reduce this campus's greenhouse gas emissions by about 14%.

Housing strategy has received attention in recent years. Tufts has completed a Housing Strategies Plan, and begun work on a number of recommendations. These include "Bed Optimization" which will yield 180 beds by utilizing existing space more efficiently. Tufts has launched an effort to convert a number of houses (owned by Tufts and Walnut Hill, a non-profit company owned by the university) close to campus into housing for juniors and seniors, nicknamed the "Villages." When complete it will add about 300 beds, principally used to increase the number of juniors and seniors housed on campus. We are undertaking the first major renovation of two traditional residence halls in Tufts' history. Miller Hall and Houston Hall. They currently house 460 students; the renovations will bring that total to close to 500. We expect to begin construction in summer of 2018 and complete the renovations for occupancy in fall 2019. The project will address Massachusetts Architectural Access Board requirements contained in the MOU described in the 2012 NEASC self-study report.

The Learning Spaces initiative is a high-impact effort that is producing many renovated classrooms on the Medford/Somerville campus. A master plan was performed in 2014/15 that laid out an improvement plan for approximately 200 learning spaces. Twenty-two spaces were improved in the first year of the program, including 15 classrooms, 4 seminar rooms and one tiered floor auditorium. Improvements included teaching technology upgrades, modern lecterns, finishes, lighting, supplemental wall writing surfaces and furniture. We expect to improve 24 more such spaces in 2018.

The Boston Health Sciences Campus has benefited from continued investment in deferred maintenance of many office space and research lab projects. The most significant project at this time is a 24,200 SF expansion and renovation of the Gross Anatomy Lab, a key teaching resource of the Tufts University School of Medicine and Tufts University School of Dental Medicine. It provides space for anatomy instruction for 200 students, a high-tech classroom, locker rooms, a new lift, an embalming suite, and supplemental mechanical infrastructure. It opened in December 2017.

The Cummings School of Veterinary Medicine in Grafton, MA, has benefited from two signature projects, both substantially donor-funded. These are a \$10.5 million addition and renovation of the Foster Hospital for Small

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Animals and a \$5.1 million Equine Sports Medicine Complex. The Foster Hospital project was kept in operation during the construction and the Equine Complex opened in the spring of 2017.

Among the University's most significant accomplishments has been the acquisition of the School of the Museum of Fine Arts. The Operations Division is responsible for administering the long-term leases and operating the 140,000 GSF facilities that provide classrooms and instruction studios for the range of fine arts, offices, gallery, meeting space and support functions. Capital projects underway will total approximately \$8 million in primarily life safety, code, HVAC improvements and some teaching space and office upgrades.

The University investment in addressing facility deferred maintenance (or capital renewal) continues to be a high priority as described in the 2012 report. Tufts' building stock is older than that of our peers and consists of many smaller buildings, which increases the complexity of maintaining building conditions. Over the coming 5 years we will have a number of buildings and systems that will reach their projected useful life. Between 2012 and 2017, \$152 million in deferred maintenance funding has been spent. The Facility Condition Index (FCI) this year is .15 with the backlog and one-year requirements totaling \$281 million. The university projects \$199 million in deferred maintenance expenditures between 2017 and 2022. If that level of investment is maintained, we project a 2022 FCI of .21 and a backlog plus one year of requirements of \$489 million.

Technological Resources

Overview

Viewing technology in the context of work, scholarship, and campus life, Tufts Technology Services (TTS) is a university-wide service organization committed to delivering technology services that support Tufts' mission of teaching, learning, research, and service. Understanding that IT enables innovation, TTS prioritizes holistic, human-centered design strategies to create timely and intuitive services, applications, and tools that differentiate the Tufts experience.

TTS' integrated organizational model, consisting of four families of practice with approximately 250 experienced IT professionals, increases expertise and coordination across teams responsible for the design and delivery of services and strengthens capacity in service areas specific to Tufts' mission.

Data Strategy and Management

With the IT integration, TTS positioned Tufts to focus on data, creating a family of practice – Data Strategy and Management – encompassing both data management and information security. As data strategy continues to evolve across Tufts as a community, TTS has expanded Tufts' Data Warehouse with data from Admissions, HR, the Budget Center and Tufts Support Services (the ePersonnel Action Form project module), and increasing support for data analytics in Business Objects and Tableau to enable new insights to information stewards across Tufts.

Tufts continues to prioritize information security in ensuring the integrity and reliability of the University systems. Keeping current and secure with patching levels and equipment refreshes has proven one important practice in doing so. Complementing our operational maintenance procedures, the Information Stewardship Program takes a broad-based approach to implementing standards across Tufts. The program has grown to over 100 Information Steward Appointees from across Tufts who are trained in reducing risk in our handling of regulated personal information to protect our community. Additionally, we created a web portal to assist Stewards in completing work, finding key resources, and communicating with the Information Security team. The incident response program has successfully addressed potential inappropriate exposures to Tufts information; with coordinated rapid response efforts across departments, it has minimized incidents' potential harm to Tufts University and its faculty, staff and students.

TTS also ensures the university has a multi-year plan for recurring investments in core infrastructure and foundational capabilities through deferred maintenance in the IT capital budget. Such an orientation reduces the risk of large-scale failures (e.g., network performance) and ensures we maintain a modern technology infrastructure

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capable of enabling and integrating new IT solutions and capabilities to support specific school and division needs for critical services.

Support for Teaching, Learning and Research

TTS continues to work closely with faculty, students and staff to advance Tufts' academic mission. Tufts completed the first year of the Online Learning Initiative, a shared service and business model supporting emerging modalities for learning across Tufts, including non-traditional and online educational models. In support of the model, TTS conducted a number of strategic activities, including: developing a new portfolio of shared services in support of online educational programming and piloting a digital marketing campaign service in collaboration with the Friedman School; working intensively with individual courses that are delivered primarily or entirely online to create a model of shared services around instructional content and content development/production; strengthening our foundation for connected learning through enhancing shared services for streaming media and launching video production services for online and blended courses.

In the past year, TTS, in cooperation with the Office of the Provost, has launched a project to create a comprehensive, central record of our faculty and their activities that promotes Tufts' scholarship globally, raises the worldwide profile of Tufts faculty, and creates opportunities for research collaboration within the university and beyond. The system will include information about our entire faculty, both paid and unpaid. In addition, it will provide functionality for faculty to submit their annual activity reports as well as faculty controlled public profiles. Currently, faculty in the School of Engineering are testing the product.

Tufts was able to enhance experiences and build service capacity for Tufts researchers in several ways. Key activities in this area included: developing a new geospatial technology service model that integrates data services and coordinates new services for GIS and data analysis and visualization with Tisch Library Data Services and Ginn Library Instructional Services; prototyping a suite of dashboards for data visualization and academic analytics to support teaching and research; and implementing two new research tools that enable compliance and streamline processes: the Research Administration System (RAS), which provides an updated grant submission processes and policies and enables researchers to submit and track grant proposals online using Quali Coeus, and the Research Data Management System (RDMS), launched in June 2016, providing researchers two solutions (LabArchives and Agilent's OpenLab) for data management.

We also advanced Tufts' ecosystem for digital scholarship through leading a discovery and recommendation process to modernize Tufts' integrated library management system with a more-contemporary replacement in FY17; successfully integrating the SMFA library system's assets and records as part of the transition; and re-architecting and implementing new architecture standards to provide all libraries with capacities to run their own digital archives within our single repository environment.

Additionally, TTS completed a classroom technology study that outlined and identified ways to enhance Tufts' ability to use technology in teaching and learning, resulting in approximately 80 classroom technology upgrades across Tufts.

Standard Nine: Integrity, Transparency, and Public Disclosure

Tufts University has maintained the efforts described in the 2013 Institutional Self-Study as they relate to this standard (formerly Standard 10: Public Disclosure and Standard 11: Integrity), and has enhanced much of the work, particularly around promoting academic honesty and integrity and nondiscrimination. A great deal of work was done in the Schools of Arts and Sciences and Engineering after significant reorganization of the Office of the Dean of Student Affairs.

Since 2014, the Office of the Dean of Student Affairs for the Schools of Arts and Sciences and Engineering has reformatted its Code of Conduct and Academic Integrity policies online to make them more accessible and clear. They have revised several codes and policies, including the Alcohol and Other Drugs Policy. They are revising the Policy on Gatherings, Demonstrations, Protests, and Disturbances. Since fall 2014, they have begun publishing reports that offer an anonymized summary of each semester's and academic year's conduct cases.

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In 2014, since implementing Maxient, an electronic database and records management system for conduct and other Student Affairs cases, the Office of the Dean of Student Affairs is able to respond more promptly to concerns and complaints, including Academic Integrity violations. Faculty members can now report violations electronically, and experience a much faster turn-around on Academic Integrity cases. With the implementation of Maxient, there is now trackable data for all violations, assisting us in uncovering patterns with individual students and groups of students.

Since the 2013 self-assessment, the Sexual Misconduct Adjudication Process has been fully revised by a faculty/student/staff committee for accessibility. Most importantly, Tufts has employed a Sexual Misconduct Resource Specialist and Sexual Misconduct Prevention Specialist, both of whom offer confidential support and resources to students. As part of this revision, a three-person panel now renders a decision on cases, offered to the relevant dean and issued by them. Both the complainant and respondent have the opportunity to appeal the decision, which is reviewed by a separate panel. The university-wide Task Force on Sexual Misconduct Prevention issued its [final report](#) in May 2016; oversight of this critical area has transitioned to a steering committee, which continues to be chaired by the President.

In 2015, Tufts' Office of Communications and Marketing was reorganized within the Office of University Relations, under a new Vice President for Communications and Marketing. The position of Vice President for Communications and Marketing—a new one at the university—now oversees four central departments: Editorial, representing print and online news sources, photography and multimedia; Marketing, representing client services and creative and online services; Public Relations; and Operations and Planning. With the creation of this role, the communications and marketing functions that previously resided in the Office of University Advancement—those primarily responsible for alumni, parent and donor communications and marketing—were centralized. Though the majority of communications functions at Tufts are centralized in University Communications and Marketing, each of the seven schools at Tufts retains some local control over its communications efforts through one or more communications staff members. These local communications positions play a number of roles—including overseeing internal communications for the school or dean—and they interface with University Communications and Marketing through the Strategic Communications Council, a formal structure that is intended to coordinate communications and marketing efforts across the university.

Appraisal

In this section, we provide updates on challenges that Tufts reported on in the 2013 Self-Assessment.

Diversity and Inclusion

Since the 2013 Self-Assessment, Tufts has expanded the categories of individuals and groups protected by the Office of Equal Opportunity (OEO) statement of the Non-Discrimination Policy, which is published on the OEO website and linked to from all school web sites. OEO has conducted training on discrimination and harassment prevention for all employees and students in the last four years. In addition, managers and supervisors have been coached on how to report anything that may rise to the level of harassment, discrimination and disability-related inequity in the workplace. All new students to Tufts also receive OEO training in their first 6-8 weeks of their first academic semester. In 2015, the provost created the position of Chief Diversity Officer and Associate Provost, a position currently held by Amy Freeman.

Criminal Offender Record Information

Tufts has developed a University-wide policy and procedure to address conducting of background checks by Human Resources on graduate students, staff, and faculty who function (either through curriculum-related or voluntary efforts) in settings where direct and unmonitored contact with minors is anticipated. Criminal background checks are also conducted by Human Resources for certain job categories where hiring is contingent on the results of the reviews.

Campus Climate

The Office of Equal Opportunity, in collaboration with the Office of Institutional Research and Evaluation, has administered Tufts Attitudes on Sexual Conduct Surveys in 2015 and 2017. These surveys measure the campus climate for sexual misconduct generally and specifically as well as target educational and awareness of students relative to filing complaints and seeking resources and supports. The OEO and each school has and will use this data to inform prevention work and further resources and supports. In addition, OEO has arranged focus groups at the various professional programs to assess non-sexual climate concerns in the hope of implementing more targeted discrimination and harassment prevention work.

Risk Assessment

Since the 2013 Self-Study, Tufts has formed a University Risk and Compliance Committee that in addition to evaluating several strategic, financial and operation risks and regulatory compliance related matters, also addresses various aspects of governance, fraud risk and “tone at the top.”

Standard Eight: Educational Effectiveness

Transformational Experiences

As the Introduction to the *T10 Strategic Plan* states: “Tufts is an inclusive, student-centered community devoted to excellence in creating, preserving, disseminating, and applying knowledge and ideas. We are committed to deep intellectual and artistic engagement that inspires all in our community to pursue a lifetime of learning. We encourage intellectual curiosity, facilitate sustained critical thinking, and believe that dedication to the rigors of intellectual inquiry and creative achievement will result in a profound impact on the challenges that society will encounter over the next decade.”

Tufts’ commitment to all our students, regardless of the programs in which they are enrolled, is reflected in the University Mission Statement. Tufts wants all students to have a “transformative experience in an inclusive and collaborative environment where creative scholars generate bold ideas, innovate in the face of complex challenges and distinguish themselves as active citizens of the world.”⁵ For our purposes, a transformational experience is defined as “experiences that fundamentally challenge a person’s assumptions and preconceptions, as well as their beliefs and values, affecting how they understand themselves, others, and the world.”⁶

In order to document to what extent students were having a transformational experience a standard question was developed:

Transformational experiences can be defined as experiences that fundamentally challenge a person’s assumptions and preconceptions, as well as their beliefs and values, affecting how they understand themselves, others, and the world. Transformational experiences can occur inside and outside the classroom, and these experiences can be positive and negative.

Tufts is committed to providing every student with ample opportunities for transformational experiences, both within and beyond the classroom, that are meaningful and integrated with their broader Tufts experience.

During your time at Tufts, have you had any such experiences?

After this initial question, which has “yes” and “no” answer options, those who indicate they have had a transformational experience at Tufts are then asked if the experience was positive or negative. Respondents are also asked how they would categorize the experience. The categories offered are:

⁵ <https://www.tufts.edu/about/mission-vision>

⁶ <http://provost.tufts.edu/wp-content/uploads/Theme-2.pdf>

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- Academic
- Campus culture
- Diversity-related
- Extracurricular/Social Activities
- Friends and family
- Internship/Work/Career-related
- Personal
- Study Abroad/Travel Abroad
- Volunteer/Civic Engagement

Since 2015 this item has been added to many school-based surveys, including the undergraduate first year, sophomore, and senior surveys; the Graduate School of Arts & Sciences and School of Engineering exit survey; the Fletcher continuing and exiting student surveys; the Public Health and Professional Degree (PHPD) Programs exit surveys; the Dental (DMD) alumni survey; and the Cummings (DVM) exit survey.

As shown in the table below, the majority of respondents have indicated having a transformational experience while at Tufts, and over 90 percent have indicated that their transformational experiences were positive.

Did you have a transformational experience?

Type of Instrument	Population	% responding "Yes"		
		2015	2016	2017
Alumni Surveys	Dental (DMD)	67.6%	60.6%	64.9%
Continuing Student Surveys	First-Year undergraduates	62.2%		71.2%
	Fletcher		65.4%	62.6%
	Sophomore undergraduates	70.4%		77.4%
Exiting Surveys	Cummings DVM	50.0%	62.5%	62.2%
	Fletcher		80.4%	68.8%
	Graduate A&S and Engineering	60.5%	61.4%	64.8%
	PHPD (MBS)			60.2%
	PHPD (MPH)			64.3%
	PHPD (PA)			68.2%
	Undergraduate Senior Survey			86.0%

Assessment of Student Learning: What and How are Students Learning:

The university's assessment processes align with its commitment to ensuring that students acquire both a *breadth* and *depth* of knowledge. For example:

- We are introducing more systematic assessment of learning in courses students take to fulfill the general education requirements. The first stage of this process, The Assessment for Equity and Inclusion project, gauges student progress and instructional effectiveness in a range of general education or gateway courses through a lens of ensuring all students have the opportunity to learn and succeed regardless of background.
- Capstone project assessments within individual majors evaluate student learning within their chosen disciplines and their ability to apply their knowledge to complex and original scholarly or artistic projects.
- The Learning Outcomes Assessment Committee is expanding its charge to include oversight of the assessment of student learning in graduate programs in Arts and Sciences.

Assessment activities are built into the accreditation processes of many programs across the university, such as the School of Engineering, the Cummings School of Veterinary Medicine, the School of Dental Medicine and the Medical School. Accordingly, our focus here will be on assessment of our graduate and undergraduate programs in the School of Arts and Sciences.

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Background on Assessment at Tufts

Since 2007, Tufts University has been engaged in a sustained effort to develop a culture of assessment of student learning when the university was preparing for its interim report. Guided by the “mid-course review” of NEASC standards for higher education, Tufts began planning to supplement its institutional research efforts on student outcomes (incorporating a range of student survey and post-graduate placement results) with direct assessment of student learning outcomes.

In 2007, the Committee on Evaluation of Educational Outcomes (CEEEO) was established, and developed an Assessment Plan for Tufts and piloted an initial direct assessment of student learning outcomes. A cross-sectional pilot effort at evaluating student learning outcomes was made using the American College Testing Program’s (ACT) Collegiate Assessment of Academic Proficiency (CAAP). Tufts administered two tests to a sample of freshman and senior students.

In 2010, the *ad hoc* CEEEO ceased, and a new standing committee was created: Learning Outcomes Assessment Committee (LOAC). This Committee was charged with reviewing and overseeing “direct and indirect assessment” of learning for the undergraduate programs at Tufts and to make reports on “policy issues” to the administration and/or faculty committees for “consideration and action.”⁷

This Committee recognized that it would have to develop a culture of assessment at Tufts if the assessment of learning outcomes were to be sustained, authentic, and used to improve teaching and learning. The Committee provided support to Departments and Programs in developing their learning objectives for their majors, “a senior culminating experience for students that consists of an advanced course in the field, laboratory, internship, thesis or performance” and a method for evaluating that experience relative to the learning objectives. The Assessment Plan for Tufts places responsibility within the departments for reviewing student learning outcomes, and using the results to improve their programs and teaching. With some coaching, prompting, and the added need for reporting their activities, all Departments and Programs complied with the stated requirements for assessing educational outcomes.

In the 2013 site visit report, the NEASC team noted that: “For the undergraduate programs, the self-study described the faculty attitude as evolving from resistance to ‘compliance,’ but meetings with the faculty from the Outcomes Assessment Committees (in both Arts and Sciences and Engineering) gave clear indications that the faculty have taken pride of ownership in the process.” (Standard 5)

Overview of Assessment Activities since 2013 Site Visit Report

The university has well-developed learning outcomes and assessment at the individual course and program level; there is, however, no broader statement of learning outcomes or assessment common across all majors. Since 2013, the Learning Outcomes Assessment Committee has been collaborating with departments and with the university administration to devise both language and programming that would support the development of clearly articulated learning outcomes for the general education components of the undergraduate program.

Our work in assessing learning outcomes in general education, departments and programs of undergraduate education, and in graduate education is described below, along with the launch of an effort to develop institution-wide learning goals. Our goal is to have each department and program carry out a major assessment and a general education assessment activity each year.

- Beginning in 2012-13 department chairs in the School of Arts and Sciences have described their assessment processes and results as part of their annual summaries to the deans of the School.
- Between 2014 and 2016, the Learning Outcomes Assessment Committee conducted surveys in the School of Arts and Sciences, as well as reviews of annual reports submitted by department chairs to determine both how departments were carrying out their assessment programs and where they were in their cycles of

⁷ <https://ase.tufts.edu/faculty/committees/liberal/learningOutcomes/2016-2017.htm#bylaws>

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assessment, review, and implementation. The Learning Outcomes Assessment Committee has presented the results of its surveys on assessment at Chairs' meetings since 2015.

Departmental Assessment & Summaries of Findings

Below are summaries from the Learning Outcomes Committee's review of annual data from 2014-15 and 2015-2016. As anticipated in the Report, individual departments have approached assessment in a wide variety of ways, reflecting differing disciplinary values, and yet there is no question that assessment has become part of the culture of teaching at Tufts.

In December of 2015, the Learning Outcomes Assessment Committee surveyed chairs' end-of-year reports from AY 2014-2015. In the review of the reports, the LOAC paid particular attention to two items: whether programs relied on direct or indirect data, or a combination of the two; and the point(s) in a student's program at which assessments were being conducted (introductory, mid-point, conclusion). The survey was repeated in 2016. The LOAC gathered the following information from twenty-three reporting departments.

Benchmarking and Direct Data from 2014-2015

- 4 departments (17%) reported a data-gathering process that focused primarily on direct assessment at the end of a student's coursework.
- 5 (21%) departments reported a data-gathering process that focuses on direct assessment at the introductory level of a student's coursework.
- 3 (13%) departments reported a data-gathering process that focused on direct assessment throughout student's coursework.
- The remainder of the reporting departments (48%) did not specify/it was unclear how they were linking their assessment process to benchmarks in their program.

Benchmarking and Indirect Data from 2014-2015:

- 2 departments (8%) reported using only indirect mechanisms for student assessment.
- 11 departments (48%) reported using a combination of direct and indirect methods for student assessment.
- The remainder (43%) did not specify/it was unclear whether they were using direct/indirect mechanisms.

Results/Implementation from 2014-2015

- 10 departments (43%) described specific changes that they had made to courses or program structure as a result of previous assessments.
- The remainder (56%) did not specify changes/or noted that assessments were still in progress.

Results/Implementation from 2015-16

In 2016, the Learning Outcomes Committee conducted a second survey of Chairs and Program Directors to evaluate their progress with learning assessment. For this survey, the committee expanded the parameters of the questions beyond direct/indirect data to the evaluation and implementation process and found the following results for AY 2015-16:

- 83% of reporting departments had completed at least one round of assessments.
- 91.7% had shared and analyzed their assessment data with faculty in their departments.
- 58.3% had used their assessment evidence to identify areas for development.
- 50% had used their assessment data to implement program changes.
- 54.5% report that they assess up to three benchmark classes per year; 18.2% report that they assess 4-6 benchmark classes/projects per year.
- 36.4% reported that capstones had been particularly successful in evaluating learning outcomes; 36.4% reported that targeted assignments were also successful in evaluating specific learning outcomes.

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Appraisal and Projection

As a result of these findings that departments and programs are inconsistent in their uses of assessment to improve teaching and to demonstrate the effectiveness of their programs, the Dean's office has been working with LOAC to provide more guidance and oversight to Chairs for their major assessment activities. This includes the ongoing discussions and workshops at Chairs meetings as noted above, individual consultations of chairs and members of the faculty with LOAC, and a more user-friendly interface for filing assessment materials, which also allows archiving of past reports and the ability to study what other departments are doing.

General Education Assessment

As noted in the 2013 Report, the School of Arts and Sciences places considerable emphasis on general education, including Foundation Requirements and Writing (two courses), Foreign Language and Culture Courses (six courses), and World Civilization (one course), and Distribution Requirements (two courses each in the areas of the Humanities, Arts, Social Sciences, Natural Sciences, and Mathematics).

Commenting on the progress that had been made with assessment of majors and programs, the Report noted:

“The only concern may be that the pride of ownership still resides at the individual program level; as noted earlier, the faculty have not yet developed a set of outcomes or assessment process focused on general education or at the institutional level.” (Standard 5)

Following the 2013 evaluation, the Commission requested further information in the spring of 2018, about the institution's success in completing this work to articulate and assess student achievement of the University's general education and institutional level outcomes and to use the results to improve academic programming.” As noted above, the General Education Learning Outcomes, as given in Appendix D, were approved by the faculty of Arts and Sciences in 2015 and will be the basis of future assessment activities in these areas.

Based on data gathered from department chairs between 2014 and 2016 concerning their assessment processes, the LOAC determined that department assessment tended to focus on students towards the end of their academic trajectory. The Learning Outcomes Assessment Committee thus designed a pilot initiative to evaluate general education classes, many of which are the gateways into academic majors, rather than the culminating courses. The LOAC also decided to focus on equity and inclusion, as a means of determining potential obstacles/issues that might deter students from pursuing a particular course of study.

With funding from the Dean of the School of Arts and Sciences and the Center for Excellence in Learning and Teaching (CELT), the LOAC circulated a request for assessment proposals (Appendix XX) for ten courses in diverse areas. Participating faculty members received a small stipend, and in exchange they collaborated with faculty leaders from the LOAC and staff from CELT throughout the semester to review challenges/potential obstacles to student success, implement changes to their syllabi, assignments, or teaching, and review the results at the end of the semester to create a baseline for evaluating how these gateway classes addressed past concerns about equity and inclusion.

Examples of project questions posed by instructors included:

- *Specifically, I would be interested in any gender, racial, and age/experience imbalance in how these tasks achieve the specified learning objectives*
- *How can you convince people who may not even understand fractions or percentages well that mathematics is a worthwhile, natural, important pursuit that they are far more competent at than they realized? [I am particularly concerned about students of color who lack these foundation skills and confidence.]*
- *I see that some students really struggle to do the two written assignments. I don't know for sure, but I have seen first generation students struggle more than others.*
- *Screenwriting is a very thorny medium, which poses a number of challenges for aspiring and beginning writers. I've found that a number of factors—exposure to film and television, previous experience with*

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creative prose and/or poetry writing, acting training and other artistic experiences, matriculation status (freshmen, sophomore, junior, senior), and others—contribute to the kinds of barriers students face as they learn how to create and develop stories for the screen.

- *How can I strike a meaningful balance between introducing students with limited theatrical experience to the terminology and practices of theatre making while also engaging in the course's core work of addressing critical ethnic studies and Latinidad through the lens of theatre and film?*
- *I have made a qualitative observation that students from groups traditionally underrepresented in STEM tend to drop out of and/or have worse performance in undergraduate organic chemistry. My hypothesis is that this has a connection to equity and/or inclusion in some non-obvious way.*

Faculty involved in these projects designed new instructional methods designed to address the instructional goals in direct response to their stated learning objectives; they also designed or revised their methods of assessment to make them more transparent and to align them with the learning objectives, and they shared their results and plans for future instructional and curricular changes.

At the initiative of the Dean of Arts and Sciences and of the Academic Dean on the LOAC, the Arts and Sciences Departments and Programs will be required, beginning in 2017-2018, to submit assessment plans for the assessment of student learning in general education and in the majors each fall, and will be required to report the results each spring. Guidance and support in filing these plans, and making the reports, will be offered by the Director of Assessment at CELT.

Observations from 2016-17 Pilot Program Participants:

(MATH COURSE): "What I found most helpful was to formulate learning objectives at the beginning of the semester, and recall them throughout the semester. It made me place a lot of emphasis on the "modeling" aspect of the course, and on giving students practice with this aspect. I think in hindsight, there was still not enough emphasis on that aspect, though.

"... One consequence was that I "covered" about 25% (I am not exaggerating) of the material that I have "covered" (I don't like the word) in [this class] in the past. I do not regret it for a minute— we worked hard and cheerfully throughout the semester, no time was wasted. To help the students with very weak backgrounds, in the spirit of "inclusiveness", I invented a scheme that I had never before used: I asked them to ask their questions on Piazza, to the whole class, and gave extra credit points for good questions and good answers on Piazza. (I allowed the contributions to be anonymous to the class, but not to me. I did require the questions and answers to be visible to all students in the class.) About half the students, including some with very weak backgrounds, took frequent advantage of this."

(CHEMISTRY COURSE): "Overall, students who struggled on this assessment, as well as throughout the course, tended to do fine on questions that only required memorization, but those that required deeper understanding or integration of concepts posed the largest problems. Beyond examples in class that I present as well as give students the opportunity to work on in class, the primary opportunity for students to get support on these questions is recitation. In my experience, however, there is a clear correlation between struggling students and not coming to recitation sections, which we use for collaborative problem solving with the TA as a facilitator.

"Therefore, my plan in this course during spring 2018 is to collect more data early on next semester in order to identify and engage under-performing students more proactively. My plan is to collect four pieces of data:

- a) An electronic pre-assessment of content understanding from Organic Chemistry I in the form of one or two questions
- b) An electronic self-assessment from students about whether they are feeling prepared for the course
- c) Their grade in Organic Chemistry I
- d) The first quiz grade (usually given the 2nd week of class)

"My plan is to use this information to identify early those students who are likely to require more support, and either reach out them or ask them to self-identify based on this information and engage with them earlier in the semester."

Assessment of Graduate Programs

As noted in the 2013 Report,

“Many graduate programs in Arts and Sciences state the learning outcomes have been developed, but are not yet published. In some cases, neither learning outcomes nor assessment plans are available. For doctoral programs, the key method for assessing student learning has always been, and should remain, the qualifying examination and the thesis.”

LOAC has been asked by the Dean of the Graduate School of Arts and Sciences, Robert Cook, to expand its charge to review and oversee assessment of student learning outcomes in the graduate programs. This will require a change in the By-Laws, which will be initiated in the 2017-2018 year.

The Graduate School of Arts and Sciences has continued its assessment efforts. Specifically, the school has focused on three areas of development related to assessment: graduate program learning objectives and assessment plans; student mentoring and advising; and career outcomes.

GSAS has made progress with regard to publishing learning objectives and encouraging assessment plans for individual programs. GSAS programs publish the learning objectives on the individual program website. The school is currently collecting the various program objectives and creating a stand-alone webpage, <https://ase.tufts.edu/faculty/committees/objectives/index.htm>, which lists individual academic programs and links to the objectives.

The Dean's office requests that Directors of Graduate Studies review and revise their documents annually to ensure the information is up-to-date. These objectives help both prospective and current students understand what they can expect from the academic experience within the program. To generate discussion around the assessment activities mentioned in the annual report, the GSAS Dean's Office hosts an annual “Idea Sharing” workshop for Directors of Graduate Studies. During this session, faculty share best practices for running a graduate program, and one topic is assessment efforts.

There are two new tools for improving student advising and mentoring. First, all graduate students who receive funding through the National Institutes of Health complete the Individual Development Plan (IDP) form. The IDP fosters conversation between the graduate student and the primary investigator, and the questions provide guidance for thinking about how the academic experience is preparation for a future career. Programs publish the form on the website, <https://ase.tufts.edu/biology/graduate/documents/AandSIDPPProgressReport.pdf>. Second, the Graduate Advising Topics and Expectations document was developed and published on the GSAS website, https://asegrad.tufts.edu/sites/default/files/GATE_Worksheet.pdf. The document is designed to help align expectations between graduate students and their advisors and mentors, and it is an optional reference for both graduate students and for faculty.

Finally, the school is focused on collecting data regarding the career outcomes of the graduate alumni. Graduate programs, as highlighted in the Drama and Dance E1a form, are tailoring curricula to meet student needs for future careers. The dean's office has partnered with the Office of Institutional Research and Evaluation, the Alumni Office, and the Career Center to track these outcomes. An integrated database is in progress, which links the Tufts Matriculating/Non-Matriculating Graduate Student Surveys, Tufts Graduate Student Exit Survey, Survey of Earned Doctorates, and datasets concerning participation in professional development programs, graduate student financial support, and time-to-degree.

This integrated dataset will provide a complete and comprehensive picture of the career paths of our students and the reasons for their success. The data collected will be used for program improvement. Working closely with the Directors of Graduate Studies, these data will be analyzed for indications of graduate student success and needs by identifying: 1) departments with the best practices in the area of education and career development, 2) areas of programmatic weakness and 3) priority areas for evaluation and change. These discussions will expand our understanding of areas of strengths at the program level and inform how curricula can be improved.

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Institution-wide Learning Goals

A proposal for adopting university-wide learning objectives will be made to the Faculty of Arts and Sciences in fall 2018. The proposal will be based on a review of several sources of guidance: The T10 Tufts Strategic Plan (2013-2023); the Distribution Area Learning Objectives adopted in 2015, the CEE0 2008 Assessment Plan recommendations. Please note that in 2016 the university elected its first university-wide Faculty Senate. This group will review the university-wide learning objectives in consultation with the Office of the Provost.

LOAC has developed a draft for discussion of University-Wide Learning Objectives, based on materials from many of the schools, and Tufts documents. These appear in Appendix C below the documents reviewed.

By the time of their graduation, Tufts students will:

- Acquire and demonstrate knowledge across disciplines;
- Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study;
- Think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems;
- Communicate ideas, perspectives, and values clearly and persuasively while listening openly to others;
- Apply knowledge of diversity and cultures in collaborations with others;
- Act responsibly and sustainably to promote equity and social justice in our communities.

Once the University adopts institution-wide learning goals for its undergraduate programs, the process of aligning general education and department learning objectives to these goals to evaluate the university's overall effectiveness will be facilitated by the Learning Outcomes Assessment Committee in collaboration with the offices of the Dean of Arts and Sciences, the Dean of Engineering, and the Provost.

Measures of student success, including retention and graduation

Each school at Tufts has defined measures of student success. Graduation and retention rates across the various schools at Tufts remain quite high. The undergraduate retention rate for the past ten years has consistently been over 95%. Our graduation rate for first-time full-time students exceeds 90%. While evidence demonstrates that we are making headway, there are still disparities in graduation rates for certain groups of students. This is an issue of which the university is quite cognizant. Specific programs and policies have been implemented to reduce this disparity (such as the program on assessment for equity and inclusion).

Undergraduate Graduation rates

The following tables contains historical information on the six-year graduation rates of first-time full-time undergraduate students who entered Tufts in the fall of the year shown, by race/ethnicity, gender and federal grant/loan recipient status.

Race/Ethnicity

Year Entered Tufts	2006	2007	2008	2009	2010
African American or Black	84%	84%	84%	96%	82%
Asian	94%	93%	93%	93%	93%
Hispanics of Any Race	83%	95%	89%	93%	88%
International	84%	86%	90%	93%	88%
White	94%	94%	94%	93%	93%

Gender

Year entered Tufts	2006	2007	2008	2009	2010
Men	91%	92%	91%	93%	91%
Women	93%	93%	93%	94%	93%

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Federal grant and loan recipients

Year Entered Tufts	2006	2007	2008	2009	2010
Recipients of a Federal Pell Grant	87%	92%	90%	91%	89%
Recipients of a subsidized Stafford Loan who did not receive a Pell Grant	92%	90%	91%	95%	92%
Students who did not receive either a Pell grant or a subsidized Stafford Loan*	93%	93%	93%	93%	92%

*Includes students who received other financial aid as well as those that did not receive financial aid.

The graduation and retention rates across Tufts graduate and professional schools are consistently high. The vast majority of students who enter a graduate program at Tufts complete their degrees (for specific details please see the Data First forms).

Levels of Student Achievement and Outcomes

Tufts graduates achieve satisfactory levels of achievement and attain mission related outcomes. Metrics to determine levels of achievement and mission related outcomes are collected on a regular basis. Schools routinely conduct alumni surveys. This information is provided in the Data First Forms.

Licensure pass rates across the various Tufts programs are very high. (See Data First Forms). Students who apply to advanced degree programs are very likely to gain admission. For example, in most years, over 80% of the students who go straight from undergraduate to medical school (and are applying for the first time) are accepted. 75%-80% of Tufts undergraduates who graduate and take some time off, but who are still applying for the first time, are accepted. The national average is approximately 43-45%.

In keeping with our public service mission, Tufts has a number of graduates who volunteer for Teach for America, Peace Corps, and City Year. Many others pursue careers in non-profit organizations. Most alumni indicate that they have performed some type of community or public service in the past years. Sixty percent indicated that they had served as an officer or on a committee for local club, organization or place of worship. Approximately 25 percent had been involved in political endeavors, either working on a campaign, holding a political office or running for office.

From the most recent alumni survey we learned that of the alumni who had graduated from Tufts in the past years, almost 75% had pursued an advanced degree and that 90% were employed. Of those who pursued attended graduate or professional school, only 4 percent indicated that the university did not adequately prepare them for advanced study. Moreover, the vast majority of alumni indicated that they were more than adequately prepared for their current careers. More than 75% of those employed are in positions that require supervising others. Moreover, 80% indicated that they had done unpaid volunteer work in the past twelve months.

Plans for the Next Five Years

Many of the programs, initiatives and investments described in this report will play an important part in our growth and development over the next five years. Our comprehensive campaign has been officially launched, with events in Boston and New York City, but it will remain an important focus through 2023. We also plan to remain focused on the further integration of the School of the Museum of Fine Arts, which we acquired in July 2016, into the structure of Tufts and the School of Arts and Sciences. An important point of emphasis in that effort will be on ensuring that our students on the Fenway campus have a comparable Tufts experience.

Programmatically, we will continue to develop recently introduced initiatives. Bridging Differences, designed to foster conversations across ideological and cultural divides rather than resolve those divides, seems more important than ever, and we will work across our campuses not just to find the best ways to hold those conversations, but to determine how to take what we learn beyond the borders of the university. This initiative is being led by our CDO, and we consider it an important part of our larger effort to ensure that we are as inclusive an institution as we can be. The president has also created and is chairing a Mental Health Task Force to look at the challenges faced by

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students and to consider best practices in mental wellness. That group should issue its report in the coming year as a blue print for our actions in this area. The Work-Life Committee will also be setting the direction for some important university priorities over the next five years, especially in the area of dependent care.

We are on the cusp of establishing two new centers, the Data Intensive Study Center (DISC) and the Institute for Research in Learning and Instruction (IRLI). DISC will, from the outset, touch all of our schools, while IRLI will begin as primarily an Arts, Sciences and Engineering effort that we hope to extend to our professional schools during the next five years. The Bridge Professor program, designed to facilitate cross-school interdisciplinary work through senior hires with appointments in multiple units, will continue to be an important mechanism in building these programs and others that are in the process of development. Other areas in which we will soon develop academic programing include cybersecurity, material sciences, human-robot interaction, digital humanities, and physical therapy.

In order to facilitate growth, efficiency and innovation in programing that crosses schools and in the area of non-traditional education, we are planning to rejuvenate the College of Special Studies (CSS). That unit had in recent history functioned primarily to manage the relationship with the SMFA—issuing, for instance, bachelor's degrees from that school. Now that the SMFA is part of Arts and Sciences, CSS can be repurposed to help the schools create new programs and degrees but also work in spaces that the schools have not traditionally focused on such as executive education, pre-college programing, distance learning and summer term. We are confident that our efforts here will give us a broader and stronger foundation financially and educationally to move into the future.

Having brought on-line the Science and Engineering Complex (SEC) and Collaborative Learning and Innovation Complex (CLIC) on the Medford Campus, the renovated Gross Anatomy Lab at the Medical School, and the new Equine Sports Medicine Complex and renovated Henry and Lois Foster Hospital for Small Animals at the Cummings School of Veterinary Medicine, as well as completing the Central Energy Plant, we are looking forward to a new set of enhancements to the physical plant that we believe will continue to transform our ability to meet our mission. The planned extension of the MBTA's Green Line will ameliorate one of our biggest challenges, the transportation between our campuses. The Green Line will form a direct link between Medford and the Boston and Fenway campuses. We are planning to build a new academic building at the site of the proposed stop that will provide new teaching, office and conference space. Finally, we are a year away from beginning the "Villages" project, which will provide residence options for undergraduates that involve repurposing the wood frame houses of campus into communal spaces with shared kitchen, living and social areas.

**Appendix B
(Standard 4): Assigning Credit**

**Tufts University
Schools of Arts & Sciences & Engineering**

**Guidelines for Assigning Credit to Courses
{as approved by the Educational Policy Committee}**

The primary standard for establishing course credit at Tufts is the Semester-Hour or Carnegie Unit, the standard commonly used by the Federal Government. **One semester-hour of credit is awarded for a lecture/seminar course meeting 50-minutes each week during a 14-15 week semester and requiring two hours of outside preparation each week by the student.** An hour of contact time in the rest of the document is based on this 50-minute session. SHU abbreviates "semester-hour unit," and CurrComm abbreviates "the Committee on Curricula of the School of Liberal Arts and Jackson College and/or the Curriculum Committee of the School of Engineering."

1 SHU	1 semester-hour (50 minutes instruction plus 2 hours homework, or equivalent)
2 SHUs	2 semester-hours (100 minutes instruction plus 4 hours homework, or equivalent)
3 SHUs	3 semester-hours (150 minutes instruction plus 6 hours homework, or equivalent)
4 SHUs	4 semester-hours (200 minutes instruction plus 8 hours homework, or equivalent)
5 SHUs	5 semester-hours (250 minutes instruction plus 10 hours homework, or equivalent)
6 SHUs	6 semester-hours (300 minutes instruction plus 12 hours homework, or equivalent)
And so on . . .	

A Note about Homework and Student Preparation for Class:

The semester-hour assumes a set proportion of 2 hours of student preparation or homework for every hour spent in class. The EPC wishes to emphasize that the federal government has established this as the MINIMUM amount of work expected, and assigning more work does not in itself justify an increase in the credit value of the course. We also wish to note that there is great variation in the amount of time each student will need to devote to each course or to a specific form of study (e.g., reading, writing, completing problem sets), and therefore it is not possible to enforce any exact accounting of student work outside of class.

CREDIT ASSIGNMENT PROCESS:

1. During the semester-hour conversion process from 2015-2017, the Registrar's Office will review all regularly scheduled courses in each department and estimate the value in semester-hours based on the scheduled hours of instruction, using the formula described above. The default for any course in question is 3 semester-hours. The Registrar will send this list to the relevant department chair and ask the department to confirm the values as listed for each course.
2. If the department wishes to change the semester-hour value from the Registrar's estimate, the department must petition its CurrComm.
3. Semester-hour values will be permanently assigned to the course as it is listed in the Course Catalogue and not to iterations of that course when taught by different instructors.

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4. After the 2017-2018 academic year, once semester-hour values have been established for each course, the course will have the same value it has been granted, year after year, unless CurrComm approves a change and communicates this to the Registrar.

The semester-hour value of a course will be determined by CurrComm. Departments may provide input on whether additional credit for a course component (such as a lab) should be included as part of the course (for example, a 5 SHU course with one grade for both lecture and lab) or if the additional course component should be separate from the course (for example, a 4 SHU course with a 1 SHU lab component, to be graded separately). Most courses will be awarded credit according to the standard pattern outlined below. For those courses with unusual schedules or novel pedagogy that the department determines should be worth more than 3 semester-hours, the department may petition its CurrComm. Below are the guidelines to be used in determining the value of standard and non-standard courses. Note that most courses which previously carried one Tufts Credit will be worth either 3 or 4 semester-hours.

A Note about Special Topics Courses

All special topics courses will be 3 semester-hours, based on the standard course schedule. Because the courses have not been reviewed by CurrComm, no additional semester-hours beyond the Tufts standard may be given. These courses are designed to allow faculty to test courses which may become permanent courses, and when the courses are submitted for final approval, faculty may propose additional components for the final course with additional SHUs, or may propose that the course carry fewer SHUs. Similarly, ExCollege Visiting Lecturer courses will be 3 semester-hours.

Standard Scheduled Courses

The descriptions below apply to courses scheduled for the Fall and Spring semesters, and for Summer Term. An equivalent amount of time in class meetings and preparation is required for shorter terms (such as Summer Session). Online, Hybrid, and Blended Courses that are identical in content and scope to an approved Tufts course will bear the same amount of credit (generally, 3 SHUs) as the traditional course, especially if the learning outcomes are the same.

3-Semester-Hour Courses

A standard lecture/seminar course that meets for 150 minutes per week with standard student preparation expectations of 6 hours per week is a three-semester-hour course.

4-Semester-Hour Courses

Courses that meet for 200 minutes (or meet for 150 minutes and have an additional required, scheduled component – typically, a 50-minute recitation) will be 4 semester-hours. The homework expectation for a 4-SHU course is 8 hours per week. Foreign language courses that are scheduled for 200 minutes per week (usually four 50-minute sessions per week) will be 4 semester-hours. *At the discretion of the department, courses worth 4 semester-hours may be broken into components for purposes of scheduling and grading. For example, students may register for a 3-SHU lecture for a letter grade and also must register for a corresponding 1-SHU recitation to be graded Pass/Fail.*

5-Semester-Hour Courses

Lecture/seminar courses that meet for 5 hours (or approximately 250 minutes) and require a minimum of 10 hours of student preparation each week will be 5 semester-hours. Typically, this would be a course with a lecture component that meets for at least 150 minutes per week with an additional required lab or

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required recitation of at least 100 minutes per week (or a combination of lecture and recitation that adds up to at least 250 minutes of instructional time per week).

Examples of typical courses include some foreign language courses, computer science courses with a lab component, and several large introductory courses that reserve discussion and additional homework expectations for the recitation. Another example would be a STEM course with a significant lab component. (See below for more about credit for labs.) *At the discretion of the department, courses worth 5 semester-hours may be broken into components for purposes of scheduling and grading. For example, students may register for a 3-SHU lecture for a letter grade and also must register for a corresponding 2-SHU lab for a letter grade or to be graded Pass/Fail.*

“Partial Credit” Courses

Tufts courses that used to be awarded 0.5 Tufts Credits will be awarded semester-hours in the new system as follows:

1-Semester-Hour Courses

Courses that meet for no less than 50 minutes per week and require approximately 2 hours per week of student preparation will be awarded 1 semester-hour. Alternatively, there may be some courses that meet for 50 – 150 minutes per week but require little preparation or practice outside of class (such as some Physical Education courses); these will also carry 1 semester-hour. There are also the opportunity to create “mini-courses” that meet for a shorter period of time (over 8 weeks); the in-class and out-of-class expectations for these 1-semester-hour courses will add up to a minimum of 15 hours per semester of direct instruction, plus an expectation of 30 hours per semester of student preparation.

2-Semester-Hour Courses

Courses that meet for no less than 100 minutes per week and require approximately 4 hours per week of student preparation will be awarded 2 semester-hours. Alternatively, there may be some courses that meet for 100 – 300 minutes per week but require little preparation or practice outside of class (such as first-year Advising Seminars and some arts and performance courses). There are also some courses that meet for a shorter period of time (over 8 weeks), and the in-class and out-of-class expectations for these 2-semester-hour courses will add up to a minimum of 30 hours per semester of direct instruction, plus an expectation of 60 hours per semester of student preparation.

Non-Standard Courses or Courses with Unscheduled Components

Courses requiring more than 150 minutes per week of class may be awarded more than 3 semester-hours (in increments of 1 semester-hour) based on additional contact time or additional activities incorporated into the course. Some courses involve meetings or work other than traditional classroom meetings, including laboratories or discussion sections, directed/independent study courses, and experiential courses. Semester-hours for these courses are awarded based on work and contact time for these activities that is comparable to the time required for a standard class meeting. Departments and instructors may also incorporate additional instructional elements to a course to justify adding an additional semester-hour beyond the semester-hours related to scheduled activities.

Laboratories and Field Research

STEM courses with a lab component are generally worth 4, 5, or 6 semester-hours. In general, each additional semester-hour will reflect at least 50 additional minutes per week in the laboratory under direct supervision plus at least 2 hours per week of additional work outside the lab, such as writing lab

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reports or reading related materials. (Labs that do not meet every week may be granted an additional semester-hour for a total of approximately 15 hours per semester of supervised lab work, plus an expectation of 30 hours per semester of student preparation for the lab component). Laboratories that stand alone as independent courses will apply similar standards in setting the semester-hour value. Field research activities that are scheduled like a lab should be treated similarly.

Note: Although departments that offer lab science courses have discretion in determining how to award grade-bearing credits to various lab components, these departments should look to national standards (based on the semester-hour) and to each other to make sure that semester-hours are being granted to labs in similar ways.

Scheduled activities in addition to a lecture

Beyond labs and field research, some courses include a scheduled course component each week, in addition to a lecture, that justifies adding more semester-hours to a course. These activities are required of all students, and will generally take place at the same time every week, with the place, day, and time specified on the syllabus. *To add 1 semester-hour to a 3-semester-hour course, instructors must require 150 minutes of additional student work per week, with at least 50 of those minutes involving some form of instructor contact.*

These scheduled course activities might include, but are not limited to:

- A. Event series (e.g. **required** attendance at film screenings, musical performances, speaker series, etc). In general, one additional semester-hour will reflect a total of 150 minutes per week of work by the student, combining preparation before the event, the event itself, and work subsequent to the event, such as responses to assigned questions.
- B. On-line activities, such as debates or discussions, in which the members of the class are not physically assembled but are **signed in with the instructor at a designated time** every week. The activity will itself have pedagogical value and be relevant to the achievement of the goals of the course. In general, one additional semester-hour will reflect a total of 150 minutes per week of work by the student. (Discussion of asynchronous on-line activities is discussed under "Additional semester-hours")

Independent Study, Directed Study, and Individually-Arranged Courses

Directed or independent study courses do not have scheduled class time, but rely on one-on-one arrangements between the instructor and student. The EPC recognizes that one hour of individual instruction is of special value and can support many more than 2 hours of outside work. Nonetheless, reasonable, regular and appropriate supervision of the students is expected in individually arranged courses. A 3-semester-hour directed study would involve approximately 9 hours of research/meetings per week, or approximately 130 hours per semester of research work and direct instruction combined.

1. There should be an initial meeting with the faculty advisor to design goals and outcomes of the study. Terms of evaluation should be reached and put in writing.
2. There should be periodic meetings between the student and faculty advisor throughout the semester.
3. There must be a final product that results (i.e. a paper, presentation, performance, etc.)

In general a directed-study course will be 3 SHUs and a senior honors thesis will be 4 SHUs each semester.

Experiential Learning

For learning that takes place in ways other than a formal lecture course (e.g. performance, research, internships, community based work and learning), credit will be granted based on the following rule: *at least 3 hours of work per week, for the duration of a 14-15 week semester, is equivalent to 1 semester-hour.* It is expected that these hours will include some organized contact with an instructor to discuss and enhance the experience. This contact need not occur in regular class times, and may involve individual or group meetings. The nature of the contact with the instructor should be outlined in the class syllabus.

Experiential classes may include a mix of the traditional lecture (with 3 associated preparatory hours) and added experiential work. To further clarify, we have provided some representative examples. These are not exclusive, but meant to illustrate how this formula might be appropriately applied.

Undergraduate research

A student is conducting research with a faculty member. They spend 9 hours per week in a lab, library or other research setting during a semester. This would correspond to 3 semester-hours. The student would be expected to meet with the research advisor regularly to discuss project results, and plan future experiments or research. An additional requirement might include the student presenting the research in a poster session, or orally at a symposium (either internal – department, college -- or external). A student who committed 12 hours per week for the duration of the semester (15 weeks) would be eligible for 4 semester-hours.

Internships

Internship courses typically include a mixture of three components:

- Work as an intern
- Classroom meetings
- Research and writing assignments (either as directed study or a classroom assignment)

An internship course providing credit for the work experience and some assignments associated with that work would award credit primarily based on the work time. By default internships will be awarded 1 semester-hour for 45 hours of work. Credit for internships supervised by departments and programs (for example, PSY 99 or PJS 99) will be governed by the department's policies and approved by CurrComm. Certain graduate programs may have more extensive field work placements that may be granted additional credit as determined by CurrComm or the Graduate Policy and Programs Committee.

Community-based learning

Community service that is academically connected with a class or course of study would also be eligible for credit under the auspices of experiential learning. For example, if a student in a community-engagement course committed a total of 45 hours over spring break to volunteering for a community organization, the student could earn 1 additional semester-hour for the class. We note there is an expectation that the community work would be linked with the academic content of the course of study, and that there would be some organized instructor contact/report back.

This mechanism for instructor contact/feedback should be outlined in the class syllabus. Again, credit can be earned in a concentrated block, or over the course of a semester (e.g. 3 hours per week, for 15 weeks, for 1 semester-hour).

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Performance

Courses in the visual and performing arts that require rehearsal, practice, production or instruction in the arts should also apply similar criteria in determining semester-hours, as the following examples illustrate:

- Credit-bearing performance courses would include the performance, weekly sessions with the instructor, and a specified number of hours of rehearsal/practice a week. For example: Final performance, weekly 1 hour sessions with instructor, plus 8 independent hours of rehearsal per week = 3 semester-hours
- Private Music Lessons: Students meet privately with the instructor for 50 minutes per week and are expected to practice independently for at least 2 hours a week = 1 semester-hour
- Music Ensemble: Students meet in a group rehearsal for 6 hours/week, and are expected to practice independently as well = 2 semester-hours
- Studio Art: Students work under the instructor's direction for 6 hours/week, and are expected to practice, sketch, or study for 3 hours outside class = 3 semester-hours

Additional Semester-Hours Beyond Contact Hours

Departments and instructors may justify adding 1 semester-hour to a course when additional pedagogical components are added that take place outside of schedule meeting times. These additional components must be required of all students, be included in the syllabus, and require significant additional instructional time, equivalent to 150-180 minutes per week. Students should commit to participate in these required events at the beginning of the term. These additional components might include (but are not limited to) activities such as the following:

1. Recitations, discussion sections, or tutorials. Instructors may schedule additional class sessions for discussion, problem sets or other activities; these involve additional scheduled contact hours of at least 50 minutes per week (beyond the 150 minute standard course time), plus at least 2 hours of homework or preparation associated with the weekly recitation. Alternatively, instructors may set up weekly tutorials for individual or small group meetings. These would not be scheduled for the whole class, but would be scheduled for individual students or small groups, and may be associated with a major project, such as a project under development in the Digital Design Studio.
2. Periodic events, field research, or field trips. Students may be required to attend a series of events or field trips over the course of the semester. These events need not occur each week, but should involve at least 45 hours of preparation, additional assignments and meetings over the semester. These events should be related to and enhance students' learning of the course topic. Students should be required to complete assignments related to these events, or to incorporate information from these events in existing assignments. These events or field trips can be planned jointly for several courses with related topics. Instructors will need to work with students and plan for students who are unable to attend all the outside events for the course.
3. Required on-line discussions in a monitored format. Instructors may require that students participate in on-line discussions either in a synchronous or asynchronous format; this may include an on-line language lab. The preparation for and participation in on-line discussions should involve approximately 150 minutes per week. Synchronous on-line discussions should be scheduled as a related component or additional class time.
4. Small group meetings. One additional SHU may be given for group assignments that involve substantial meeting time in those groups outside of class, group assignments that are in addition to individual work required for the course, assuming there is some oversight of or periodic

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meetings with the groups by the instructor.

5. Community-based outreach programs or other Theory-practice-learning elements. Students may be required to participate in community-based experiences that are linked to the subject matter of the course. These experiences should involve the equivalent of 150 minutes/week of preparation and experience in a regular semester for one additional semester-hour.
6. Other. Instructors or departments may propose other pedagogical activities that have not been imagined. In submitting those activities to justify an additional semester-hour, the nature of the activities, the oversight by the instructor and time required should be specified.

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**Appendix C
(Standard 8): Map of Tufts University Assessment Plan**

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
	CELT establishes new position—Associate Director for Learning Assessment (provide teaching and coaching on assessment-related topics to faculty)	CELT hires an Associate Director for Learning Assessment	Dean of Arts and Sciences proposes to integrate assessment of General Education and Department/Programs assessment reporting CELT introduces Learning Assessment Institutes for faculty	
Final Review of Pilot Project; recommendations forwarded to Administration (including increasing support for faculty)	LOAC members provide coaching to faculty LOAC undertakes review of assessment practices through a review of annual reports; results presented to Dean of School of Arts & Sciences and all A&S department chairs	LOAC continues evaluation of assessment practices at Tufts, and makes recommendations to improve faculty participation. LOAC undertakes second review of assessment practices through a review of annual reports; results presented to Dean of School of Arts & Sciences and all A&S department chairs	Assessment plan for Departments and Programs that will include General Education and majors introduced; LOAC coordinates new assessment project with CELT focused on equity and inclusion LOAC conducts workshop on assessment at department chairs' meeting for A&S; also consults with chairs one-on-one to assist with submitting their E1-A assessment forms	LOAC reviews all E1A forms, provides feedback to Departments and recommendations to Administration
Ongoing: Departments continue assessment of learning outcomes for majors; report annually report annually to Deans and LOAC	Ongoing: Departments continue assessment of learning outcomes for majors; report annually report annually to Deans and LOAC	Ongoing: Departments continue assessment of learning outcomes for majors; report annually to Deans and LOAC	Ongoing: Departments continue assessment of learning outcomes for majors; E1A and E1B reports created for Interim Review	All Departments and Programs submit general education and major assessment plans to the Dean of Arts and Sciences
Summer 2013: Summary and recommendations from Pilot Project	Faculty approve Learning Objectives of Distribution Area courses for use in assessment projects	LOAC solicits faculty volunteers for pilot projects in assessment; LOAC identifies need for additional resources to support faculty in participating in assessment	LOAC and CELT solicit 10 faculty volunteers for assessment project in General Education to improve equity and inclusion	
OIR senior survey includes questions related to writing for indirect assessment of general education outcomes	OIR senior survey includes quantitative reasoning for indirect assessment of Natural and Mathematical sciences learning objectives	OIR senior survey includes social sciences questions addressing general education outcomes		OIR senior survey includes questions addressing arts general education outcomes

CELT: Center for the Enhancement of Learning and Teaching

LOAC: Learning Outcomes Assessment Committee

OIR: Office of Institutional Research

Appendix D
Spring 2017 CELT and LOAC Pilot Project in General Education Assessment

Call for Participants: Assessment for Equity and Inclusion Pilot Project Spring 2017

In spring 2017, the Learning Outcomes Assessment Committee (LOAC) will collaborate with ten interested faculty in a pilot program focused on assessment for equity and inclusion across distribution requirements in the College of Arts and Sciences. Participants will receive a \$750 stipend for their involvement in the project.

- If you teach a course that meets a distribution requirement and are interested in exploring possible issues of equity and inclusion affecting student learning in your course, then we invite you to participate in this project. (*We particularly encourage submissions from colleagues teaching intro-level classes, gateway classes for majors, or courses typically taken by non-majors.*)

Participants will be asked to do the following:

- Submit a copy (or working draft) of their syllabus for the course in question to LOAC.
- Participate in one general LOAC/CELT orientation and planning session before the beginning of the spring term.
- Schedule a mid-semester check-in with a LOAC/CELT member in Spring 2017.
- Participate in a follow-up one-on-one interview with a member of the LOAC to evaluate the assessment process, review results, and identify next steps.
- Be part of a conversation at a Fall 2017 A&S faculty meeting and a LOAC meeting to discuss their experience.

How to apply:

- Submit a current or past year's syllabus for a class you will teach in Spring 2017 (include anticipated enrollment & anticipated number of non-majors taking the course).
- Submit your contact information (including email and office phone).
- Identify a single question or area of concern that you would like to explore around issues of assessing equity and inclusion.
- *For example, if you teach a large science course and have seen a pattern of students failing the class in ways you think may be tied to equity and inclusion; or if you teach a class that pre-supposes a background in a particular language or skill (such as performance) that some students may not have access to; or if you notice that certain cohorts of students tend to perform poorly on certain types of class assessments, these would all be good candidates for this pilot project.*

Contact information: For more information, or to apply, please contact Heather Nathans, Chair of Drama and Dance (heather.nathans@tufts.edu) and Laura Rogers, Co-Director of School Psychology Program and Department of Education (laura.rogers@tufts.edu).

Submissions due: December 5, 2016 – please note that we can only accept ten participants for spring 2017. Applicants will be notified by December 20, 2016.

TUFTS UNIVERSITY'S FIFTH-YEAR INTERIM REPORT TO NEASC

Appendix E

Map of Learning Objectives/Educational Outcomes mentioned in Tufts' documents

TASK FORCE UNDERGRADUATE EDUCATION 2003	Intellectual Engagement	Critical thinking & creativity		Communication		Complexity across disciplines	Personal, ethical & social development	Sense of community & culture	Quantitative Reasoning
EEOC 2009	Continuous learning in particular fields	Critical thinking	Creative problem solving	Writing effectively	Public Speaking		Understand ethical standards		Quantitative reasoning
Catalogue		& apply to critical analysis		Write coherently		Reasonable acquaintance with areas of inquiry		Study of another language & culture	Quantitative reasoning (basic math skills)
Strategic Plan 2013	Devoted to creating, preserving, disseminating and applying knowledge and ideas; Committed to intellectual and artistic engagement; encourage curiosity	Facilitate sustained critical thinking; intellectual rigor	Dedication to ...sustained artistic achievement; Creative scholarship (generate bold ideas, innovate); innovation			Interdisciplinarity	Profound impact on challenges that society will encounter; distinguish themselves as active citizens	Inclusion; contribute knowledge, skills, and expertise to address the problems of local, national, and global consequence in many ways.	
Possible Institution Wide Learning Objectives	Demonstrate knowledge and expertise in ...a specialized discipline	Think critically... to address complex challenges	[think] creatively ... to address complex challenges	Communicate ideas...clearly and persuasively while listening		Acquire and demonstrate knowledge across disciplines	Act responsibly	Knowledge of diversity and cultures in collab	

TUFTS UNIVERSITY'S FIFTH-YEAR INTERIM REPORT TO NEASC

Learning Objectives	Knowledge	Critical thinking	Creative problem-solving	Communicate clearly Written/Oral	Knowledge across disciplines	Civic engagement/ Responsibility	Diversity and cultures	Quantitative Reasoning
Learning Objectives in Distribution Areas								
Natural Sciences	Accurately use (and communicate) basic scientific vocabulary, terms, and concepts	Gather or synthesize, evaluate, and critically interpret scientific evidence.	Evaluate scientific information presented in a variety of media and make decisions about its accuracy, validity, and implications	Accurately communicate				(including relevant quantitative concepts).
Mathematics	Develop knowledge using (...) mathematical tools and procedures; Learn to discern underlying patterns or structure	Learn to reason precisely and systematically, and to critically assess the plausibility of claims or solutions	and problem-solving skills in... and apply these skills in a variety of contexts.	represent these using abstract or symbolic representations.				All objectives related to this)
Humanities	Identify the core concepts, theories, and methods used by social scientists to observe, to analyze, or to predict human behavior.	Demonstrate skill in close reading and critical analysis while engaging questions within the humanistic tradition of interpreting text as well as oral, visual, kinetic, and other materials as expressions of human experience and thought	Recognize, evaluate, and use evidence effectively and in accordance with the standards of scholarship in at least one of the humanities disciplines	Communicate ideas clearly and compellingly in writing and in oral presentation			Describe the influence of historical, social, cultural, and political contexts on human experience and make comparisons and contrasts across multiple contexts.	

TUFTS UNIVERSITY'S FIFTH-YEAR INTERIM REPORT TO NEASC

Learning Objectives	Knowledge	Critical thinking	Creative problem-solving	Communicate clearly Written/Oral	Knowledge across disciplines	Civic engagement/ Responsibility	Diversity and cultures
Learning Objectives in Distribution Areas							
Social Sciences	Identify the core concepts, theories, and methods used by social scientists to observe, to analyze, or to predict human behavior.	Identify patterns underlying everyday social phenomena that are otherwise invisible or taken-for-granted.	Recognize, evaluate, and use evidence effectively and in accordance with the standards of scholarship in at least one of the humanities disciplines	Communicate ideas clearly within the disciplinary standards of argument, evidence, analysis, and citation.			Describe the influence of historical, social, cultural, or political structures on human behavior and make comparisons and contrasts across contexts
Arts	Identify the style, concepts, materials, methods and techniques used to create a work of art or performance. Recognize the historical, political, social, and/or aesthetic contexts of works of art or performance.	b. through critical analysis of a work of art or artistic tradition using evidence and formal language to support the analysis c. through reflective practices that integrate perceptions of the art form/art work with personal experience	a. through a performance or personal expression that demonstrates creativity and foundational skills in the use of artistic techniques	Communicate effectively through or about the arts in one or more of the following ways:		Appreciate the imaginative and expressive traditions of cultures through engagement with or creation of art work or performance.	

Appendix F Tufts Learning Outcomes for Distribution Requirements

Learning Outcomes for the Natural Sciences Distribution Requirement

Students will learn to:

1. Accurately use and communicate basic scientific vocabulary, terms, and concepts (including relevant quantitative concepts).
2. Gather or synthesize, evaluate, and critically interpret scientific evidence.
3. Evaluate scientific information presented in a variety of media and make decisions about its accuracy, validity, and implications.

Learning Outcomes for the Mathematical Sciences Distribution Requirement

Students will:

1. Develop knowledge and problem-solving skills in using mathematical tools and procedures, and apply these skills in a variety of contexts.
2. Learn to discern underlying patterns or structure and represent these using abstract or symbolic representations.
3. Learn to reason precisely and systematically, and to critically assess the plausibility of claims or solutions.

Learning Outcomes for the Humanities Distribution Requirement

Students will:

1. Demonstrate skill in close reading and critical analysis while engaging questions within the humanistic tradition of interpreting text as well as oral, visual, kinetic, and other materials as expressions of human experience and thought.
2. Describe the influence of historical, social, cultural, and political contexts on human experience and make comparisons and contrasts across multiple contexts.
3. Recognize, evaluate, and use evidence effectively and in accordance with the standards of scholarship in at least one of the humanities disciplines.
4. Communicate ideas clearly and compellingly in writing and in oral presentation.

Learning Outcomes for the Social Sciences Distribution Requirement

In the context of at least one social science, students will be able to:

1. Identify the core concepts, theories, and methods used by social scientists to observe, to analyze, or to predict human behavior.
2. Identify patterns underlying everyday social phenomena that are otherwise invisible or taken-for-granted.
3. Describe the influence of historical, social, cultural, or political structures on human behavior and make comparisons and contrasts across contexts.
4. Communicate ideas clearly within the disciplinary standards of argument, evidence, analysis, and citation.

Learning Outcomes for the Arts Distribution Requirement

In at least one art form, students will be able to:

1. Identify the style, concepts, materials, methods and techniques used to create a work of art or performance.
2. Recognize the historical, political, social, and/or aesthetic contexts of works of art or performance.
3. Appreciate the imaginative and expressive traditions of cultures through engagement with or creation of art work or performance.
4. Communicate effectively through or about the arts in one or more of the following ways:
 - a. through a performance or personal expression that demonstrates creativity and foundational skills in the use of artistic techniques
 - b. through critical analysis of a work of art or artistic tradition using evidence and formal language to support the analysis
 - c. through reflective practices that integrate perceptions of the art form/art work with personal experience