

T10

STRATEGIC PLAN 2013-2023

NOVEMBER 4, 2013



Dear Students, Faculty, Staff, Trustees, Advisors, and Friends of Tufts University,

We are proud to present the Tufts University Strategic Plan, approved on November 2 by the Board of Trustees. We are energized by what the plan provides: a foundation for an even more interconnected and more extraordinary Tufts.

Thank you for your support and participation over the past year. At each and every opportunity, including working groups, town hall meetings, focus groups, community conversations, school and department meetings, and written exchanges, you enthusiastically and openly committed yourselves to this process. We heard one another's hopes and fears for Tufts and higher education, and explored what it will take to attain our shared goals. The result is this document—a community-inspired, university-wide plan.

Now it is up to all of us to refine and fulfill that promise. We will come together in the schools to identify how the plan can best be pursued at the local level, and across schools to realize the collaborative opportunities that are critical to our future success.

This plan has been designed as a “living document,” and it will evolve as unforeseen challenges and opportunities arise. What will not change are the principles and values upon which the plan was constructed. We will balance tradition with effective change. We will realize the potential of our unique mix of schools and disciplines. We will preserve our treasured identity as a student-centered research university, while investing in the people, culture, facilities, and technologies that will enable the remarkable new discoveries and innovations that will enrich the lives of people on campus, in nearby communities, and around the world.

We are grateful for the tremendous opportunity to work beside you on this strategic plan, and look forward to partnering with you in the years ahead to explore and achieve the unique potential of Tufts.

Best Wishes,

Tony Monaco

Anthony Monaco
President

D. Harris

David Harris
Provost and Senior Vice President

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Introduction



Top: New Music Ensemble performs in Distler Hall.

Bottom: Faculty research on the optical properties of silk.

Over the next 10 years, the many people and institutions that might engage with Tufts University will have to choose from a range of higher education institutions including public and private, for-profit and nonprofit, as well as domestic and international organizations. This is true of students and their families; faculty and staff; local, state, and federal governments; private industry; and alumni, parents, and, Tufts friends. Our strategic plan makes the case to all that Tufts will continue to provide an excellent value proposition, and in the most basic of terms, enlightening, transformational opportunities.

TUFTS UNIVERSITY

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.

A relatively young and moderately sized research university, Tufts has nearly 11,000 students, with comparable numbers of undergraduate and graduate students. Tufts has made tremendous strides in recent decades, as evidenced by its 1989 classification into the highest tier of Carnegie Foundation research universities. In the last 40 years, Tufts has expanded to include the Cummings School of Veterinary

Medicine, Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy, Sackler School of Graduate Biomedical Sciences, Tisch College of Citizenship and Public Service, Jean Mayer USDA Human Nutrition Research Center on Aging, and the Tufts European Center in Talloires, France. Today these units, along with the School and Graduate School of Arts and Sciences, School of Engineering, School of Medicine, School of Dental Medicine, and Fletcher School of Law and Diplomacy, provide the Tufts community with a unique constellation of disciplinary and interdisciplinary opportunities. Tufts' breadth and depth are extended through key educational and research partnerships, including those with the New England Conservatory of Music, Tufts Medical Center, and other affiliated hospitals. A striking example of what is possible at our diverse, collaborative university is Tufts' work on silk, a material that has been in existence for thousands of years, but is now used as the basis for scores of high-technology products and applications that are transforming health care, the arts, and other aspects of society.

// Creating and sustaining an environment that prepares to launch all our students into the world fully prepared to chart a course for success requires effective stewardship of our resources during a time of significant challenges in higher education. //

Tufts' signature approach to higher education stems from the belief that seemingly disparate forces can, and must, work together if we are to reach our full potential. This belief is perhaps best exemplified by Tufts' unusual, yet highly successful, positioning of itself as a moderately sized university that excels at research and is committed to providing students with a personal experience. Tufts is a blend of both a research university and a liberal arts college, a unique combination that attracts students, faculty, and staff who thrive in our environment of curiosity, creativity, and engagement.

The core of Tufts is captured in our newly revised mission and vision statements, which were written based on the foundational values and core commitments detailed in Appendix A. Building on nearly a year of intensive discussion with the Tufts community, the revised statements capture the spirit of what Tufts is, as well as the values and priorities that will guide us over the coming years:

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.

MISSION: Tufts is a student-centered research university dedicated to the creation and application of knowledge. We are committed to providing transformational 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.

OUR VALUE PROPOSITION

Creating and sustaining an environment that prepares to launch all our students into the world fully prepared to chart a course for success requires effective stewardship of our resources during a time of significant challenges in higher education. Operational costs and the need for financial aid are rising, while research funding, philanthropy, and returns on endowments remain uncertain. New and changing regulations, compliance requirements, and standards of assessment are appearing alongside rapidly evolving digital technologies that will push the boundaries of, and reinvent the methodologies for, how we teach, learn, and conduct research.



Top: Students engage in classroom discussion.

Bottom: Moving in on Matriculation Day.



Top: Students volunteering in the local community.

Bottom: Poetry class in session.

// The blend of depth in traditional disciplines, novel interdisciplinary programs, and commitment to active citizenship and public service creates the unique potential of our student-centered research university. //

Although it is challenging to predict the future of American higher education, it is already clear that many schools are under significant pressure from the combination of vulnerabilities in the higher education budget model and attacks on the value of a liberal arts education. A relatively small number of institutions will have the luxury of continuing to offer the range of educational, research, and outreach opportunities demanded by their core values and most families who can comfortably pay for college. As this bifurcation of American higher education accelerates, we are confident that Tufts will continue to have the resources, prestige, and commitment to allow it to offer applied and foundational courses of study, to enable transformational experiences for all of its students, to pursue innovative approaches to today's challenges and those on the horizon, and to demand that all who can achieve here have the opportunity to do so. Tufts is and will remain an elite university, but its founding principles and its contemporary values dictate that it will never be elitist.

Tufts will remain strong, in part because it has a range of schools with distinct missions, but all share the same unifying foundational values. A key will be deepening connections across the university and enhancing collaborations with other leading institutions in the Boston area and around the world that complement all that Tufts has to offer. The blend of depth in traditional disciplines, novel interdisciplinary programs, and commitment to active citizenship and public service creates the unique potential of our student-centered research university.

An example of the blend of traditional and novel disciplines is the Tufts Music Engineering Program—which brings together faculty from music, physics, electrical and mechanical engineering, computer science, and the School of the Museum of Fine Arts—to create a rare, exciting set of educational and research opportunities in musical instrument design and manufacture, as well as music recording and production.

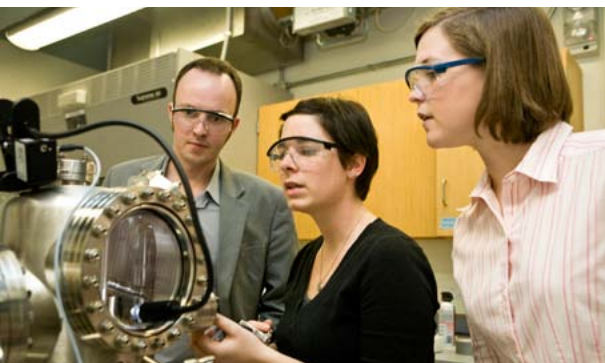
Tufts also offers a number of opportunities for collaboration within schools. The Center for Humanities at Tufts (CHAT) was established to promote innovative, collaborative study in the humanities and arts, and encourage conversation and debate in an effort to reach beyond the borders of a given discipline. CHAT promotes critical reflection on and exploration of the significance of the humanities and the arts for Tufts and its surrounding communities.

Another demonstration of what is possible at Tufts is the \$143 million U.S. Agency for International Development RESPOND grant. Awarded to Tufts and a small team of partner institutions in 2009, the project is developing a “One Health” educational approach to identify and control zoonotic diseases before they reach human populations. RESPOND brings together a unique range of Tufts perspectives, led by the Cummings School of Veterinary Medicine partnering with the School of Medicine, Center for the Enhancement of Learning and Teaching, Feinstein International Center, and the Office of Institutional Research and Evaluation. It is programs like RESPOND that showcase the unique institutional competencies that position us as a leader in confronting global challenges.

Closer to home, faculty, students, and staff from across Tufts, including the Friedman School of Nutrition Science and Policy, Cummings School of Veterinary Medicine, School of Medicine, and the Human Nutrition Research Center on Aging, are working to fight obesity. In addition to numerous scholarly publications, Tufts research



Animal Behavioral Clinic Puppy School class.



Top: The Tisch Library is a hub for student activity.

Bottom: A faculty member demonstrates the features of a variable temperature scanning tunneling microscope to students.

// Tufts will continue to balance its commitments to teaching and research to ensure a cohesive and communal student-centered experience that maximizes the value of a Tufts education and ensures lifelong engagement with the university. //

has also led to numerous intervention programs, including ChildObesity180 and Shape Up Somerville, which informed the development of Michelle Obama's Let's Move campaign, and led to the Healthy Weight for Living worksite program that has been endorsed by international scientists as a breakthrough in worksite weight-control programs.

Tufts is a nationally ranked, research- and student-centered university with a focus on global perspectives, transformational experiences, active citizenship, and having a profound impact on one another and the world. With campuses in Boston, Grafton, and Medford/Somerville, Massachusetts we offer our students, faculty, and staff access to the myriad of educational, social, and cultural attractions of Boston, and the serenity of lower-density surroundings. Since our founding in the Universalist tradition, Tufts has been devoted to the ideal of an educational environment that is engaging and inclusive, built on finding strength through diversity.

Tufts will continue to balance its commitments to teaching and research to ensure a cohesive and communal student-centered experience that maximizes the value of a Tufts education and ensures lifelong engagement with the university. We will continue to provide our students with the foundational and targeted skills to secure a first job and to thrive as they encounter career and life transitions in the years ahead. We will pursue innovations in online and digital learning that enhance our educational goals, and remain consistent with our values and strengths, rather than pursue the latest innovations simply because they have attracted others' attention. We will fortify and deepen existing research programs and initiatives, while working to overcome administrative and cultural obstacles to effective interdisciplinary and cross-school partnerships and collaborations. In short, we will continue to build on the tremendous accomplishments and potential that people associate with the name Tufts.

// We see these themes not as independent pillars upon which Tufts rests, but as mutually reinforcing components that form the basis for a strong, interconnected, sustainable Tufts. //

FUNDAMENTAL ASSERTIONS

Our strategic plan has been developed within a set of fundamental assertions that describe the current and anticipated future environment for Tufts:

1. Tufts has made phenomenal strides as a relatively young research university with core strengths in the liberal arts, engineering, global affairs, active citizenship, and the health sciences. Tufts will continue to balance its commitments to teaching and learning, research and scholarship, and impact.

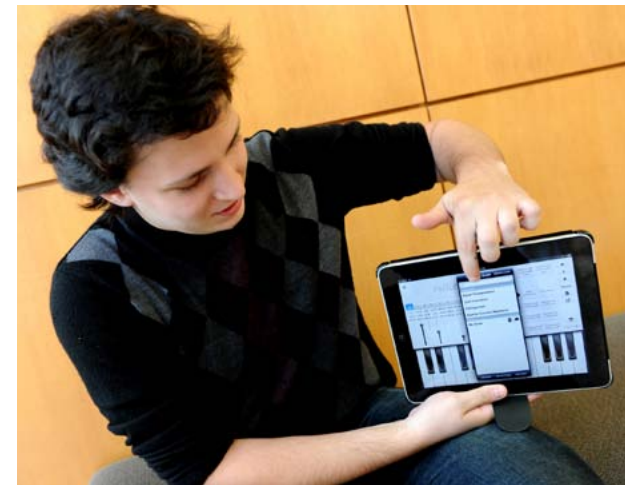
2. There will remain a strong demand for elite, brick-and-mortar research universities that appropriately and sensibly use emerging technologies.

3. Tufts will capitalize on recent initiatives to ensure that these initiatives reach their full potential, while continuing to pursue innovative approaches to new challenges. Tufts will continue to pursue a sustainable balance between its aspirations and its resources.

STRATEGIC THEMES

This document is the result of a collaborative planning process that was guided by the foundational values and core commitments detailed in Appendix A. It represents the influence of faculty, students and staff from across the university, as well as alumni, trustees, advisors, community partners, parents, and friends. Through the synthesis of these many perspectives four strategic themes emerged. We see these themes not as independent pillars upon which Tufts rests, but as mutually reinforcing components that form the basis for a strong, interconnected, sustainable Tufts. As such, many of the initiatives described under one theme also have relevance to other themes. The four strategic themes epitomize the core of our vision and mission, and will be the primary focus for Tufts over the next 10 years (T10).

1. **Foundational Initiatives.** In addition to the fundamental assertions that motivate the strategic plan, seven essential foundational initiatives were identified that respond directly to critical challenges facing higher education and are essential to the success of the additional strategic themes.



Top: Student demonstrates iPad application.

Bottom: Students participate in Tufts Summer Session.



Top: Faculty, staff, and students engage in a civics discussion.

Bottom: Lacrosse player calls out to teammate.

2. Enabling and Integrating Transformational Experiences. 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 his or her broader Tufts experience. Faculty and staff must also have enhanced access to resources that will allow them to better enable transformational experiences for students and for themselves. We have identified several initiatives that will advance these goals.

3. **Engaging and Celebrating Commonalities and Differences.** Tufts is committed to achieving the promise of a diverse and inclusive community, curriculum, and research portfolio, infused with a myriad of local and global, historical and contemporary, complementary and divergent perspectives. The initiatives identified under this strategic theme will advance our goals, in part by boldly confronting critical challenges that too often are ignored.

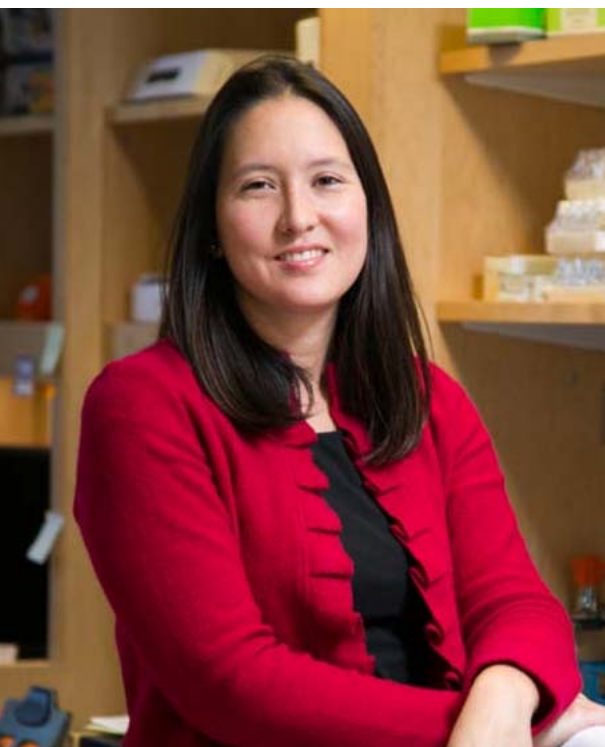
4. **Creating Innovative Approaches to Local and Global Challenges.** Tufts thrives on embracing complex issues and marshaling the capacities of our unique constellation of schools to envision innovative approaches to evolving local and global challenges. The initiatives identified under this theme will advance our goal of using educational, research,

entrepreneurial, and applied opportunities to generate positive short and long-term impact on one another and the world. As Appendix A more fully articulates, we maintain strongly that impact begins with our students, both undergraduate and graduate, who become thoughtful, dedicated, and expert practitioners and leaders in their professions and communities.

Collectively, the four strategic themes and the many associated initiatives serve as a guiding light for Tufts University. Other initiatives will undoubtedly emerge over the coming years in response to new challenges and opportunities, and the strategic plan will be revised to reflect these changes. What will not change are our commitments to maintaining an engaging and welcoming community, enabling and supporting transformational experiences, maintaining the conditions for faculty excellence, embracing diversity in all its forms, and providing alumni with lifelong engagement and learning opportunities. In short, we will build on the excellent value we provide today to those who invest their time, talent, and treasure with us in Medford, in Somerville, in Boston, in Grafton, and in the many other places that are Tufts.

Foundational Initiatives

Foundational Initiatives



Achieving the goals of our strategic plan requires that we pursue a number of foundational initiatives. These initiatives support the three other strategic themes and respond to critical challenges facing U.S. higher education, including increasing costs and declining revenues. Several of the initiatives are in progress. We are committed to taking the steps necessary to ensure their success, and to the careful, diligent monitoring required to show that desired outcomes are achieved.

T10 FOUNDATIONAL GOALS — TUFTS IN 2023

Tufts University is home to a diverse, world-class faculty that conducts scholarly and research activities seamlessly across schools and disciplines. Faculty members have opportunities to excel in their areas of expertise and the resources required to affect one another and the world in numerous ways. Tenure and promotion policies and procedures encourage achievements throughout faculty members' careers that are consistent with our shared values and goals. Our students are a vital resource and inspiration for our teaching, research, and outreach missions. Our staff develops and deploys its talents to advance all aspects of the mission. Our new facilities and programs are vibrant with energy, creativity, and innovation. There is a sustainable equilibrium between our aspirations and our resources.

T10 FOUNDATIONAL INITIATIVES

1. Ensure a world-class faculty. A diverse, world-class faculty is the foundation on which all aspects of our core mission are pursued—teaching and learning, research and scholarship, and impact on individuals and society. One important way in which the faculty influences the university and its core mission is through our tradition of shared governance. As we expand on existing Tufts initiatives and pursue new strategies, our success will depend on faculty governance structures that effectively capture faculty perspectives within and across schools, and in which faculty are able to partner with the administration on key decisions.

In addition, our success depends on maintaining and extending faculty excellence. Tufts will reexamine its policies and practices to ensure that we recruit and retain exceptional faculty who appreciate the integrated focus on research, education, and impact that is Tufts' hallmark. To this end, securing the resources and enacting the policies that will help faculty achieve their full potential throughout

// Much of what determines students' experiences at Tufts is the result of their interactions with one another. These interactions serve as a powerful influence in establishing social and intellectual identities. //

their careers, such as ensuring that tenure and promotion procedures recognize and reward our shared values and goals, will be critical. It is also essential that we continue to develop policies and practices that enable faculty to work with department and school leadership to identify the time, space, and other resources required to become true innovators in appropriate combinations of research, teaching, and impact, and for their contributions to each area to vary over time. Examples of alternative models include professors of the practice in Engineering and Fletcher, clinical professors in medicine, and clinical and research tracks at the Cummings School. Moreover, we are committed to strong, forward-looking work/life policies and programs that will be crucial to recruiting, retaining, and supporting current and future faculty. The articulation of faculty policies and practices will vary across schools, given the variation in school missions and subsequent discussions among faculty, deans, and central administration, but Tufts' core values and goals will be evident throughout.

2. Advance the student experience. Much of what determines students' experiences at Tufts is the result of their interactions with one another. These interactions serve as a powerful influence in establishing social and intellectual identities. Tufts uses a holistic approach to admissions that focuses on test scores, grade-point average, and other easily quantifiable indicators of a student's ability to thrive at Tufts, as well as essays, letters of recommendation, interviews, and other qualitative information. This process yields classes that are statistically consistent with the very best universities, and the character that allows them to thrive individually and collectively in our inquisitive and engaging environment. Over the next 10 years, Tufts must continue to recruit and retain the quality and diversity of students who have the capacity to enhance the student experience, and provide them with the challenges and supports necessary to realize their potential and that of their peers.

There is no doubt that Tufts faculty has a tremendous impact on students. The bonds that are formed in classrooms, labs, and advising sessions connect students to Tufts while they are on campus, and in the decades ahead as students often develop a deeper appreciation



*Top: Incoming students attend Matriculation ceremony.
Bottom: Drama and dance rehearsal.*



Top: Residents participate in a clinical simulation.

Bottom: Students participate in the "Introduction to Japanese Culture" course.

// Central to the mission of research universities, robust graduate education programs create, advance, and expand knowledge, as well as train future scholars and leaders. //

for the skills and perspectives learned from faculty. Similarly, staff has a tremendous impact on students through a broad range of interactions, as the people responsible for ensuring that students are safe; that facilities and equipment are available and ready to be used; that the large and largely invisible administration of our complex university works seamlessly; and that students are challenged and supported in their residential, curricular, and extracurricular activities. It is critical that Tufts continues to provide opportunities and resources for faculty as well as staff to develop and deploy their talents in ways that will enhance what is already an extraordinary Tufts student experience.

3. Enhance graduate education across the university. Central to the mission of research universities, robust graduate education programs create, advance, and expand knowledge, as well as train future scholars and leaders. Our graduate programs substantively benefit the university's intellectual community and scholarly activities. Graduate students and postdoctoral trainees contribute significantly

to creating and distributing knowledge, as individual contributors and as vital members of research teams. They are also invaluable in their roles as teaching assistants, helping faculty members balance the demands of their teaching, research, and administrative duties, and serving as key teaching and learning partners with faculty and undergraduates.

The importance of our graduate education programs is clear when, as so often occurs, prospective faculty members focus on graduate education as one key indicator of whether they want to join the Tufts community. It is critical that in the years ahead we ensure that the governance and organizational structures of graduate education across Tufts are the focus of attention, resources, and action so that these programs maintain a valid and essential presence in our community.

// One of our most treasured resources is our staff, individuals who proudly support our students, faculty, alumni, parents, staff, and other community members, and each other. //

To facilitate the university's ability to offer distinctive and innovative graduate programming that goes beyond the traditional boundaries of disciplines and departments, a university-wide Graduate Education Council will be convened. The council will be charged with identifying the essential aspects of graduate education across the university and determining the most effective ways to realize the full potential of Tufts' unique constellation of graduate and professional schools. Through the council, or through another university-level structure that emerges from council and community deliberations, we will pursue such activities as identifying and implementing assessment criteria for reviewing current programs and developing new programs, and overseeing programs designed to strengthen the presentation, quantitative, and computational skills of our students, as well as their ability to work effectively in diverse, interdisciplinary teams and networking. All of these skills will be essential to graduate students' future success in whatever careers they choose to pursue.

4. Recognize our valued staff. One of our most treasured resources is our staff, individuals who proudly support our students, faculty, alumni, parents, staff, and other community members, and each other. Through our staff's expertise and commitment, Tufts has been able to attain its many achievements. Tufts' extensive array of programs requires a wide range of skills, from athletic coaches and administrators, to lab assistants and clinical care staff, to name a few. In recognition of our staff's achievements, each year the Tufts community selects a number of individuals and teams for Distinction Awards. A colleague described a recent staff recipient of "The Unsung Hero Award" this way: "You deliver these services with consistent excellence and a perceived ease that belies the effort you dedicate to your job. You're known among your colleagues and senior leadership as a master communicator and collaborator."

Another example of appreciation for our staff's work and commitment was the special recognition event initiated and organized by students on the Medford/Somerville campus as a thank you to all the staff who helped Tufts in its



Staff engage in the T10 strategic planning process.



Tufts investigators and community partners present their research findings at the Museum of Science.

response to the frightening and terrible events following the Boston Marathon attacks. As Tufts embarks on the next 10 years, we will continue to value our staff and work to create an environment that enhances our culture of pride, trust, commitment, and rewarding work.

5. Improve access to information about Tufts' educational, research, and impact activities. Tufts is a complex institution of innovative, creative people who engage in a wide variety of activities. Although the community is one in which members regularly talk to one another about their pursuits, there are limits to how effective personal interactions can be for sharing information. Tufts will enhance and expand the capabilities of its information systems that allow individuals to learn the basics of what their colleagues are teaching, learning, studying, and publishing, as well as their latest professional, civic, and community activities and recognitions. This is possible with recent technological innovations and necessary as we aim to acknowledge student, faculty, and staff accomplishments more readily, communicate university impact more broadly, and better connect with one another and the world. An excellent model to build on is the Tufts Clinical and Translational Science Institute (CTSI). Funded by \$52 million in National Institutes of Health (NIH) funding from 2008–2018, the CTSI connects health sciences researchers to research, consultation, and educational resources, and fosters collaboration between scholars of all

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but is ahead of most schools in responding to the
new financial environment. //

disciplines and with community members. In addition to the CTSI model, we will also build on the expertise and experience of information specialists in such units as Tufts Technology Services and the libraries.

6. Steward resources effectively. As this document and the media acknowledge, higher education must find new ways to create a sustainable equilibrium between its aspirations and its resources. Tufts joins its peers in facing these challenges, but is ahead of most schools in responding to the new financial environment. The centerpiece of our response is Tufts Effectiveness in Administrative Management (TEAM), a university initiative designed to ensure that our administration supports our core academic mission to the greatest degree possible. TEAM builds on Tufts' tradition of managing resources carefully to maintain our financial strength. Through novel collaborations between external consultants and local experts, TEAM is identifying and implementing initiatives that will reduce costs and increase administrative effectiveness. For example, significant opportunities have been identified in the area of procurement that will reduce expenditures without

adversely affecting our ability to secure the office supplies, equipment, and other materials required to achieve the core mission.

Tufts is also pursuing revenue-generating opportunities that are consistent with our vision, mission, and capacities. We realize that some of our best academic efforts also provide opportunities for enhanced revenue, often by generating intellectual property, by shifting slightly to address unmet educational needs, or by attracting the support of generous philanthropists. An excellent example is the recent development of a Physician Assistant Program at the School of Medicine. With few incremental resources, this new program addresses the national demand for physician assistants and has emerged as a positive revenue source.

7. Create physical spaces consistent with strategic initiatives and sustainability goals. Our strategic plan will be successful only if our facilities can support our core mission and our sustainability goals. For example, in order to pursue new ways of using discussion and technology to enhance the classroom experience, classrooms must be equipped with digital



*Top: Professors and students examine their experimental rooftop garden.
Bottom: Trustees discuss the strategic plan.*



Top: Faculty react to the renovation renderings of 574 Boston Avenue.

Bottom: Tufts displays its spirit on the rooftop of Tisch Library.

technology and have seats that can be arranged in multiple configurations. Similarly, we can be successful in pursuing innovative research only if we have the space required for scholars to conduct experiments, create installations, and engage with current and potential collaborators. Tufts is addressing this critical enabling need by developing a five-year capital plan in conjunction with the strategic plan and the recommendations outlined in the President's Campus Sustainability Council Report. To assist in funding these projects, we have issued \$250 million in century bonds that will provide substantial resources for capital investment in academic facilities, renovations, deferred maintenance, and information technology. Additional resources will result from the implementation of cost-saving sustainability projects, TEAM and the upcoming university fundraising campaign.

Two major capital projects have been launched—the renovation of 574 Boston Avenue and the construction of a Science and Engineering Center on the Medford/Somerville campus. Both will expand our capacity to conduct research that brings together faculty, students, and staff to pursue innovative approaches to local and global challenges while incorporating the principles of sustainability so that these buildings are durable, easy to maintain, resource-efficient, and adaptable. Emerging initiatives include

the development a long-term housing strategy that will support the student-experience components of the strategic plan by colocating residential, social and, academic needs. Further sustainable and responsive learning environments designed with expertise from across the university will create an institutional roadmap for contemporary, flexible learning spaces that support active learning and adapt to different teaching methods.

As we pursue these and other capital projects, we will implement the recommendations of the President's Campus Sustainability Council Report. Doing so will ensure that we conserve energy and reduce emissions, water use, and waste, thereby maintaining Tufts' position as a leader in environmental sustainability, and building on such Tufts initiatives as the 1988 Talloires Declaration.



THEME 2

Enabling and Integrating Transformational Experiences



Top: Tufts student interviews a Haitian resident about access to health care.

Bottom: Professor leads an interactive lecture.

At Tufts we know that life is a collection of experiences that affords us knowledge about ourselves, one another, and the world. This learning process compels us to question prior assumptions and beliefs. Experience teaches us that while learning is often intentional, it is just as important to be open to the power of serendipity. A vital part of the educational process is learning how to learn, embracing new opportunities, and developing skills to explore the world and discover one's place in it. The Tufts community facilitates this journey of meaningful learning through the relationships that students, faculty, staff, and alumni develop with one another. The combined effect creates an environment that encourages intellectual curiosity by helping students develop, and faculty members hone the skills necessary for sustained critical and creative thinking in this ever-changing world.

To be a student—no matter the degree or discipline—is to be directly engaged in this process of continuous learning, development, and discovery. An important element of this process, which cannot be overstated, is that it often includes multiple failures, learning from those failures, and adapting accordingly. Our students, in their academic and nonacademic pursuits, must learn to take risks, not be afraid of failure, and move beyond the boundaries of their comfort zones. In this way they will expand their capacities beyond what they thought possible. As a student-centered university, we provide the expectations, opportunities, and support for our students to pursue transformational experiences.

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. These experiences are likely to occur when people venture beyond their comfort zones—physically, intellectually, socially, culturally, geographically, or otherwise. The novel thinking that often accompanies unfamiliarity can lead individuals to appreciate unexamined parts of their environments, discover new parts of themselves or others, and achieve in ways previously thought impossible.

Transformational experiences can occur inside and outside the classroom, and these experiences can be positive and negative. Students benefit from assistance in drawing as much meaning and insight as possible from their explorations of the unfamiliar. This assistance

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often comes from professors, peers, coaches, advisers, chaplains, counselors, and others who are dedicated to helping students embrace and process transformational experiences. We believe that we have a responsibility to ensure that students have the appropriate level of support, and at least one adult in the community whom they trust for open consultation, to integrate the different levels of learning that emerge over the course of their undergraduate or graduate years. Tufts will cultivate a challenging, supportive environment that enables and integrates transformational experiences, one that would be difficult to replicate through online or other nonresidential learning environments.

Students and faculty meaningfully reflect on and leverage their experiences by integrating their personal revelations into their studies, aspirations, and the broader intellectual life of the university. Transformational experiences are perhaps best modeled by the life of a student, but our student-centered orientation drives an ideal of the learning lifestyle that extends to all partners in teaching and learning processes. Therefore, faculty and students reap the

transformational benefits of an environment geared toward relentless pursuit of knowledge, inclusion, innovation, and impact.

Tufts students and faculty find transformational experiences in the classrooms where they are intellectually challenged by faculty employing both well-established and highly innovative pedagogical approaches; in research and creative environments where they participate in making discoveries that have long-lasting impact on their fields of study; and in many other venues where our diverse population develops deep and lasting relationships. Of course, life itself is full of such experiences, and all the more so for life on a university campus, which can and should be truly transformational.

A prime example of how we promote our unique capacity to have transformational and lifelong impact is the Graduate Institute for Teaching (GIFT). Focusing on training graduate students for deeper and more effective teaching and evaluation of undergraduates—an often-neglected but critical component for most in their future careers—this program showcases how our student-centered ethos ultimately integrates the



Top: Top o' the Hill Tribute and Illumination Ceremony welcoming students.

Bottom: Installations at the Aidekman Arts Center offer a great opportunity to meet others from around the university.



Top: Students engage in hands-on equine medicine.

Bottom: An alumna leads a career services discussion on networking.

education we provide at all levels, and applies it to all aspects of the teaching and learning interface. Graduate students have transformational experiences while learning how to create transformational learning environments for undergraduates. Similarly, the annual Arts and Sciences Graduate Research Symposium and similar programs in other schools provide graduate students with an opportunity to introduce their research and hone their presentation skills to an audience of fellow students, faculty, alumni, and invited guests. At the undergraduate level, Summer Scholars is one of the programs that provides students with faculty-mentored opportunities to experience the transformational impacts of conducting and presenting original research in the humanities, social sciences, and sciences. The challenge for Tufts is to find ways to make comparable experiences available to all students, both early, when a budding interest can be encouraged, and late, when a maturing interest can be fully engaged.

Through our commitments to active citizenship, public service, international engagement, and wellness, many students find institutional support to supplement their academic lives with extracurricular activities, athletics, entrepreneurial ventures, internship opportunities, and other activities outside the classroom. Intentional, innovative programming offered through university entities—such as the Tufts European Center, Tisch College of Citizenship and Public Service, the Institute for Global Leadership, and the Office of Programs Abroad

(approximately 45 percent of Tufts undergraduates study abroad for at least a semester), annually provides thousands of students with unique learning experiences that reach beyond the confines of traditional higher education and the comfort zones of the students involved. These programs appeal to students of widely varying interests and immerse them in new environments with the appropriate prior preparation, including language study and inquiry into relevant practical complexities and ethical implications. Tufts Schools of Medicine and Dental Medicine run programs in global health in several countries providing students with collaborative research, education, and training opportunities while serving populations in need. In Milot, Haiti, students work side by side with Tufts clinical faculty and Haitian physicians in variety of outpatient adult, pediatric, HIV, and specialty clinics as well as inpatient medical, surgical, and obstetrics. Closer to home, the Tufts at Tech Community Veterinary Clinic is a unique partnership between Worcester Technical High School and the Cummings School of Veterinary Medicine, in which all Cummings students provide compassionate and affordable veterinary care in an underserved community. This experience exposes them to the animal-care challenges and ethical dilemmas important to their development as health professionals. In its inaugural year, Tufts at Tech provided preventative and primary care services to 3,000 companion animals.

// New technologies have been implemented that provide our faculty with the necessary tools to enhance and redefine the classroom and cocurricular educational experience. //

T10 STRATEGIC GOALS – TUFTS IN 2023

Every Tufts undergraduate and graduate student has meaningful and supported transformational experiences, and our faculty has the resources required to enable and to participate in transformational experiences. New technologies have been implemented that provide our faculty with the necessary tools to enhance and redefine the classroom and cocurricular educational experience. New programs have been developed that assist our students with their intellectual and social growth. The university has developed and faculty members have become accustomed to regularly participating in engaging sessions that expose faculty to proven and novel teaching and learning techniques that have transformed their teaching and enabled higher levels of student learning. Through partnering with our engaged and generous alumni community and our faculty, the number of local and global research opportunities has increased, as well as the number of students and faculty who participate in these projects, resulting in unique opportunities for discovery. Traditional educational methods have been augmented with real-world internship opportunities from

our local and global alumni and partners that provide students with new experiences and perspectives that are grounded in effective preparation and thoughtful reflection as they prepare to launch their careers.

T10 INITIATIVES

To best facilitate the achievement of our stated T10 strategic goals, the following initiatives have emerged through the strategic-planning process. These initiatives reinforce and strengthen Tufts' value proposition as a leader in higher education during a time of uncertainty, provide our students with the skill sets they will require as they determine their place in the world, support our faculty to be on the cutting edge as educators, as well as provide opportunities for our alumni to become more engaged with the campus community.

After approval of the strategic plan, and in collaboration with the Tufts community, these initiatives will be advanced through the development of detailed implementation plans.



Top: Faculty member engages students during a computer science lecture.

Bottom: Student participates in Community Day.



Top: During a humanitarian response training exercise, students negotiate with actors playing a rogue militia.

Bottom: Students participate in a Graduate Institute for Teaching workshop.

1. Provide faculty with the resources necessary to create a greater number and range of transformational classroom experiences. Through its faculty, Tufts is committed to providing students with evidence-based teaching and learning opportunities. Central to this commitment is promoting research about teaching and learning, and ensuring that faculty members have a range of stimulating opportunities to engage the latest research on teaching and learning, to experiment with new techniques, and to network with colleagues who are grappling with similar challenges. Most Tufts faculty already find ways to keep their teaching current through seminars and workshops offered by the Center for Enhancement of Learning and Teaching (CELT), the Educational and Scholarly Technology Services (ESTS), and many other Tufts-based and external opportunities. Given the rapid changes in technology, teaching and learning research, and student demographics, Tufts will develop a new program, Teaching and Learning Engagements (TALeEs), which will focus on the effective use of technological innovations, lessons from recent research on pedagogy, and best practices for fostering an inclusive learning environment. Rather than a single seminar or training, TALeEs will build on existing CELT, ESTS, and other resources to offer a broad array of engagement opportunities from which faculty will be encouraged to regularly select those that will best meet their individual needs. This initiative will ensure that the time and resources students, parents, and governments invest in Tufts result in transformational educational experiences.

2. Identify and promote best practices for enabling and integrating transformational experiences. By bringing together leaders of the Tufts curricular and extracurricular programs that most often enable transformational experiences and learning what each does best, we will draw upon lessons learned and use them to enhance existing programs and guide the development of new ones. An important part of this initiative will be expanding opportunities for students to share their experiences and their impact with faculty, family, friends, and local and global communities, thereby enhancing their own learning and encouraging others to get outside their own comfort zones. The university will appoint a coordinator of transformational experiences for a limited term to lead this effort and will develop programs that will ensure that all schools are enabling and supporting transformational experiences for their students.

3. Renew and expand our commitment to active citizenship, including a new 1 + 4 Undergraduate Program. For more than a decade, Tisch College has worked with faculty, staff, and students in every school to enhance the student civic experience and to conduct original research. Through curricular and cocurricular active citizenship activities, thousands of students have gone beyond their comfort zones, worked with faculty, staff, and peers to interpret their experiences, and used these transformational experiences to inform their intellectual, social, and civic development. In the years ahead, Tisch College will continue in its role of champion,

catalyst, and center of excellence for this signature value of the university.

One example of a new initiative to develop the civic lives of our students is the launch of a 1+4 program. Focused initially on undergraduates, it will provide students with an opportunity to spend a year engaged in full-time national or international service and community engagement before beginning their traditional four-year undergraduate experience. The program will provide participating students with transformational experiences as they immerse themselves in new cultures and communities, while building connections to the university through innovative programming and digital learning opportunities. By ensuring that all participating students are supported, and by partnering with established organizations approved through an emerging national certification system, the 1+4 program will democratize the gap year, thereby allowing a more diverse group of students to increase their direct experience with innovative approaches to local and global challenges, including social entrepreneurship, and develop leadership skills that will enhance their undergraduate experiences and career opportunities. In identifying financial resources to support this program, extreme care will be taken to avoid competition with the scarce, critical resources required for undergraduate and graduate financial aid.

The list of certified domestic and international partners is likely to include such programs as LIFT and Global Citizen Year. LIFT has offices in

six U.S. cities. In Boston, dozens of Tufts undergraduate students already volunteer as part-time advocates for local community members pursuing economic stability and well-being. Global Citizen Year is a full-time, full-year, pre-college program in which young people contribute to education, technology, health and environmental projects in developing countries. Both programs provide training and support to students, and ensure that there are substantial benefits to participating students as well as host communities.

4. Enhance and expand engagement opportunities for our substantial alumni community. With more than 90,000 alumni of record, Tufts' alumni base spans the globe. Of these alumni, more than 29,000 live within a one-hour drive of one of our campuses. This extraordinarily rich resource provides opportunities to develop a broader and deeper set of mentoring relationships, which have a unique reciprocal quality in that they can be transformational for students and alumni. One example is the Tufts Financial Network (TFN), an affinity group created in 2008 to connect Tufts alumni and friends who work in financial services with the university. Through a speaker series, panel discussions, and highly-interactive forums, the TFN provides its alumni members with networking opportunities, connects them with Tufts faculty and industry experts, and complements the critical liberal arts and engineering educations of students interested in finance careers.



Top: Tufts community participating in the Boston Marathon.

Bottom: Alumni tour the health sciences campus.



Top: Tufts alumni network in Washington, D.C.

Bottom: Students network with Tufts alumni.

// Working with our alumni, we will develop additional student internship programs and other means of engagement in which students can gain practical experience and work skills that will help launch their careers. //

Another example is the Connecting Alumni and Student Experiences (CASE) network in Washington, DC, established in 2006. Annually, alumni leaders in DC identify summer internship opportunities for Tufts undergraduates. Engaging actively in the recruitment, selection, and orientation processes, these alumni also coach the more than 20 summer fellows and organize 15 or more alumni panels on a range of career and policy topics. They also match alumni mentors to each fellow, as well as any other Tufts students in D.C. for the summer on their own internships. Mentors provide guidance on starting careers in D.C., navigating the alphabet soup of organizations, graduate school options, and career paths. Networks are essential for career success in Washington, D.C., and Tufts alumni are providing that for our students.

Working with our alumni, we will develop additional student internship programs and other means of engagement through which students can gain practical experience and work skills that will help launch their careers. There will be opportunities for speaking engagements so that alumni can come back to campus and share their experiences and perspectives. We will also explore traditional and emerging online opportunities to increase the number and range of lifelong learning opportunities available to our alumni. In collaboration with deans and faculty, the Office of Alumni Relations will explore and implement these opportunities as well as develop interest-specific programs to engage our alumni and benefit our students.



THEME 3

Engaging and Celebrating Commonalities and Differences



Top: A group of students socialize in South Hall.

Top: Tufts students travel to Nicaragua.

A cornerstone of Tufts' mission is to create a community of exceptional faculty, staff, and students from a range of backgrounds and perspectives, in which all individuals can achieve their full potential, and the community achieves far more than would be possible in a more homogeneous setting. Over the next 10 years, Tufts will demonstrate unprecedented institutional commitment to diversity, inclusion, and cultural competency, and renew its commitment to global activities and engagements. This process began with the 2012 convening of the President's Council on Diversity and will continue as the council's recommendations are debated and implemented. The future viability of higher education will hinge on reckoning openly with the challenges and opportunities of accessibility, diversity, and inclusion.

We consider cultural competency, fluent interactions with different people and perspectives, to be an essential component of higher education in the 21st century. In terms of basic preparation, personal experience with navigating issues of diversity, and exposure to different cultures and contexts, are increasingly important for all students, faculty, and staff as our daily interactions become more diverse and the world becomes more interconnected. Additionally, our commitment to inclusion and global perspectives promotes deeper thinking, and enhances social development and self-awareness. An excellent example of the benefits of focusing on diversity and inclusion is found in the course, *Islam on the Ocean Rim*. Cotaught between Tufts and the Lahore University of Management Science, the course used a digital classroom that allowed students to collaborate across continents through a live video link, providing them

with a rare opportunity to cross cultures while learning about key political and cultural issues. The resulting discoveries about commonalities and differences provided layers of intellectual and personal growth beyond what would have resulted from the typical classroom experience. Plans are under way to use the technological and pedagogical innovations developed through this course to make similar connections with other international partners.

In addition to the instrumental case for focusing on diversity and inclusion, Tufts also has a special obligation to these issues because of its emphasis on active citizenship. With the support and encouragement of the Tisch College of Citizenship and Public Service, the Institute for Global Leadership, and other Tufts units, students find many ways to engage with local and global communities, often in an attempt to

// Tufts has renewed and reinvigorated its commitment to engaging with community issues of diversity and inclusion, infusing the actions of the university with global perspectives and relevance. //

understand challenges and pursue solutions. The point is that rather than assume a passive, internal approach to what happens around us, we should actively participate in using knowledge to promote positive change. This message applies in nearby communities and around the world, but it should also apply on campus. Tufts students, faculty, and staff must ensure that our campus communities are models for the external communities we engage. Being a local active citizen means taking responsibility for understanding how opportunities are distributed across Tufts, and advocating for access and opportunities based on skill, merit, and other characteristics consistent with our core mission.

When universities commit to access, diversity, and inclusion, the implicit assumption is often that this commitment focuses on reducing barriers to achievement by U.S. students, faculty, and staff. By contrast, we explicitly include global communities and perspectives in this strategic theme. We do so in part because Tufts is a global university. The number of undergraduates who study abroad for at least a semester, the number of faculty who study other cultures

or conduct research in other countries, and the number of international students and alumni in our community all exceed what one finds at most U.S. universities. Adopting a broader perspective about access, diversity, and inclusion that includes global populations and global research, teaching, and outreach, complements the attention we focus on domestic populations, and builds strong bridges between two of Tufts' strongest focal areas—global and diversity.

T10 STRATEGIC GOALS – TUFTS IN 2023

Tufts has renewed and reinvigorated its commitment to engaging with community issues of diversity and inclusion, infusing the actions of the university with global perspectives and relevance. People of all backgrounds are supported financially, socially, and intellectually, to fully participate and thrive in the Tufts community. All have benefited from more breadth and depth of interactions and learning across the university, and a range of integrated, globally oriented programs and initiatives. These priorities have reinforced one another in generating a culture that celebrates and nurtures diversity as the lifeblood of productive global engagements.



Top: Tufts students and local children participate in Kids' Day activities.

Bottom: Teacher who received training from Tufts faculty works with her students.



Top: Students study near the Tufts European Center in Talloires, France.

Bottom: Students celebrate at Commencement.

T10 INITIATIVES

To best facilitate the achievement of our stated T10 strategic goals, the following initiatives have emerged through the strategic-planning process. These initiatives were designed to facilitate Tufts' response to the increasing need for financial aid, the desire to be a diverse and fully inclusive community, to strengthen our global position, and to provide stimulating opportunities for our philanthropic alumni.

In the months following the approval of the strategic plan, in consultation with and support of the Tufts community, these initiatives will be advanced through developing detailed implementation plans.

1. Enhance undergraduate and graduate financial aid. Tufts has made tremendous strides in the past few decades in the research it conducts, the educational opportunities it provides, and the positive impact it has on individuals and society. Tufts, like almost every other elite college and university in the country, has published costs of attendance for its undergraduate and graduate programs that exceed the annual income of most U.S. households. The reality is that unless Tufts can offer aggressive financial aid, some number of exceptional applicants will not have the opportunity to experience all we have to offer. Tufts has a moral imperative to ensure that our educational experience is accessible to all those who present exceptional records. It is diversity, in all its forms, that drives institutional excellence.

We are addressing this national challenge by pursuing TEAM and other efforts to reduce costs and increase revenues, as well as by asking Tufts alumni and friends to contribute to a current financial aid initiative, and to the financial aid campaign that will certainly be part of the upcoming university fundraising effort. The priority given to financial aid stems from our institutional roots, the success stories of many Tufts alumni who were first-generation college students, our emphasis on active citizenship, and the essential competitive requirement to encourage as many exceptional people as possible to join our community. For these reasons and many others, Tufts is committed to providing opportunities for less affluent students to be educated here, and for all students to learn in an economically diverse community.

2. Implement emerging diversity and inclusion recommendations. In March 2012, President Anthony P. Monaco created the President's Council on Diversity. He observed that "while we can be proud of significant accomplishment in meeting our commitment to diversity and inclusion, we also know that there is more to be done." He charged the council with assessing the diversity and inclusion environment at Tufts, identifying diversity and inclusion goals, and offering recommendations for achieving our goals. The council will complete its work shortly, following an additional period of community engagement, but it is already clear that Tufts has some of the challenges every

other college and university face. The composition of the Tufts community across all schools does not always reflect the pool of exceptional individuals who would thrive here; the quality of the student experience is sometimes correlated with demographic characteristics, and achievement for some groups falls short of what one would expect based on their pre-Tufts accomplishments. While Tufts is similar to other schools in its range of challenges, the university differs from many in its commitment to making positive change, and in using evidence and data to do so. The council recognizes that long-standing patterns will not change without significant effort, and that all parties will not always welcome necessary actions. To ensure that the recommendations of the council are implemented and that diversity and inclusion goals and initiatives continue to be pursued aggressively, Tufts will appoint a university-wide chief diversity officer. The officer will not be the only person responsible for achieving our diversity and inclusion goals, but will be a partner with identified leaders in all Tufts units. Like most goals, those for diversity and inclusion will require significant effort, deep partnerships, and resiliency. Tufts also commits to sharing data relevant to our diversity and inclusion goals, regularly updating the community on initiatives, and continuing to work with the community to identify keys to success. Yet another example of Tufts' commitment to achieving diversity and inclusion goals is the TALEs initiative, which has been described under Theme 2, and has

// For many students at Tufts, the diversity of our community will be an essential ingredient of their individual transformational experiences described in Theme 2. //

creating an inclusive learning environment as one of its critical foci. Through these and other actions, Tufts will create an environment in which all who join our community can succeed, develop a deep and enduring connection to Tufts, and benefit from engaging with people whose experiences and perspectives differ from their own. For many students at Tufts, the diversity of our community will be an essential ingredient of their individual transformational experiences described in Theme 2.

3. Strengthen and coordinate global programs. Tufts has long been a leader in global studies, but we must do more to coordinate our efforts, to challenge all students to think globally, and to better engage those who support global research, education, and outreach. Achieving these goals will require increased resources and greater coordination across the university, both of which will be achieved in the next 10 years. Key campus partners will include the Office of Programs Abroad, Institute for Global Leadership, International Relations Program, Global Health, Fletcher School, Tufts European Center, and the international student offices found in most Tufts schools.

This opportunity in our core global area is akin to what Tufts faced more than a decade ago with another signature area—active citizenship. Today, the Tisch College of Citizenship and Public Service works with all schools to enhance the student civic experience, conducts original research on civic practices, and serves as a hub for active citizenship research, teaching, and outreach. Tisch College provides the physical, organizational, and financial resources necessary to develop, seed, and sustain the university's active citizenship strategy. The creation of a unit that may take a different form than Tisch College, but that has a comparable mission for global activities, will ensure that our growth in this vital area is with intentionality, coordination, and the requisite resources. As with active citizenship, we will not stifle the spontaneous and specialized global initiatives of individual units, but will work to make university-wide collaboration on global projects and scholarly partnerships and exchanges easier, and thus encourage more coherence in our overall global presence.



THEME 4

Creating Innovative Approaches to Local and Global Challenges



Embracing complex issues with a critical and creative eye is central to Tufts' place in the world, and marshaling our own complexity across schools and disciplines is the linchpin of that innovative potential. Our ability to approach local and global societal and scientific challenges in unique, effective ways will be contingent on sustaining a culture and structure that enables and fosters creative collaboration across the university, our local communities, and the world.

For example, some of today's greatest challenges are in the areas of water, climate change, and global health. Tufts is a world leader in helping to resolve these challenges, and one vehicle through which it accomplishes this is the Tufts Institute of the Environment (TIE), which connects, facilitates, and supports cutting-edge interdisciplinary research in these areas. TIE has catalyzed projects that recently attracted grant funding from the National Institutes of Health (NIH) and the National Science Foundation (NSF), addressing global challenges ranging from water and food security to tropical diseases. TIE has also contributed to educational programs including the Masters of Conservation Medicine that was initiated at the Cummings School and the internationally recognized Tufts Environmental Literacy Institute.

Tufts also has a tradition of innovative collaborations, such as the 2011 partnership between the Cummings School of Veterinary Medicine and the Feinstein International Center that led to rinderpest (commonly known as cattle plague) becoming the first animal disease to

be eradicated by human intervention. Rinderpest had killed millions of cattle for millennia and was a cause of human famine, particularly in Sub-Saharan Africa. Our juxtaposition of researchers from veterinary medicine and international development ameliorated this global scourge.

Innovative initiatives can be focused around the world or very close to campus. One local initiative is the Poincaré Institute. It seeks to reduce educational achievement gaps by bringing together expertise from mathematics, mathematics education, and physics to help middle school teachers deepen and broaden their understanding of middle school mathematics through a broad, unified framework. With support from the NSF, Tufts works in partnership with local communities in Massachusetts, New Hampshire, and Maine to improve students' learning and teachers' understanding of mathematics and how children think and learn.

As a research university with manifold strengths, Tufts is committed to enabling world-class research, both within and across disciplines



Top: Community member participates in Tufts' Bike to Work Day.

Bottom: Tufts veterinarians were pivotal in creating a vaccine that eradicated Rinderpest.



*Professor brings his class on
an environmental field trip.*

and schools that have an impact on the world. For example, the cognitive science program, an interdisciplinary effort to understand and explain the mind, draws on perspectives from such fields as psychology, computer science, philosophy, linguistics, anthropology, neuroscience, and biology. With the involvement of some of Tufts' most-accomplished humanists, social scientists, and engineers, cognitive science is a paradigmatic research and educational program with enormous potential for scientific and global impacts.

In the coming years, disciplinary depth and rigor combined with interdisciplinary breadth and fluidity will be viewed as mutually reinforcing, not mutually exclusive. The local and global challenges of today require scholarly insights and entrepreneurial thinking that transcend disciplinary boundaries. Demand for attention to the real-world impacts and consequences of discovery emanate from academic communities, funding agencies, and the public. One of the many Tufts responses is the annual Tufts Energy Conference, organized by a diverse mix of undergraduate and graduate students from the Fletcher School of Law and Diplomacy, the Department of Urban and Environmental Policy & Planning in the School of Arts and Sciences, and the School of Engineering. The conference provides a platform to engage industry experts, policymakers, professionals, and the new generation of energy leaders in thought-provoking and solution-based discussions of the pertinent challenges and opportunities facing today's energy sector.

// In a departure from previous trends in innovation and entrepreneurship, our programs proceed from the assumption that entrepreneurship is a perspective that can be applied to challenges far beyond typical business applications. //

Through this interconnected world, we will inspire and cultivate an environment of innovation and entrepreneurship across Tufts. Innovation and entrepreneurship are areas of significant and increasing intensity across American higher education. From Tufts' perspective, innovation is the ability to create extraordinary new value across the realm of social, commercial, aesthetic, and intellectual venues. Entrepreneurship is the relentless pursuit of opportunities to solve problems; entrepreneurs combine a vision to see new processes or products with the execution skills to bring them to life.

In a departure from previous trends in innovation and entrepreneurship, our programs proceed from the assumption that entrepreneurship is a perspective that can be applied to challenges far beyond typical business applications. These concepts can have a palpable impact on the social sciences, humanities, and creative arts as multidisciplinary collaborations form to solve the contemporary problems of a global society. Entrepreneurship emphasizes initiative and

resilience, over reactivity and aversion to risk. At its core, entrepreneurship is the spirit that drives faculty across Tufts to pursue paradigm-shifting research and scholarship, often in the face of numerous obstacles, and to persist until publishers, funders, and colleagues appreciate how their work fundamentally changes our understanding of the world.

To continue the success of our research and teaching enterprise and to foster an entrepreneurial spirit, Tufts will eliminate the existing administrative and cultural impediments to collaboration across the university. Innovation relies on the juxtaposition of unexpected perspectives that arise from new educational and scholarly initiatives. Connecting individuals and units in new and meaningful ways will require focused and sustained actions. It will be guided by rigorous assessment to ensure that scholarship, innovation, and creativity achieve their maximum impact. A demonstration of how this strategy has been successful in nurturing a spirit of innovation, entrepreneurship, and maximum impact at Tufts is the founding



Top: Tufts University Research Day Poster Presentation.

Bottom: Student leads discussion during a seminar on ethics in leadership.



Professors use campus construction projects as an interactive classroom.

// All students are provided with opportunities to acquire and apply an entrepreneurial perspective across a broad range of intellectual areas and real-world applications. //

of the Boston-based, nonprofit company, iCreate to Educate, by an alumnus of the School of Engineering. With a passion for advancing science, technology, engineering, and mathematics (STEM) education in grades K-12 and empowering students to blend the arts and sciences with hands-on exploration and digital creativity, iCreate works to ensure that every child, whether at home or in the classroom, has the opportunity to be engaged in driving their own learning. Through Tufts student and alumni-generated enterprises, such as iCreate to Educate, we will extend and leverage the value and impact of our core activities, and provide all members of the Tufts community with opportunities to develop their passions through innovation and entrepreneurship.

T10 STRATEGIC GOALS – TUFTS IN 2023

Tufts has expanded upon and enriched its disciplinary and interdisciplinary research programs and maintains a Carnegie Foundation classification in the top tier of research universities. We are a recognized global leader in developing innovative approaches to local and global challenges with the ability to effectively employ a range of theoretical and methodological approaches.

Through the recruitment of innovative faculty who work in and across new thematic areas, transformational teaching and research continue to emerge. The university is infused with an entrepreneurial spirit that fosters the relentless pursuit of opportunities to solve problems with the vision to conceive of processes and applications, and the execution skills to bring them to life. All students are provided with opportunities to acquire and apply an entrepreneurial perspective across a broad range of intellectual areas and real-world applications.

T10 INITIATIVES

To best facilitate the achievement of our stated T10 strategic goals, the following initiatives have emerged through the strategic-planning process. Research funding is under siege in today's higher education environment, and, as such, these initiatives are designed to assist our faculty with these pressures while at the same time increasing our value proposition and fortifying Tufts' innovative and entrepreneurial spirit.

In the months following the approval of the strategic plan, in consultation with and support of the Tufts community, these initiatives will be advanced through the development of detailed implementation plans.

Bridge Professorships. As is the case at most universities, Tufts' faculty hiring is largely driven by department and school priorities. This approach works well in general, but it can be inconsistent with hiring faculty whose teaching and research are of interest to multiple academic units, and therefore form the foundation upon which interdisciplinary bridges are built. To encourage the recruitment of greater numbers of interdisciplinary faculty, Tufts will create Bridge Professorships, an extension of the very successful recent cluster hiring initiative in the School of Arts and Sciences. Proposals for such professorships will emerge from existing and new faculty working groups, interdisciplinary programs, and other collaborative processes. After securing funding commitments from at least two schools and the Provost's Office, searches will be launched. Bridge Professors will hold tenure (or the equivalent thereof) in at least two units. During the initial five years of their appointments, Bridge Professors will be partially supported by funds from the Provost's Office. The goal is to have at least 5 to 10 Bridge Professors on campus once the program reaches maturity.





Top: Students participate in the Entrepreneurial Leadership Program.
Bottom: Collaborative research in health sciences lab.

2. Enhance the resources required to nurture innovation and an entrepreneurial spirit. Tufts already has many resources focused on inspiring and cultivating an innovative and entrepreneurial spirit among students and faculty. Examples include the Entrepreneurial Leadership Studies (ELS) program, which awards a minor and engages hundreds of undergraduates each year; the Tisch College of Citizenship and Public Service, which facilitates social entrepreneurship among dozens of undergraduates, graduate students, and faculty each year; and the Office for Technology Licensing and Industry Collaboration, which works with faculty to identify and market their discoveries.

In the years ahead, Tufts will expand opportunities for faculty and students to learn about and engage with innovative and entrepreneurial activities and apply these methodologies across a range of areas. Working with our graduate and professional schools, we will provide aspiring scholars, veterinarians, dentists, physicians, nutritionists, scientists, and other practitioners with the requisite knowledge and skills to be innovative and entrepreneurial as they set out on their chosen path. To help facilitate these concepts, Tufts will explore creating venture funds that can be invested in faculty and student projects, with returns being used to seed additional projects in the future. We will also reexamine how our Office of Technology Licensing and Industry Collaboration identifies, pursues, and promotes opportunities.

Inspiring and cultivating innovation and an entrepreneurial spirit across Tufts will require approaches to teaching and learning, research and scholarship, and impact that reward, acknowledge, and inspire creativity and initiative. The provost and deans will work with the faculty to articulate this goal in ways that acknowledge the unique mission of each school.

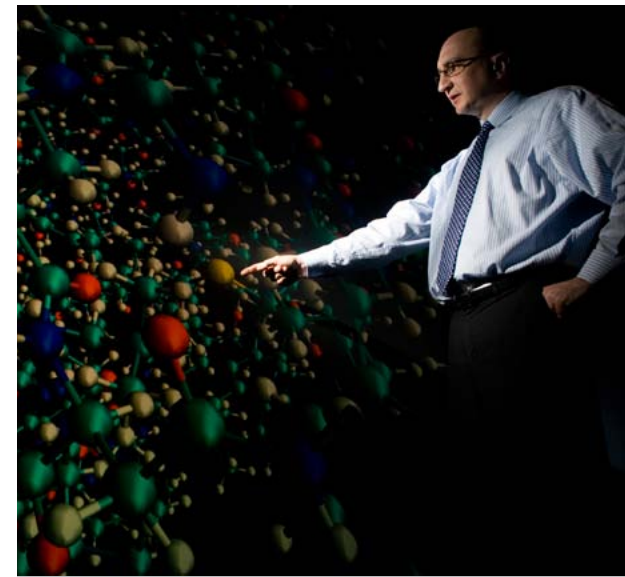
3. Tufts Innovation Institute (TII). Through its initial thematic focus on, “Microbes, the Environment, and the Human Condition,” TII will translate basic science discoveries on microbes into sustainable global impacts on human well-being. TII will engage in four diverse areas of innovation: innovations in science and technology, innovations in the human condition, innovations in models to serve global populations, and innovations in education. In doing so, TII will leverage the collaborative strengths of Tufts faculty, staff, and students in the sciences, engineering, social sciences, economics, policy, the humanities, and expertise on evolving international contexts. TII will train undergraduate and graduate students in collaborative research and in the consequences of their discoveries to spark active citizenship and service learning. As the science driving TII delivers its promise on a global stage, it will serve as a shining example of how the university prioritizes our core mission of research in service of society, teaching, and impact over administrative barriers, and, as such, TII will blaze a path for the development of other practical models that can make a difference in the world.

// Across the physical and life sciences, the humanities, and the social sciences, research increasingly requires access to equipment and individuals who can acquire, analyze, and disseminate large data sets. //

4. Identify and pursue emerging research areas, including computational approaches. Tufts must be prepared to address emerging research areas, especially those that cross traditional disciplinary boundaries, and are less likely to arise in the usual academic conversations. For this reason, President Monaco established a number of thematic area working groups in 2012 in such areas as infectious disease, healthy aging, and language and cognition. Our task now is to develop these areas and to expand the list of critical areas of inquiry.

One clear area for focused attention is computational approaches. Exponential growth in computing power and available data have combined to produce what has been called an age of “big data.” Across the physical and life sciences, the humanities, and the social sciences, research increasingly requires access to equipment and individuals who can acquire, analyze, and disseminate large data sets. Alumni, parents, and employers are also reporting that to be successful in a growing number of careers,

and to be a full participant in civic life, one must have comfort and acuity with data. We will appoint a thematic area working group to address computational approaches and charge it with identifying the resources that are necessary to enhance our research and educational capacity in this critical area. The group will be given no more than one year to present its findings and recommendations, after which we will pursue implementation. Over the next 10 years, data will likely become even more critical to all aspects of our core mission. We must ensure that Tufts prepares and supports its faculty and students for this reality.



Top: Staff member explains the VisWall.

Bottom: Professor and student analyze data.



Next Steps



Next Steps

The T10 Strategic Plan and its supporting themes and initiatives are the result of a broad, collaborative process that challenged the Tufts community to consider future directions for Tufts, given the significant challenges and opportunities facing American higher education, and our need to remain competitive with the best colleges and universities. As we observed at the beginning of this document, our challenge is to make the case to diverse constituencies that Tufts will continue to be a smart place in which to invest their time, talent, and treasure over the coming years.

The plan articulated here identifies strategic directions for Tufts and introduces a number of initiatives consistent with the guiding themes. At the most basic level, we renew our commitment to being a student-centered research university focused on creating positive impacts on individuals and society. This commitment spans from basic and theoretical scholarship to applied research, from innovative classroom-based teaching to experiential learning, and from transformational opportunities for individuals to solutions to the problems that plague society. As we pursue our goals, we are dedicated to ensuring that the foundational elements of the university are sound—a strong faculty, exceptional students, interdisciplinary graduate education, engaged staff, accessible information, and a sustainable balance between our aspirations and resources.

Of course, no university plan can be successful if it is not linked to actions within the schools as well as the functional units of the university. In the same collaborative spirit in which this plan was created, every school dean has committed to leading a series of school-based, inclusive activities to determine how the strategic plan goals can be pursued at the school level. Deans were members of the T10 Steering Committee, and so can use

their leadership perspective to inform school discussions. The Office of the Provost will partner with each school and functional unit to develop an appropriate set of next steps that will energize and motivate faculty, students, and staff to become active stakeholders in the goals articulated in the plan. We will also reach out to be a partner with our loyal alumni, parents, friends, and community partners whose involvement will be essential for the success of the plan.

The implementation process for the T10 initiatives will begin in mid-November, with the assistance of the Tufts community, as we refine objectives and develop specific implementation plans and indicators of success. Ongoing communication regarding the progress of the strategic plan will be conducted through various outlets, including town hall meetings, the university news site, Tufts Now, and articles in other publications. The provost will continue to hold office hours to which all members of the community are invited to come share their thoughts, concerns, and ideas.

Our strategic plan charts the path forward for Tufts, given current and anticipated challenges and opportunities. However, just as few predicted that the past 10 years would see the creation of

massive open online courses (MOOCs), the greatest economic collapse since the Great Depression, and sequestration and its impacts on federal research funding, we do not know what new challenges and opportunities await Tufts in the next decade. For this reason, we consider this strategic plan to be a “living document.” Updates will be issued online as warranted, and a systematic review of the plan will be conducted in the spring of 2015. This process will ensure that we remain true to our vision, mission, and core values, as well as responsive to emerging challenges and opportunities.

Thank you for reading the strategic plan, and for your participation and dedication during the planning process. As is fitting at a university, especially at Tufts, we have engaged in this process together, contemplated one another’s perspectives, strived for consensus where possible, and proceeded respectfully when consensus could not be reached. As we make the transition to the implementation phase of the plan, we will again call upon the collaborative spirit that is core to the Tufts community. Only together will we fulfill the vision of Tufts as an innovative university of creative scholars, across a broad range of schools, who have a profound impact on one another and the world.

Community Engagement

Tufts University's strategic planning process was supported by contributors from across our vast community. Whether by submitting written responses to the provost, contributing their voice in discussion at one of the engagement events, participating in the strategic planning survey, or by serving as a member of a committee, students, faculty, staff, alumni, parents, and friends took part in drafting our plan for the future.

COUNCILS, COMMITTEES AND WORKING GROUPS

Strategic Planning Committees and Working Groups, 166 Members:

- Strategic Planning Steering Committee
- Board of Trustees ad hoc Committee
- Enabling Services, Technologies, and Resources Core Committee
- Impact on Society Core Committee
- Research and Scholarship Core Committee
- Teaching and Learning Core Committee
- Active Citizenship and Public Service Working Group
- Digital and Online Initiatives Working Group
- Innovation and Entrepreneurship Working Group
- Lifelong Learning and Alumni Engagement Working Group
- Modes of Research Working Group
- Student Experience Working Group
- Tufts and the World Working Group

University Committees and Councils:

- Alumni Council
- Arts Sciences and Engineering Equal
- Education Opportunity Committee
- Boards of Advisors
- Boards of Trustees

- Graduate Education Committee
- Graduate Student Senate
- Graduate School of Arts and Sciences
- Executive Committee
- President's Diversity Council
- President's Sustainability Council
- Sackler Graduate Student Council
- School of Engineering Boards of Advisors
- Strategic Planning Task Force
- Tisch College Boards of Advisors Community Partnerships Committee
- Tisch College Faculty Executive Committee
- University-wide Committee for Teaching and Faculty Development
- University Library Council

REPORTS

- Four Strategic Planning Core Committee Reports
- Seven Strategic Planning Working Group Reports
- Prelude to the Strategic Plan Survey Report
- Diversity Council Report
- Sustainability Council Report
- Graduate Education Committee Report



ENGAGEMENT EVENTS

- Alumni Webinar
- Board of Trustees Retreat
- 13 Faculty and Department Meetings
- Seven Town Hall Meetings
- 23 Office Hours with Provost Harris
- 14 Student Group and Council Meetings
- Presidential Symposium

STRATEGIC PLAN DISCUSSIONS, 340 PARTICIPANTS:

- 4 Draft Strategic Plan Community Conversations
- Academic HR Summer Session
- Active Citizenship Focus Group
- Enabling Transformational Experiences Summer Session
- Entrepreneurship Summer Session
- Faculty Governance Summer Session
- Graduate Studies Summer Session
- Impact on Society Focus Group
- Innovation Cabinet Summer Session
- International Programs Summer Session
- Research and Scholarship Focus Group
- Student Experience Focus Group
- TALEs Summer Session
- Teaching and Learning Focus Group
- Tufts in Ten: Engage in Shaping the Future Focus Group

APPENDIX A: FOUNDATIONAL VALUES AND CORE COMMITMENTS

FOUNDATIONAL VALUES

Our vision for Tufts is driven by a commitment to the four foundational values embodied by the words: “knowledge,” “inclusion,” “innovation,” and “impact.” These values encompass everything that we do and stand for as an institution. Tufts aims to be a community characterized by lifelong intellectual curiosity and exploration. While we are driven by our passion for the pursuit of knowledge, we are inspired to direct that pursuit in the service of society. As a vehicle for enabling and nurturing the creative potential of our faculty, students, and staff, we strive to ensure that our impact on one another and the world increases opportunities for current and future generations to thrive intellectually, economically, physically, and in other important ways. As an institution, we define these four words as follows:

1. Knowledge is our most fundamental source of inspiration and influence. Its creation, dissemination, investigation, and discovery are the essence of this institution of higher learning.

2. Inclusion is our acknowledgment that there is a range of perspectives present in our community and that appropriate, ongoing resources are required to ensure that all individual members and the collective Tufts community achieve their full potential. It is the driving force behind the third strategic theme, and our commitment to interdisciplinarity.

3. Innovation is our ability to conceive new ideas, practices or approaches that have the capacity to change how we think or act in exceptional ways. In a university environment, innovations take many forms, including inventions, discoveries, novel interpretations of existing works, artistic endeavors, and fresh approaches to teaching and learning. Genuine innovation usually requires

understanding the past and taking the time to learn its lessons. Ideas, artifacts, and methods of the past help us advance scholarship and move forward in the sensitive and effective use of new technologies in our pursuit and creation of knowledge; the effective use of new technologies adds to and enriches the deliberate and careful work people do individually and collectively in the academy.

4. Impact in its simplest form is the result of recognizing that our actions affect others and that more positive effects are often possible through greater intentionality. Tufts faculty, students, and staff are active citizens and leaders within the university and in scholarly and professional communities, and contribute knowledge, skills, and expertise to address the problems of local, national, and global consequence in many ways. Arguably, our most profound impact, however, arises directly from our commitment to scholarly and educational endeavors. By far our greatest collective impact is on and through our students, both undergraduate and graduate, who become thoughtful, dedicated, and expert practitioners and leaders in their professions and communities. The privilege of studying, exploring, discovering, creating, and writing as part of a vital intellectual community has a direct, transformational, and sustained impact on Tufts students, and through them, on their chosen fields and communities. While the impact of much scholarship is difficult or even impossible to discern or measure in the short term, there is no doubt that over the long term the applied sciences and social sciences build on insights from basic research, often in unexpected ways, and that intellectual, artistic, and cultural expressions resonate across time and continents, sometimes reshaping our very conception of the nature of reality and our place in it.

CORE COMMITMENTS

Underpinning the foundational values of knowledge, inclusion, innovation, and impact is a series of commitments that form the basis of our culture; we draw upon these key resources in identifying Tufts’ future path. We are committed to:

1. Academic Freedom and Integrity among faculty and students, modeling the independence of mind and honesty of the heart on which the intellectual tradition of the pursuit of knowledge has always been founded.

2. Access and Opportunity for everyone, regardless of race, ethnicity, gender, gender identity or expression, physical ability, religion, age, sexual orientation, geographic origin, language background, or socioeconomic status.

3. Accountability for our words and actions, denoting our firm belief that in an imperfect world, human conduct has consequences; that we have the strength of will and character to bear responsibility for making our individual and collective effect positive; and that the bonds between us that constitute the connective tissue of the Tufts community require us to trust each other to honor our commitments to ourselves, one another, and local and global communities.

4. Active Citizenship — the duty of all citizens to knowledgeably use their words and actions to participate in policy debates, bringing to bear their academic insight, community responsibility, and knowledge and respect of fellow citizens.

5. Collaboration and Interdisciplinarity in the quest for new innovations, stemming from our recognition that many of the greatest challenges of the 21st century exist where traditional disciplines overlap. Within

our community is cutting-edge knowledge in every field, but often it is only when we build bridges across disciplines that we are able to draw on different types of knowledge in ways that match the complexity of global challenges.

6. Curiosity and Creativity, as the primary drivers of learning, for reckoning with both perennial questions of human life and society, and cutting-edge pursuits at the vanguard of discovery—with fear, not of failure, but of complacency and indifference.

7. Excellence, as a community driven by high standards and aspirations in the pursuit of meaningful experiences and significant contributions.

8. Global Perspective, combining an appreciation for commonality and complexity, universality and specificity, and the global issues and experiences that weave into our community’s structure and function.

9. Sustainability and an understanding of its multifaceted issues and requirements which are the most basic focuses for our broader commitments to live responsibly, nurture university-wide initiatives to meet global challenges, and to be strong stewards of our own campus to ensure long-term viability as an institution.

10. Wellness in all its forms, through our policies and programs, from the physical and mental, to the communal and spiritual, maintaining an environment in which we can all thrive. An essential component of wellness is balance, within one’s academic and work lives, as well as between professional and personal commitments.



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