

Year Six Progress Report (Final Report) Task Force on the Undergraduate Experience

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The Task Force report, issued in May, 2003, offered 37 recommendations to improve the curricular and co-curricular life of Tufts undergraduates. These recommendations are classified under three major headings: climate, community, and coherence. One final recommendation falls under the heading of constraints. What follows is a report on the implementation of the Task Force report and the status of these recommendations six years out. Some of these items were done in direct response to the Task Force report. Others were not, but are relevant to a particular recommendation. Altogether, the changes detailed below have had a profound impact on the undergraduate experience.

Climate

1) Improve Oral Communications: The Academic Resource Center now offers a public speaking consultant, a Ph.D. student in the Drama Department, to students seeking help in preparing for speaking assignments. The consultant offers workshops and one-on-one sessions with students, both undergraduates and graduate students. For the infusion of public speaking into the curriculum, Academic Technology now offers a web-based program (Spark) that offers students an opportunity to view their performance and to receive real-time faculty commentary on both substance and style.

2) Four-Year Writing Program: The failure to accomplish a four-year writing program is perhaps the biggest disappointment from the task force. It turned out to be one of the report's more ambitious proposals, both in terms of the politics of the issue and the influx of resources that would be required to make it a reality.

3) Tisch Library Café: "The Tower," an intellectual café in the library, opened in September, 2004. The Tower, built in the Dranetz Tower on the first floor of the library, incorporated the ideas discussed in the Task Force report. Designed and constructed at some expense, the café is a "gem" on this campus, a centrally located place for faculty, staff, and students to come together over refreshments, and a spot that represents intellectual life on this campus. In the corridor adjacent to the café, there is an art gallery displaying student art and a display of faculty books and articles (the only really public place on campus for students to see the intellectual product of the faculty). The café itself offers various spaces for different kinds of activities: quiet reading (books, journals, and magazines of some intellectual value), computing (the whole library is wireless), and meeting with study groups. Faculty often meet with students in the space. Students use the café from noon until it closes at midnight. The menu offers fair trade coffee and a variety of beverages and modest snacks.

The café has clearly been a major success. To give some sense of its popularity, in academic year 2007-2008, there were over 101,000 transactions at the café register, up from 84,000 transactions in its first year of operation. About 20% of all library visitors headed to the café.

4) Examination of Requirement Structure: A wholesale review of requirements has not occurred in Arts and Sciences. In 2004-2005, an Ad Hoc Committee on Language and Culture reviewed, reformed, and reaffirmed the foreign language, culture option, and world civilization requirements. This committee, with representatives of many different groups on campus, was successful in coming to significant compromise on several controversial issues. The reforms to the language, culture, and world civilization requirements were approved by two faculty votes in spring, 2005. If this experience is any indication, any attempt to change the requirement structure requires a political will that probably does not exist at this time.

In the School of Engineering, a major undergraduate curricular review has taken place under the leadership of Dean Lewis Edgers.

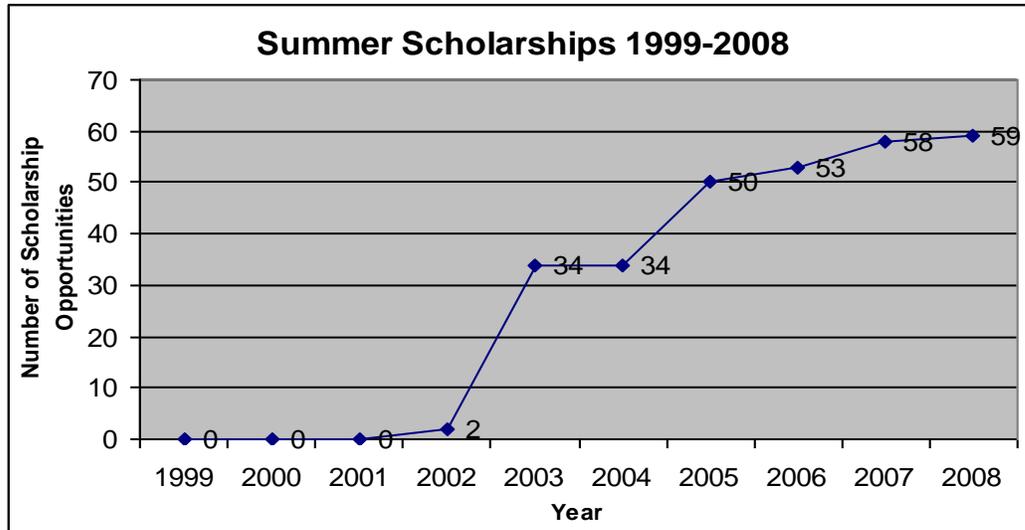
5) Augmented Undergraduate Research Fund: In 2007-08, the Undergraduate Research Fund increased by 50% (from \$20,000 per year to \$30,000 per year). The number of students taking advantage of the fund has increased dramatically (from an average of 32 in the five years before the Task Force report to an average of 76 since.)¹ This fund is actually a naming opportunity for a donor and this idea has been forwarded to Advancement.

6) Summer Scholars Program: The Summer Scholars Program has completed its sixth successful year. In the first two years, about 30 students participated in the program. In more recent years, roughly 50 scholars were funded. In summer, 2009, that number will be 42, given the financial situation of the university. The Summer Scholars program has provided a superb experience for many students and faculty and has led to conference participation, and even co-authored publications. Summer Scholars have gone on to win Fulbright, Beinecke, Goldwater and Truman Scholarships, leading to success in these competitions that Tufts students were not experiencing before.

Presently, nine of the summer scholarships have been endowed. Six of these are officially slated as “Gantcher Summer Scholarships,” in honor of Trustee Nathan Gantcher. The Gantcher Summer Scholarships are defined as those fostering research across the schools. The Bendetson Summer Scholarships funds two students doing summer research internationally. The Schwartz-Paddock Summer Scholarship funds a student in the visual or performing arts. Alumnus Bob Gatof has sponsored summer experiences for about a dozen students over the past three years without setting up an endowment.

¹ The fund supports several student publications that contain student research (e.g. TuftsScope; Tufts History Review), which also accounts for the expansion of the fund.

Demand has been steady and competition for the spots has been vigorous, with roughly 100 students each year putting in applications for the 50 spots (120 applications for 42 spots in 2009). Over the years, students worked with faculty in all of Tufts schools and affiliated hospitals. On this campus, students in all Arts and Sciences distribution areas and in all engineering departments have worked in the program. For the past five years, the program has attempted to create more community among the summer scholars and students in REU Programs by sponsoring a weekly barbeque. Additional summer scholarships have been available in the international relations program and in the engineering school, growing the total number of summer scholars on campus each year.

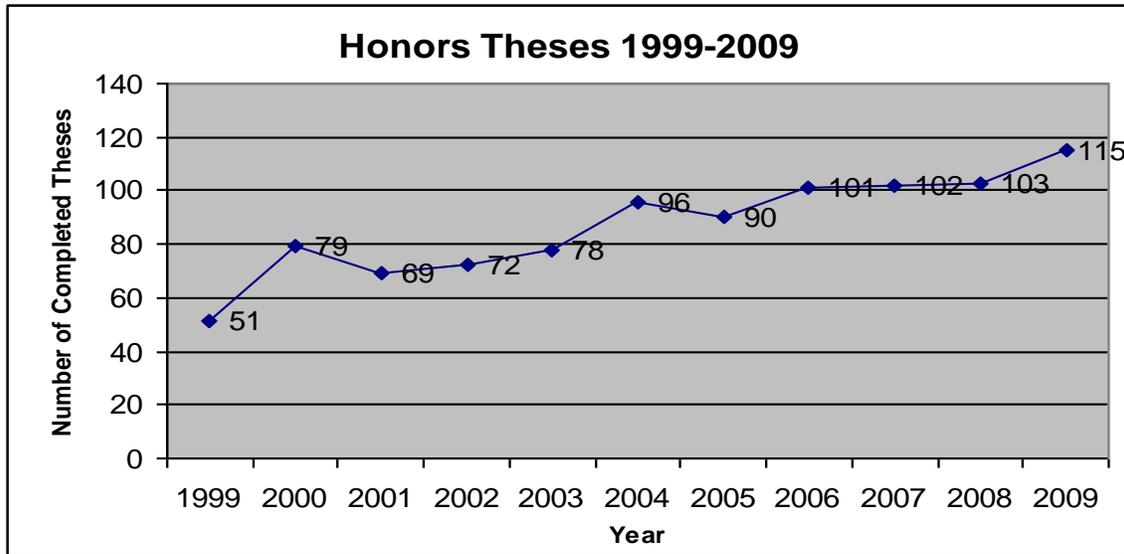


7) Research Funding for Students at Professional Schools: In addition to the summer scholarships, some funding has been made available for summer scholars carrying their work into the school year. This includes students working at the professional schools.

8) Expanded Undergraduate Research Symposium: The Task Force recommended moving the symposium to a weekday “to underscore for faculty and students alike the central importance of undergraduate research.” In 2006, for the first time, the symposium was held on a Friday. Attendance to the symposium did not increase significantly on the new day, as hoped. There has been some discussion of holding the undergraduate research symposium and the graduate research symposium on the same day, a day without classes.

9) Promoting Honors Theses: While the Task Force’s suggestion to link honors theses to latin honors is not likely to be heeded, there are several departmental initiatives now underway to promote more and better honors theses. In the History Department and the International Relations Program, students interested in doing theses are encouraged to join a “thesis exchange,” an informal study group with faculty guidance. The Academic Resource Center now runs a thesis exchange for students across the humanities. Some departments/programs (notably American Studies, Economics, and Political Science) now require students to apply to write a thesis in their junior year and then take a course

senior year covering various research and writing issues. The course leads to more serious preparation for the project, gives students additional guidance and structure, and has the added virtue of breaking down the isolation many thesis writers feel during the process. The Academic Resource Center and the Tisch librarians also offer research workshops and one-on-one sessions for students, mostly from smaller departments. As the following chart shows, these initiatives, plus the Summer Scholars Program, appear to be making a difference (to put this into further perspective, on average, 30 students were writing theses between 1990 and 1994).



10) Initiatives that Deepen the Connection between the School of Arts and Sciences and the School of Engineering: While the two schools have become more separate administratively in the past several years, Provost Bharucha reorganized the administration in 2004-2005 to protect the idea that undergraduates in the two schools will still share much of the same experience. Thus while the deans of the two schools have become more autonomous and empowered, the common functions (Undergraduate Education, Student Services, Student Affairs, and Athletics) have been administratively consolidated, assuring academic control of these units, efficiency in the delivery of services to students, and important interactions between students in the two schools. The placement of several staff who report directly to the Dean of Engineering, and indirectly to the Dean of Undergraduate Education assures that some of the specialized requirements of engineering students (in the offices of Undergraduate Education and Career Services) are accommodated in Dowling Hall.

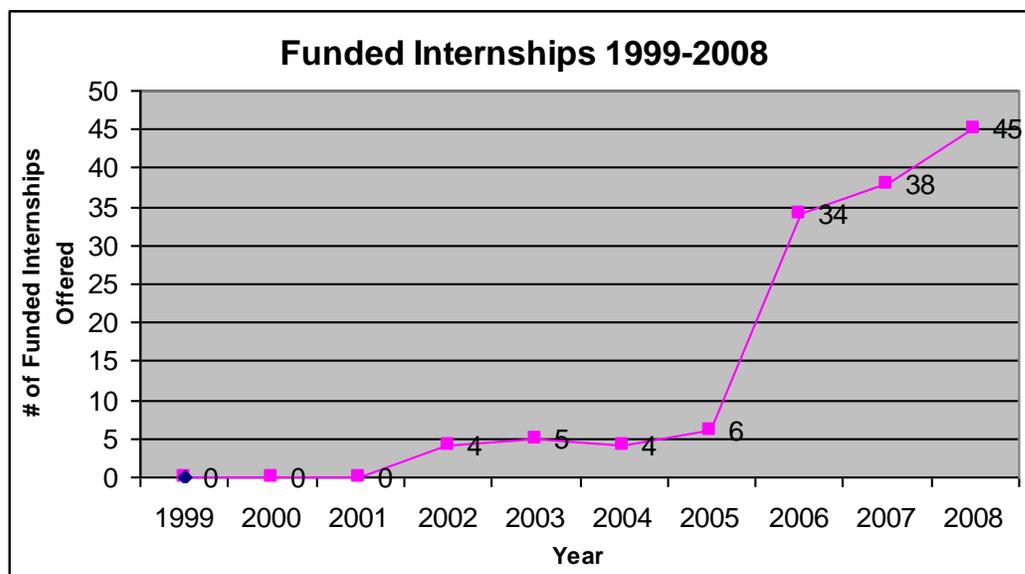
11) Distinguished Lecture Series: The Richard E. Snyder Presidential Lecture Series, initiated in fall, 2004, brings to campus major intellectual figures who present provocative and perhaps controversial points of view, who challenge conventional wisdom, and who introduce and champion new ways of thinking. Speakers include accomplished individuals from the fields of art, literature, science, medicine, philanthropy, politics, philosophy, and the social sciences. Visiting speakers have

included bioethicist Leon Kass (advisor to President Bush), social psychologist Daniel Kahneman (awarded the Nobel Prize for his influence on economics), novelist Salman Rushdie, biologist Lynn Margulis, former Harvard President Lawrence Summers, and journalist Michael Pollan (author of *The Omnivore's Dilemma*). In keeping with the Task Force's recommendations, the speakers do more than just deliver lectures. They also are expected to meet with students and faculty in a smaller setting.

12) Cultural Ticket to Boston: This concept has evolved somewhat since the Task Force suggested it. Rather than offering half-price tickets at the Campus Center, a website has been established, linked to Tuftslife.com, that offers students access to student rush tickets to plays and concerts, ushering opportunities, and other ways to experience the Boston cultural scene on a student's budget. The Cultural Ticket to Boston is located at: <http://tuftslife.com/bostonculture>

Boston is a wonderful asset to Tufts, particularly as we compete for students (and faculty). Also capitalizing on our proximity to Boston is the Weekend Bus Service that shuttles students to and from the city on weekend evenings. Initiated by the student senate and supported by Arts, Sciences, and Engineering, the senate, and Dean Reitman's Student Life Fund, the bus routinely fills to capacity.

13) Fostering Internship Opportunities: With the Omidyar Gift, a fund has been created to support 25-30 Tufts students undertaking summer internships in non-profits or the public sector (at about \$100,000 per year). Some efforts are underway to raise some additional funds for high need students seeking internships in the private sector (5-6 have been funded on a yearly basis through the Diversity Fund). Tisch College also has funded summer internships, focusing on international opportunities and those in the local community.



Career Services has significantly improved its internship website and is working with various departments that have heavy internship demands to coordinate internship information on the campus. The website enables students to search for internships in a large number of fields and in all parts of the country. Internship opportunities on the clearinghouse website are made available to students at Tufts and other universities. This allows Tufts students the chance to view opportunities in other locations. The multi-university clearinghouse does allow opportunities to be limited to Tufts students (those made possible by a Tufts alumnus, for instance).

Finally, Career Services has established an “internship credit” to help students take internships at firms that require some sort of transcript recognition for the experience, usually to comply with labor or insurance provisions.

14) Gathering Spaces Throughout Campus: Five new outdoor gathering places have been created across campus. Terraces with tables and/or benches now exist outside Page Hall, outside Dowling Hall, between Carmichael and Wren Hall, between Eaton Hall and Tisch Library, and in the vicinity of the cannon. Indoor gathering spaces such as the Chase Dining Hall, the Sophia Gordon’s Multi-Purpose Room, and the converted church on Winthrop Street, also provide new locations for formal and informal community events.

15) More Seminar Rooms: Five additional seminar rooms have been created on the hill. Additionally, EPC changed the block schedule to make it more efficient. One byproduct of this change is that the afternoon seminar blocks now only conflict with two rather than three regular blocks. This has made the scheduling of seminars more efficient..

16) Updating Classrooms: In addition to the arrival of the Granoff Music Building, major renovations have occurred throughout the campus (most notably in Lane, Aidekman, Miner, and Braker). As faculty have become more technologically sophisticated in their pedagogy, technology carts have been replaced by fixed media in most classrooms, at some expense to the schools. In 2003, 25 percent of classrooms had fixed media; by 2008, that percentage was up to 88 percent, much of this due to major investments made by Provost Bharucha in 2006 and 2007. With the summer renovations in Olin, this percentage will increase further.

17) Initiatives that Strengthen Student-Faculty and Intra-Faculty Connections:

The Center for the Humanities At Tufts (CHAT) was established in 2007 “to promote critical reflection on the significance of the humanities and the arts for Tufts and its surrounding communities,” and “to encourage inter-departmental and cross-campus discourse between humanists and artists, on the one hand, and other Tufts academics, on the other.” The center organizes a series of events – guest lectures, symposia, and seminars – throughout the year that highlight a chosen theme. These events, which have successfully brought together students and faculty in an intellectual setting, have been very well attended and successful. The center also supports scholarship and creative

work directly, sponsoring faculty, post-doctoral, and graduate fellows for the academic year. <http://ase.tufts.edu/chat/default.asp>

The SPIRIT Fund pays for every beverage consumed by a faculty member and a student meeting together in the Tower Café. There were 477 such meetings in 2007-08. Additionally, Undergraduate Education sponsors Take Your Professor to Lunch week and the SPIRIT Fund to foster student-faculty interactions such as dinners, field trips, and other events.

Community

17) College System: This is one Task Force recommendation that will not be realized, as the basic infrastructure and geography on the campus will not support it. But some of the most important steps toward the college system proposed by the Task Force have been implemented. See the discussion below on more first-year dormitories (proposal 20) and the vertical deans (proposal 34).

18) Need-Blind Admissions: Successful fundraising for financial aid and administrative decisions to grow the financial aid budget have led undergraduate grants to grow by 50 percent between FY2003 and FY2008 and put need-blind admissions within reach.² While the Classes of 2011 and 2012 were admitted via a need-blind process, the fiscal crisis made this unrealistic for the Class of 2013. Nonetheless, this remains a first tier priority for the university.

As the Task Force Report notes in discussing need-blind admissions, “We wish to emphasize that it is not enough to simply bring together a diverse student body – we must make a commitment to retain our students once they have matriculated.” Charged by Dean Abriola and Dean Sternberg, a Retention Task Force was formed in 2007 and issued a report in May, 2008. Building off a university policy to replace loans with grants for students from low income families, the retention report offers a dozen recommendations on how to improve our support structures for students from economically disadvantaged backgrounds. Several of the recommendations already have come to fruition. The Health Careers Fellows Program is now fully funded in the AS&E budget, its year-to-year survival no longer in question. A Summer Session Financial Aid fund, made possible by the generous Omidyar gift, offers roughly 25-30 students waivers for summer session tuition. A fund to pay for disability testing for Pell Grant students is now in place. A special advising program for Pell Grant students was piloted in summer, 2008, and will be fully implemented in 2009. Several informational sessions and community-building programs directed at first-generation students have been held in 2008-09. An academic skills-building course for students who find themselves overwhelmed is being piloted in spring, 2009. Much work remains to be done before that task force vision is fully met, but we already have accomplished several of the most important goals set by the group.

² In fiscal year 2002-2003, grants to undergraduates from university funds (including unsponsored aid, endowment income and gifts) came to \$31,981,000. In 2008-2009, \$47,887,000 was dispersed in grants to undergraduates.

19) More Support for Faculty and Curricular Development Particularly in the Areas of Diversity and Pedagogy: Mentoring programs in both Arts and Sciences and Engineering have been in place for the past few years. New faculty in both schools are paired with faculty outside their department (in engineering, there are two mentors, one inside the department, the other outside).

Under Robert Sternberg, Dean of Arts and Sciences, the PACE Center relocated from Yale to Tufts. Under Dean Sternberg's leadership, the PACE Center has developed into the Center for the Enhancement of Learning and Teaching (CELT). Reporting to the Provost's Office, CELT sponsors a semester-long seminar on teaching for faculty from across all of Tufts schools. Now in its third year, this seminar is not intended as a remedial course, but rather to bring faculty together to share best practices across fields and even schools. CELT offers one-shot workshops on various specific topics (e.g. Teaching with Primary Sources; Dealing with Plagiarism; Teaching Diverse Students) and provides one-on-one faculty consultations, as well as assistance in developing cross-school collaborations required for the new University Seminar program.

Dean Abriola established The Center for STEM Diversity in the Fall of 2008 to better address the needs of Tufts in addressing diversity in the STEM (Science, Technology, Engineering, and Math) fields. Formerly known as the Center for Diversity and Inclusive Leadership in Engineering and Science (DILES), the Center helps coordinate all of the efforts in STEM diversity in both Arts and Sciences and Engineering, and serves as an umbrella organization for the various diversity programs and clubs on campus. The Center, as well as the groups that fall under its umbrella, focuses on increasing participation of women and students from groups traditionally underrepresented in engineering and science. They also work with students who are the first in their families to attend college, and with students from lower-income backgrounds. Goals of the Center include developing best practices for recruiting and retaining underrepresented undergraduate and graduate students, and working with faculty to help them accomplish their diversity-related pedagogical goals.

20) More First-Year Residence Halls: Since 2003, Houston Hall, Hill Hall, and Haskell Hall have all become all first-year residence halls (Tilton Hall was the only first-year hall prior to 2003). We are now coming close to meeting the demand for all-first year dormitories.

21) Campus Center Phase III: There is no progress to report on the final phase of the campus center. In 2008, there were major renovations to the Hotung Café, turning it into a pub, which has proven quite popular, with a 13% increase in patronage since the renovation. One reservation about the success of the renovation is that approval of the Campus Center in the Senior Survey actually went down in 2008, perhaps because the renovations closed down part of the center for several months.

22) Faculty Dining to Center of Campus: The faculty dining facility was moved from Mugar Hall to the Chase Center at Carmichael Hall (alas, not the center of campus). The

facility was not well utilized by faculty and no longer offers a lunchtime buffet, though it is available through reservation. It continues to offer a large and flexible space for programming.

23) Central Mailbox Facility: Nothing to report.

24) Campus-Wide Competitions in Intellectual Realms: Nothing to report.

25) Community-Wide Forums: The Dean of Arts and Sciences has initiated a series of town hall meetings to discuss a variety of issues, including race and diversity on campus, athletics, town-gown relations, and class issues. Generally, these forums have included a panel and an open-microphone. Not all have been well attended (though the race and diversity event held in the wake of the *Primary Source* incident in 2006 attracted hundreds of students, staff, and faculty and lasted through much of the day).

Starting spring, 2009, the Tufts Media Advisory Board has established a Campus Public Editor. The public editor serves as an ombudsman and comments upon issues raised in the various campus publications. The first public editor, Jeremy White, has written his columns for an on-line blog. Some of them have been reprinted in the publications that he has commented upon.

26) More Tufts Traditions: While some traditions need to grow up organically from the student experience, there are steps the administration can take to encourage their creation and/or continuation (planning, funding).

Both the matriculation ceremony and the first-year candlelight procession have been enhanced to mirror the ceremonies that students will participate in at the end of their four years.

Recent initiatives of the student government's Program Board, alongside the Dean of Student Affairs office, include Fall Ball, Winter Bash, Culture Fest, and the Emerging Black Leaders Symposium. All have become annual events, planned by students and administrators and funded by the new Student Life Fund (a "superfund" to facilitate co-sponsorship of community events in the most efficient way). Fall Ball and Winter Bash are formal dances in the Gantcher Center that go well into the night. More than 20 different student organizations participate in Culture Fest, which showcases the food, dance, and music of the cultures they represent. Much like the EPIIC Symposium, a cherished Tufts event now in its third decade, the Emerging Black Leaders Symposium (EBLS) brings to campus judges, politicians, professors, authors and popular culture figures in a weekend-long series of lectures, discussions, and events about black issues in the United States and the world. It has been in operation for five years now.

Dining Services and the Dean of Student Affairs office have sponsored a new finals week event, a pancake study break on the first night of the finals. Administrators work the buffet lines and commiserate with students as they prepare for their finals.

Spring Fling is a very popular student event with a long history. We have moved Tuftonia's Day to the Friday before Spring Fling to make the weekend even more celebratory. The major Tuftonia's Day event is a fireworks display on the quad.

Finally, President Bacow has initiated Senior Dinners at his home. These dinners are highlighted by student conversations with the president about their experiences at the university.

27) On-Line Calendar: The Tufts Event Calendar provides a consolidated listing of official events taking place on all of our campuses, as well as off-campus locations. <http://events.tufts.edu/>

Coherence

28) Summer Book for Incoming Students: For the past three years, the Alumni Association, Tisch College, and the Office of the Dean of Undergraduate Education have been sending each incoming student the gift of a book over the summer. This program has provided an excellent opportunity for Tufts to convey its commitment to the life of the mind and big questions by selecting good books that address big social issues. The books – Tracy Kidder's *Mountains Beyond Mountains*, Michael Patrick MacDonald's *All Souls*, and Robert Morris' *The Blue Death* – all have linked thematically to Tufts signature in active citizenship and have provided the basis of programming during orientation week. The book gives all incoming students a common experience and has been very well received. Each year, 85-90 percent of students reported that they had read at least part of the book, 50-60 percent reading it in its entirety. MacDonald and Morris came to campus to speak, MacDonald to a full house in Cohen Auditorium.

29) Majors Day: Nothing to report.

30) World Day/ Return to Campus Day: Addressing the Task Force observation that our students from abroad need to be reintegrated into the community, the President now hosts a senior welcome-back reception on the first week of classes. The event socially reconnects those who have been studying abroad with those who have stayed on campus.

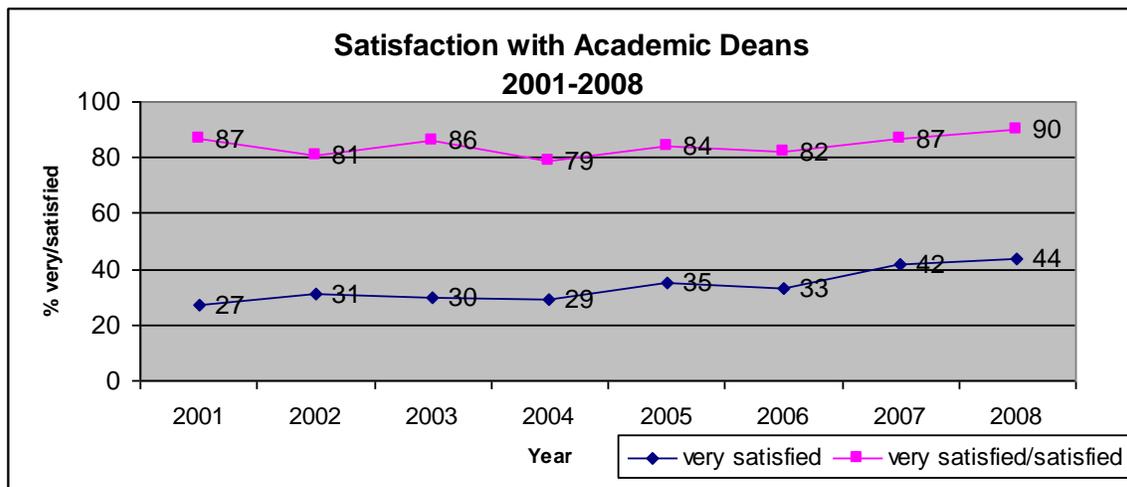
Programs Abroad hosts a Welcome Back Dinner as well. The staff from Programs Abroad and a member of the counseling center discuss with students what it feels like to come back to the U.S. and back to Tufts. They also discuss how to continue and expand upon the experience of being abroad by taking advantage of the culture houses and the international center.

31) Tufts-in-Boston: Nothing to report.

32) Making Commencement more Meaningful: With much effort and planning from the Commencement Committee and the Dowling staff, commencement was completely revamped in 2004. As a result, students now receive their degrees in more meaningful, intimate and enjoyable ceremonies. Faculty attendance is much greater than in previous

years, as faculty now play a much larger role in the proceedings. The community’s response to this change has been overwhelmingly positive, and it would be very difficult to go back to our old way of commencing.

33) Vertical Deans: The Task Force recommended a reorganization of Dowling Hall, with a change in the responsibilities and orientation of the A&S “class deans” and an administrative restructuring that would have them reporting to an academic dean responsible for undergraduate education (which occurred fall, 2003). Splitting the classes up by alphabet has meant that each A&S student has the same dean all four years, as students in the Engineering School have had all along. This has allowed the deans to establish more meaningful, long-term relationships with their students, and to better address and solve the problems they bring into Dowling Hall. The new dean structure went into effect in September ’06. The benefits we expected have materialized and evaluations of the deans on the senior survey show that the new model has had an immediate and very significant impact on high-level satisfaction in the deans.



34) Stronger Alumni Career Links to University: In 2004, Career Services hired Leslie Warner as Assistant Director of Alumni Career Services. In this position, she is charged both with enhancing career opportunities for Tufts alumni and with creating a stronger alumni career network. In this recession, she is counseling alumni (848 alumni appointments in 2007-08), and putting on programs here on campus, across the country, and on the web (see <http://careers.tufts.edu/alumni/additional/careerprograms.asp>).

Joint degree programs also have great potential to cement relationships of alumni to the university through their professional lives. There are other ways to “knit our schools together,” but programs that allow early graduate admission to Tufts undergraduates have especially important benefits for the institution. Joint degree programs have existed for many years between A & S and the Fletcher School, the Dental School, the Medical School, and the program in Public Health. Joint degree programs between the Engineering School and both the Dental and the Medical Schools also have been in place for a few years. The joint degree program between A & S and the Veterinary School

began in 03-04. Discussion is underway to establish a joint degree program with the Nutrition School.

35) Creation of a Career Services Faculty Advisory Committee: This committee was formed in 2004-2005 and now meets twice a year, with some significant benefit to career services in establishing relationships with faculty and departments. One program to come of this is Career Services' "Don't Cancel That Class" program. On the rare occasion where a faculty member must miss a class (to attend a conference, for example), a career services counselor can be scheduled in their place to meet with their students and talk about opportunities.

36) Closer Links Between Curriculum and Co-Curricular Life: A major initiative infusing learning opportunities into co-curricular life is the Tufts Personalized Performance Plan (TPPP). The TPPP, a joint effort of the Athletics Department, the Nutrition School, and Health Services, was in its infancy when cited by the Task Force as a program with great potential to create exciting linkages between learning, research, and student life. In the past couple of years, TPPP has "taken off." Students trained by the Athletic Department's coordinator Mike Pimentel have collaborated with Residential Life to bring health and fitness seminars and strength and aerobics courses into residence halls. They have assisted in the FIT Orientation Program guiding incoming students as they confront the challenges of living on their own for the first time. They have coordinated with Health Services to improve patient care, run programs in the Strong Women Program spearheaded by Mim Nelson of the Nutrition School, supported runners preparing for the President's Marathon Challenge (with personal trainers and performance seminars), partnered with Advancement to offer a special event "The Student-Athlete Experience" for visiting alumnae, hosted several international speakers on topics of health, fitness, and athletic performance, and provided group exercise instruction (i.e. spinning, aerobics, etc.) for the Physical Education Department's mini-course exercise program. Together with Nutrition School Professor Christine Economos, they collected data for the Longitudinal Health Study, which concluded in 2007. In 2002-03, its first year, 10 student trainers served 88 people in the TPPP program. Remarkably, for the past five years, roughly 20 student trainers have served approximately 1300 people annually.

There have been several developments at Tisch College of Citizenship and Public Service worth reporting. Most recently, Tisch College launched the *Honos Civicus* Society to honor and publicly recognize graduating students from a wide range of disciplines who have excelled in both civic engagement courses and co-curricular activities while undergraduates at Tufts. Additionally, students who participate in the college's flagship Citizenship and Public Service Scholars Program start the multi-year program off with an intensive course that provides a foundation in active citizenship, knowledge, skills, and behaviors. Tisch College also has expanded its Active Citizenship Summer Program. In addition to offering stipends for roughly 18 students in summer internships (see chart above), this program supports a large number of students pursuing summer projects and initiatives connected to their prior curricular experiences. During the school year, individual students and student organizations can pursue active citizenship work through

the Civic Engagement Fund. In 2007, Tisch and Residential Life established two active citizenship residence halls, with programming to encourage first-year students to get involved as active citizens in Tufts' host communities. In 2008, the program expanded beyond Tilton Hall and Haskell Hall to bringing active citizenship to every resident hall, and hopefully every student. Finally, Tisch College is about to launch an inventory project, asking AS&E faculty to identify which of their courses offer students the opportunities to build the knowledge, skills and behaviors of effective active citizens. The resulting course list will be a good opportunity for students to identify where they can find the curricular grounding for their civic interests.

Constraints

37) Focus Duties of Faculty: The Task Force, in considering how its report was to be implemented, expressed concern about placing too many demands upon faculty. The Task Force urged that the university to seek "appropriate and imaginative responses to increased expectations." The continued automation of student services and the creation of new, more effective, systems is part of an effort to relieve faculty (and staff) of some of the administrative burden placed on them. One major accomplishment has been the on-line degree audit (DARS) program that allows students to easily track progress toward graduation. DARS is an excellent advising tool for faculty advisors and a major time-saver at the time of graduation. Students are now able to select courses with more information. The migration of this function to the web has made the mundane advising tasks quicker and easier, and makes faculty more available for the kinds of advising discussions they should be having with students. This follows on-line grading, registration, add-drop, transfer of credit, room reservations (Resource 25), advisee tracking (My Advisees page), and class lists (with photographs so that faculty can identify their students more easily in class). The development of Faculty Webcenter has allowed faculty and departmental staff access to more meaningful and accurate data on course enrollments, grading patterns, and declared majors.