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Northeastern University

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Annual report of the Faculty Senate: 2005-2006

Northeastern University - Faculty Senate

2005-2006 Annual report of the Faculty Senate Northeastern University

Members, Senate Agenda Committee:
Professor Carol A. Glod, Chair
Professor Stuart S. Peterfreund, Secretary, Faculty Senate
Professor Sharon Bruns
Professor Stephen W. McKnight
Professor Steven Morrison
Professor Susan G. Powers-Lee

Administrators, Office of the Faculty Senate:
Helen L. Broderick, Executive Assistant
Ann Marie King, Administrative Assistant

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Introduction

The Senate Agenda Committee met periodically during the summer and weekly during the academic year. We reviewed the work of last year's committees and Senate, and developed the priorities and charges for the year. This year was a year of transition as President Richard Freeland announced his departure. The Senate initiated a ballot process whereby pre-nominations from teaching faculty are narrowed by vote among the Faculty Senate, leading to a final vote among Northeastern faculty members to nominate the final four. These final nominees, Professors Barabino, Bluestone, Glod, and Lowndes, served as the faculty representatives on the Presidential Search Committee, with Professor Lowndes serving as Vice Chair of the Committee.

On 28 September 2005, Senate Agenda Committee Chairperson Carol A. Glod, addressed the University. *(See appendix 1.)*

The 2005-06 year produced a number of new initiatives. First, the Senate Committee for Financial Affairs (FAC) and the Senate Agenda Committee together met with President Freeland and Provost Abdelal several times during the summer of 2005 to collaborate on a new University budgeting process. This led to formation of a 13-member University Fiscal Advisory Committee (UFAC) (*see appendix 2*), co-chaired by Provost Abdelal and Senior Vice President Mucciolo. The 2005-06 FAC report outlines their evaluation of the new process/committee, with the overall impression that the new process was a significant improvement over previous iterations and provided significant faculty involvement. However, the FAC made additional recommendations to enhance the process when led to resolutions presented to the Senate. Because of time constraints during the academic year, these were discussed, voted, and passed at the 4 October 2006 Faculty Senate meeting.

Second, after three years of development, the Special Senate Committee on Academic Policy (APC) finalized a General Education template for departmental review/comment prior to review and acceptance by the Faculty Senate. The hard work of the APC resulted in a comprehensive plan for undergraduate students that embodies eight dimensions to prepare students for a general, contextual education. These include:

- **Learning Communities,**
- **Knowledge Domains,**
- **Mathematical Thinking**,
- **Four Intensive Writing Courses,**
- **Diversity requirement,**
- **Experiential Learning**,
- **Integrated Learning,**
- **Capstone Experience.**

The overall objective for the General Education model is to prepare Northeastern University students for success after graduation in their lives and in their work, as lifelong learners and active citizens in a global community. Passed by the Senate on 12 April 2006, this sets the stage for development of an implementation plan and committee. Originally envisioned for the freshman class entering in September 2008, the target date has been revised to September 2007 in preparation for strategic planning and the upcoming NEASC reaccreditation, as well as in response to strong support from President Joseph Auon.

Third, the faculty and department chairs raised a recurring major issue related to the timely processing of contracts, including clinical agency contracts, research contracts, and software licensing agreements which encompass multi-year agreements requiring review and approval by the Board of Trustees. The Senate Agenda Committee discussed these issues with the Provost, the President, University Counsel, and during its yearly meeting with the Academic Affairs Committee of the Board of Trustees, and referred the issue to the Senate Committee for Research Policy Oversight. The addition of a full-time attorney in University Counsel's Office in January 2006 led to improvements in the response time of contracts, and a resolution calling for the annual reporting of contract approval response time, as well as a planned study of best practices of other universities to more effectively streamline the process.

Fourth, another recurrent academic issue has been the need for upgrading and equipping existing classrooms as well as increasing the number of classrooms with the current approved standard for classroom technology. Both the *Ad Hoc* Information Technology Policy and *Ad Hoc* Calendar Committees addressed the immediate need for increased technology in the remaining registrar-controlled classrooms. The *Ad Hoc* Calendar Committee produced an elegant report detailing the 90-100% usage of classrooms in the fall 2005 most-popular course sequences. Their resolutions outlined short and long term suggestions to increase the number of classrooms. One remaining resolution, revision of course scheduling sequences, remains to be considered due to time constraints.

Fifth, in collaboration with the Senior Vice President for Enrollment and Admissions, and in response to ongoing concerns from faculty, staff, and students, the Special Committee for Enrollment and Admissions Policy (EAPC) considered the recent changes, merger, and reorganization of University Health Services. Their report detailed the major concerns and unresolved issues, including students' concerns about lack of adequate follow-up and need for urgent and primary health care, and recommended that an extensive survey be completed in fall 2006.

Several other major initiatives were studied over the past year, including the status of the revisions to the Faculty Handbook and Teacher Course Evaluations, the role of open access and the Library, and reconsideration of titles for clinical specialists to ranks of assistant, associate, and full clinical professor. The Special Committee for Faculty Development began a process of revising the Teacher Course Evaluation form in response to requests from the students and in collaboration with the Provost's Office. Their preliminary review continues into 2006-07 academic year. Twenty-two Faculty Handbook resolutions, passed by the Faculty Senate between 2002 and 2005, were sent to the President for review. Discussion and review of the Faculty Handbook resolutions with the President and Provost continued through the summer of 2006, however, the resolutions remain under review in the Office of the President. The Senate Committee for Administrator Evaluation Oversight completed a high volume of administrator reviews, detailed in the reports. Search committees which were formed throughout the academic year are also detailed in the report. Academic program development continued with many new programs developed in the School for Professional and Continuing Studies. Again, these are detailed in the report.

Finally, a word of thanks to the members of the Faculty Senate and the Senate Agenda Committee for giving so generously of their time and effort, along with the 134 faculty members who agreed enthusiastically to serve on Senate committees and provided invaluable service to the University.

Respectfully submitted

Carol A. Glod, Chair
Senate Agenda Committee

Members of the 2005-06 Faculty Senate

Faculty
Neil O. Alper (Econ)
Brendan Bannister (HRM)
Janet L. Bobcean (Theatre)
Sharon M. Bruns (Accounting)
Anthony P. DeRitis (Music)
Robert P. Futrelle (CompSci)
Carol A. Glod (Nursing)
Robert L. Hall (AAS, History)
Eric W. Hansberry (SET)
Gerald H. Herman (History)
Leon C. Janikian (Music)
Stephen M. Kane (Coop-Engg)
Ganesh Krishnamoorthy (Acct)
Phillip David Marshall (CommunicStudies)
 Stephen W. McKnight (ECE)
Emanuel S. Melachrinoudis (MIE)
Steven A. Morrison (Economics)
Stuart S. Peterfreund (English)
Susan G. Powers-Lee (Biology)
Deborah A. Ramirez (Law)
Stephen Reucroft (Physics)
John R. Reynolds (Pharmacy Practice)
Tracy L. Robinson (Couns&ApplPsych)
Michael Ryan (English)
William Sanchez (Couns&ApplPsych)
Daniel C. Schaffer (Law)
Wallace W. Sherwood (CJ)
Phyllis R. Strauss (Biology)
Ronald Willey (ChemEngg)
Frederick Wiseman (Inf/Ops&Analysis)

Administrators
Ahmed T. Abdelal (Provost)
Luis M. Falcon (Vice Prov, GradEd)
Larry A. Finkelstein (Dean, Comp&InfSci)
Jack R. Greene (Dean, CJ)
Thomas E. Moore (Dean, CBA)
Kay D. Onan (Special Asst. to President)
Allen L. Soyster (Dean, Engg)
Srinivas Sridhar (Vice Provost, Rsch)
James R. Stellar (Dean, CAS)
Stephen R. Zoloth (Dean, Bouvé)

Members of the 2005-06 Senate Agenda Committee

Carol A. Glod, Chair
Stuart S. Peterfreund, Secretary
Susan G. Powers-Lee
Sharon M. Bruns
Steven A. Morrison
Stephen W. McKnight

Senate Standing Committees

Special Committee on Academic Policy (* indicates also on Academic Policy Committee)
Professor Gerald H. Herman, Chair (History)*
Professor Sharon M. Bruns (CBA, Accounting)
Professor Robert P. Futrelle (Computer & Information Science)
Professor Nancy Kindelan (Theatre)*
Professor Thomas O. Sherman (Mathematics)*
Professor William E. Wray (Arts & Sciences-Cooperative Education)*
Dean Jack R. Greene (College of Criminal Justice)
Vice Provost Malcolm D. Hill, *ex officio* (Undergraduate Education)
Associate Dean Richard J. Scranton (Engineering)
Dean Stephen R. Zoloth (Bouvé College Health Sciences)
Professor Sharon M. Bruns SAC Liaison (CBA, Accounting)

Special Committee on Enrollment and Admissions Policy
Professor William Sanchez, Chair (Counseling & Appl. Psych)
Professor Rhonda Board (School of Nursing)
Professor Daniel D. Burkey (Chemical Engineering)
Professor Gwilym S. Jones (Biology)
Professor Stephen M. Kane (Cooperative Education)
Senior Vice President Philomena V. Mantella (Enrollment Mgt & Student Life)
Mr. Rogan O'Handley (SGA Representative)
Professor Stephen W. McKnight, SAC Liaison (ECE)

Special Committee on Faculty Development
Professor Edward G. Wertheim, Chair (HRM)
Professor Jacqueline A. Isaacs (MIE)
Professor Tracy L. Robinson (Couns&ApplPsych)
Professor Thomas C. Sheahan (CEE)
Professor Wallace W. Sherwood (CCJ)
Vice Provost Malcolm D. Hill
Dean James R. Stellar (CAS)
Dr. Donna M. Qualters (CEUT)
Professor Stuart S. Peterfreund, SAC Liaison (English)
Mr. Michael DeRamo (SGA Representative)

Financial Affairs Committee
Professor Louis J. Kruger, Chair (Counseling & Applied Educ Psychology)
Professor Ganesh Krishnamoorthy (CBA, Accounting)
Professor Yiannis A. Levendis (Mechanical & Industrial Engg)
Professor Emanuel J. Mason (Counseling & Applied Educ Psychology)
Professor Phyllis R. Strauss (Biology)
Professor Carol A. Glod, SAC Liaison (Nursing)

Ad Hoc Senate Committees

***Ad Hoc* Committee on the Calendar**
Professor Robert P. Lowndes, Chair (Physics)
Registrar Linda D. Allen (University Registrar)
Professor Neil O. Alper (Economics)
Dean Jeffery A. Born (Academic Affairs)
Dean Larry A. Finkelstein (Computer & Information Science)
Professor William J. Gillespie (Cardiopulmonary Sciences)
Professor Gerald H. Herman (History)
Professor Ni He (Criminal Justice)
Vice Provost Malcolm D. Hill (Office of the Provost)
Professor Jacqueline A. Isaacs (Mechanical & Industrial Engg)
Professor Mary Loeffelholz (English)
Vice President Lynn W. Lyford (Cooperative Education)
Senior Vice President Philomena V. Mantella (Enrollment Management)
Professor Susan G. Powers-Lee (Biology)
Director Mark L. Putnam (University Planning & Research)
Dean Richard J. Scranton (Engineering)

***Ad Hoc* Committee on Information Technology Policy:**
Professor Anthony P. DeRitis, Chair (Music)
Professor Joseph Ayers (BIO)
Professor Arun Bansil (Physics)
Professor Helen Connolly (ECN)
Professor Carole D. Hafner (CCIS)
Professor Yang W. Lee (CBA)
Professor Eric L. Miller (ECE)
Christopher E. Hopey, Vice President, SPCS
Linda D. Allen, University Registrar
Leslie Hitch, Director, Academic Technology Services
Srinivas Sridhar, Vice Provost, Research
Robert Weir, Vice President, Information Services, *exofficio*
Mr. Christian Toczko (SGA representative)

***Ad Hoc* Committee on Library Policies and Operations:**
Professor Ronald Willey, Chair (Chemical Engineering)
Professor Mansoor M. Amiji (Pharmaceutical Sciences)
Professor Arun Bansil (Physics)
Professor John Casey (Computer & Information Science)
Professor Laura Morgan Green (English)
Professor Harlow L. Robinson (Modern Languages)
Professor Wallace W. Sherwood (Criminal Justice)
Professor David E. Schmitt (Political Science)
Dean Edward Warro, University Libraries, *ex officio*

***Ad Hoc* Committee on Research Policy Oversight:**
Professor Graham Jones, Chair (Chemistry & Chemical Biology)
Professor Ahmed Busnaina (Mechanical & Industrial Engineering)
Professor Paul M. Champion (Physics)

Professor Matthias Felleisen (Computer & Information Science)
Professor Jeffrey A. Hopwood (ECE)
Professor Barry L. Karger (Chemistry & Barnett Institute)
Professor Michael B. Silevitch (ECE and CenSSIS)
Professor Alexandro Makriyannis (Pharmaceutical Sciences)
Professor Michail V. Sitkovsky (Pharmaceutical Sciences)
Vice Provost Srinivas Sridhar (*ex officio*)
Professor Stephen W. McKnight (SAC Liaison)

Administrator Oversight Evaluation and Evaluation Committees

Administrator Evaluation Oversight Committee
Professor Gerald H. Herman, Chair (History)
Professor William F. Crittenden (Business Administration) - replaced Dean Born on 12/05
Professor Dana H. Brooks (Electrical & Computer Engineering)
Professor Elizabeth C. Cromley (Architecture)
Associate Dean Edward L. Jarroll, (Arts & Sciences)

Committee to Evaluate Stephen D. Burgard, Chair, School of Journalism
Professor Francis C. Blessington, Chair (English)
Professor Oscar Brookins (Economics)
Professor Deborah F. Greenwald (Counseling & Applied Psychology)
Professor Phillip David Marshall (Communications Studies)
Professor Marjorie Platt (Accounting)
Associate Dean Edward L. Jarroll, AEOC Liaison (Arts & Sciences)

Outcome: Report released 26 June 2006

Committee to Evaluate Anthony P. De Ritis, Chair, Department of Music
Professor Del Lewis, Chair (Center for the Arts)
Professor Graham Jones (Chemistry & Chemical Biology)
Professor Jorge V. Jose (Physics)
Professor Neal Rantoul (Visual Arts)
Professor Harlow L. Robinson (Modern Languages)
Professor Elizabeth C. Cromley, AEOC Liaison (Architecture)

Outcome: Report released 16 March 2006

Committee to Evaluate Nancy Hoffart, Dean, School of Nursing
Professor Judith Barr, Chair (Pharmacy Practice)
Professor Mansoor M. Amiji (Pharmaceutical Sciences)
Professor Hortensia Amaro (Counseling & Applied Psychology)
Professor Norman R. Boisse (Pharmaceutical Sciences)
Professor Donald M. O'Malley (Biology)
Associate Dean Edward L. Jarroll, AEOC Liaison (Arts & Sciences)

Outcome: Report released 22 March 2006

Committee to Evaluate Christopher E. Hopey, Vice President, SPCS
Professor Coleen C. Pantalone, Chair (College of Business)
Professor Anthony P. De Ritis (Music)
Professor Meredith H. Harris (Physical Therapy)
Professor Hanoch Lev-Ari (Electrical & Computer Engineering)
Director James M. Sarazen (Arts & Sciences)
Associate Dean Edward L. Jarroll, AEOC Liaison (Arts & Sciences)

Outcome: Report released 14 June 2006

Committee to Evaluate Lynn W. Lyford, Vice President, Cooperative Education
Professor Timothy J. Rupert, Chair (CBA-Accounting)
Dean Larry A. Finkelstein (Computer & Information Science)
Professor Hameed Metghalchi, (Mechanical & Industrial Engineering)
Associate Dean Richard J. Scranton (Engineering)
Professor Peter H. Wiedersphan (Architecture)
Professor William F. Crittenden, AEOC Liaison (Business Administration)

Committee to Evaluate Robert C. McOwen, Chair, Mathematics
Professor Gregory H. Wassall, Chair (Economics)
Professor Javed Aslam (Computer & Information Science)
Professor Graham Jones (Chemistry & Chemical Biology)
Professor Robert S. Markiewicz (Physics)
Professor Masoud Salehi (Electrical & Computer Engineering)
Professor Dana H. Brooks, AEOC Liaison (Electrical & Computer Engineering)

Committee to Evaluate Hameed Metghalchi, Chair, Mechanical & Industrial Engg
Professor Robert A. Parsons, Chair (CBA-Info/Ops & Analysis)
Professor Anthony P. De Ritis (Music)
Professor Nicol E. McGruer (Electrical & Computer Engg)
Professor Jack R. Reynolds (Pharmacy Practice)
Professor Thomas Starr (Visual Arts)
Professor Dana H. Brooks, AEOC Liaison (Electrical & Computer Engineering)

Outcome: Report released 5 July 2006

Committee to Evaluate Steven A. Morrison, Chair, Economics
Professor Joan Fitzgerald, Chair (Law, Policy, & Society)
Professor David A. Forsyth (Chemistry & Chemical Biology)
Professor Thomas H. Koenig (Sociology & Anthropology)
Professor Mark Ramras (Mathematics)
Professor Emery A. Trahan (CBA-Finance & Insurance)
Professor William F. Crittenden, AEOC Liaison (Business Administration)

Outcome: Report released 14 April 2006

Committee to Evaluate Susan G. Powers-Lee, Chair, Biology
Professor David E. Budil, Chair (Chemistry & Chemical Biology)
Professor Charles A. Dimarzio (Electrical & Computer Engg)
Professor Jorge V. Jose (Physics)
Professor George H. Thrush (Architecture)
Professor Vladimir P. Torchilin (Pharmaceutical Sciences)
Associate Dean Edward L. Jarroll, AEOC Liaison (Arts & Sciences)

Outcome: Report released 29 March 2006

Committee to Evaluate Daniel Robinson, Dean, School of Pharmacy
Professor Hameed Metghalchi, Chair (Mechanical & Industrial Engineering)
Dean Larry A. Finkelstein (Computer & Information Science)
Director Suzanne B. Greenberg (Physician Assistant Program)
Professor Denise Jackson (Psychology)
Professor Phillip W. LeQuesne (Chemistry & Chemical Biology)
Associate Dean Edward L. Jarroll, AEOC Liaison (Arts & Sciences)

Committee to Evaluate Susan Setta, Chair, Philosophy & Religion
Professor Jeb A. Booth, Chair (Criminal Justice)
Professor Maurice E. Gilmore (Mathematics)
Professor Tom Havens (History)
Professor Laurel Leff (School of Journalism)
Professor Barbara L. Waszczak (Pharmaceutical Sciences)
Professor Elizabeth C. Cromley, AEOC Liaison (Architecture)

Outcome: Report released 15 May 2006

Committee to Evaluate Vladimir P. Torchilin, Chair, Pharmaceutical Sciences
Professor William Sanchez, Chair (Counseling & Applied Psych)
Professor Alain S. Karma (Physics)
Professor Sanjeeve Mukerjee (Chemistry & Chemical Biology)
Professor Jack T. Reynolds (Pharmacy Practice)
Professor Phyllis R. Strauss (Biology)
Associate Dean Edward L. Jarroll, AEOC Liaison (Arts & Sciences)

Outcome: Report released 16 May 2006

Committee to Evaluate Stephen R. Zoloth, Dean, Bouvé
Professor Frederick C. Davis, Chair (Biology)
Professor Robert E. Gilbert (Political Science)
Professor William Hancock (Chemistry & Chemical Biology)
Professor Ralph Katz (CBA, Human Resources Management)
Professor Thomas H. Koenig (Sociology & Anthropology)
Professor Dana H. Brooks, AEOC Liaison (Electrical & Computer Engg)

Outcome: Report released 30 March 2006

Search Committees

Chemical Engineering Chair Search Committee (External) (New Charge for 05-06)
Professor Albert Sacco, Jr., Chair (Chemical Engineering)
Professor Graham Jones (Chemistry & Chemical Biology)
Professor Carolyn W. T. Lee-Parsons (Chemical Engineering)
Professor Stephen W. McKnight, SAC Liaison (Electrical & Computer Engineering)
Professor Katherine S. Ziemer (Chemical Engineering)

Outcome: Laura H. Lewis was selected.

School of Education Dean & Director Search Committee (External)
Professor Joan Fitzgerald, Chair (Law Policy & Society)
Professor Kostia Bergman (Biology)
Professor Peter C. Murrell (School of Education)
Professor Stuart S. Peterfreund (English)
Professor Michael B. Silevitch (Electrical & Computer Engineering)
Professor Stephen W. McKnight, SAC Liaison (Electrical & Computer Engineering)

Speech, Language Pathology & Audiology Chair Search Committee (External)
Professor Ralf W. Schlosser, Chair (Speech, Language, Pathology & Audiology)
Professor Joseph Ayers (Biology)
Professor Michael J. Epstein (Speech, Language, Pathology & Audiology)
Professor Mary Anne Gauthier (Nursing)
Professor Rupal Patel (Speech, Language, Pathology & Audiology)
Professor Carol A. Glod, SAC Liaison (Nursing)

Outcome: Recommendation made to the Dean.

University Committees

Excellence in Teaching Awards Judging Committee
Professor Geoffrey Davies (Chemistry & Chemical Biology)
Professor David Massey (Mathematics)
Professor Magdalena A. Mateo (School of Nursing)
Professor Neal Rantoul (Visual Arts)
Professor Guy L. Rotella (English)
Professor Timothy J. Rupert (CBA, Accounting)
Professor Ibrahim Zeid (Mechanical & Industrial Engineering)

Klein University Lectureship Committee
Professor Barry Bluestone (Center for Urban & Regional Policy)
Vice Provost Luis M. Falcon (Graduate Education)
Professor Carol A. Glod (Nursing)

Outcome: Professor Alain S. Karma 2006 Klein University Lecturer.

Space Planning Committee
Professor Carol A. Glod (Nursing)

Space Planning Subcommittees
      Plant Modernization, parking: Professor Steven A. Morrison (Economics)
      Teaching Labs: Professor Susan G. Powers-Lee (Biology)
      Classroom: Professor Robert P. Lowndes (Physics)
      Residences, student life: Professor Karin N. Lifter (Counseling & Appl. Psych)
      Information Technology: Professor Eric L. Miller (ECE)
      Research: Professor Stephen W. McKnight (ECE)
      Cultural Performance: Professor Joshua R. Jacobson (Music)

University Standing Appeals Committee on Tenure
Professor Donna M. Bishop (Criminal Justice)
Professor Sharon M. Bruns (CBA, Accounting)-did not serve
Professor Geoffrey Davies (Chemistry & Chemical Biology)
Professor Laura L. Frader (History)
Professor Anthony Iarrobino, Co-Chair (Arts and Sciences)
Professor Ronald Mourant (Engineering)
Professor David M. Phillips (Law)
Professor Harlow L. Robinson (Modern Languages)
Professor William Sanchez (Bouvé)
Professor Gilead Tadmor (Electrical & Computer Engg)
Professor Vladimir P. Torchilin (Pharmaceutical Sciences)
Professor Carol M. Warner (Biology)
Professor Ronald J. Williams (Computer & Information Science)
Professor Mustafa R. Yilmaz, Co-Chair (CBA, Information/Operations & Analysis)

Resolutions presented to the Senate:

11-16-05   **0506-03. FAC Resolution #1 – Merit Increase:**

BE IT RESOLVED That the Faculty Senate support the recommendation of the Financial Affairs Committee for a merit raise pool of at least 4.9% for continuing faculty in fiscal year 2006-07. (27-0-0)

Action by the President: Informational, no action required. 3/9/06; BOT approval not required.

11-16-05   **0506-04. FAC Resolution #2 – Equity Pool:**

BE IT RESOLVED That the Faculty Senate support the recommendation of the Financial Affairs Committee for an equity pool in fiscal year 2006-07 that equals the total amount of the market/equity gap between the salaries of Northeastern University faculty and those of faculty at peer institutions, as determined by the forthcoming study conducted by the Provost's office. (29-0-0)

Action by the President: Informational, no action required, 3/9/06; BOT approval not required.

11-16-05   **0506-05. FAC Resolution #3 – Additional Equity Pool:**

BE IT RESOLVED That an additional equity pool of $250,000, which is only half of the salary inversion amount, be funded in fiscal year 2006-07 to begin to correct the salary distribution within the respective ranks of associate and full professors. (25-0-2)

Action by the President: Informational, no action required, 3/9/06; BOT approval not required.

REPORT TO THE FACULTY SENATE

FINANCIAL AFFAIRS COMMITTEE

November 16, 2005

The Financial Affairs Committee is charged by Faculty Senate Bylaws as follows:

> The Committee shall be concerned with all questions related to financial affairs of the University. This may include surveys, reviews, and recommendations in budgeting, and financial policies of the University.

> The Committee shall also prepare annual recommendations for improvement of faculty salaries and fringe benefits.

This fall, consistent with the Senate Agenda bylaws for our committee, we addressed the pressing issues of merit raises and equity adjustments with respect to the University's advance towards top-100 status. During the spring semester, the committee will make recommendations pertaining to the equity adjustment process and the pattern of university-wide resource allocation, as well as provide a report on the new university budget process.

Discussion and Resolutions

During the last few years, based on the recommendations of the Committee on Funding Priorities, the President and the Budget Committee, progress has been made to correct the deficiencies in faculty salaries. Merit raises, equity adjustments, and the hiring of new faculty through the Academic Investment Plan have boosted the average faculty salary. This investment in faculty salaries has paid dividends. U. S. News and World Report's ranking of our faculty resources has improved. However, the importance of faculty compensation goes beyond merely advancing toward top-100 status. It is central to recruiting, retaining, and appropriately rewarding a top-notch faculty. In this regard, one indication of our success is the improved research productivity of our faculty. As Provost Abdelal cited in his state of the university address, our external research funding has jumped 15% in one year. Similarly, President Freeland, in his address to the university community, referred to the "stunning success" of Northeastern University's senior researchers.

As we improve as a university, the institutions with which we are directly competing for students and faculty are also of higher caliber. For example, last year, all our principal competitors for undergraduate students were top-100 universities. As we advance toward top-100 status, we must remain competitive by paying our faculty at a level commensurate with our chief rivals.

Merit

A major challenge to offering faculty a competitive level of compensation is the high cost of living in the Boston area. Northeastern University's Barry Bluestone recently co-authored a report that indicated that Boston has become the most expensive metropolitan area in the country, even surpassing San Francisco. Indeed, during the last decade, the Consumer Price Index (CPI) in the Boston region has averaged a 3% increase per year, outpacing the average increase across the country. During that same period of time, merit increases for Northeastern University faculty have averaged 3% and equity adjustments 1%.

Therefore, in inflation-adjusted dollars, faculty salaries have only increased 1% a year. Now, even that 1% gain in real dollars per year is in jeopardy. From September 2004 to September 2005, the CPI in the Boston area increased 4.9%, while faculty were only given a 3% merit increase for both 2004-2005 and 2005-2006.

In addition to maintaining pace with inflation, it is necessary to reward the recognized increase in faculty productivity and outstanding merit at all levels. Such rewards would be necessary even in the absence of inflation, and would help combat the problem of salary compression. In this regard, past AAUP studies suggest a total merit pool that is 2% above the inflation rate as measured by the CPI.

While these factors indicate that a 6.9% merit raise pool for continuing faculty is justifiable, the Financial Affairs Committee is also mindful of the inflationary pressures on the university's budget. In view of the increased energy and health care costs that the university is experiencing, a merit raise pool of at least 4.9% is reasonable. Less than this amount would be discouraging to faculty, who need to maintain their purchasing power in the most expensive metropolitan area in the country.

Resolution #1 Be it resolved that the Faculty Senate supports the recommendation of the Financial Affairs Committee for a merit raise pool of at least 4.9% for continuing faculty in fiscal year 2006-2007.

Equity

Given the intense competition to reach top-100 status, the compensation gap between Northeastern University and matchmate institutions looms as an impediment to our progress. In September 2003, the Provost reported to the faculty that his office's analysis during the spring of 2003 identified an overall market equity deficit of $2,600,000 for Northeastern University relative to matchmate institutions. Although $1,000,000 was devoted to narrowing this gap in FY 2004 and $800,000 in FY 2005, this year only $250,000 of the university's half-a-billion dollar budget is being spent on closing the equity gap. ($500,000 worth of salary adjustments will begin to be distributed halfway through the fiscal year.) Although it is reasonable to expect that the remaining part of the equity gap can be closed in one year, the gap will not be closed unless the sharp decline in equity funding is reversed. The Office of the Provost is currently conducting an updated study of matchmate data, which was not available prior to the writing of this report.

Resolution #2. **Be it resolved that the Faculty Senate supports the recommendation of the Financial Affairs Committee for an equity pool in fiscal year 2006-2007 that equals the total amount of the market/equity gap between the salaries of Northeastern University faculty and those of faculty at peer institutions, as determined by the forthcoming study conducted by the Provost's Office.**

In addition to the need to close the salary gap between Northeastern University and its competitors, equity money is also needed to address the salary compression and, in some cases, salary inversion that is occurring within professorial ranks. The most prominent concerns are within associate and full professor levels, where salary compression has resulted in slightly higher average salaries for those persons who have been in rank for only five years as compared with those who have been in the same rank for 10 years. For example, while full professors who have been in their rank for five years earn a median salary of $110,525, those who have been in the full professor rank for 10 years earn a median salary of $108,114. Approximately $500,000 in adjustments would be needed just to equalize the median salaries of the more and less experienced faculty within the respective ranks of associate and full professors. Problems associated with salary compression are compounded by the high cost of living increase this year and in Boston in particular

Resolution #3. Be it resolved, that an additional equity pool of $250,000, which is only half of the salary inversion amount, be funded in fiscal year 2006-2007 to begin to correct the salary distribution within the respective ranks of associate and full professors.

The 2004-2005 Financial Affairs Committee
Associate Professor Louis Kruger, Chair
Associate Professor Ganesh Krishnamoorthy
Professor Yiannis Levendis
Professor Emanuel Mason
Professor Phyllis Strauss

Resolution presented to the Senate:

1-25-06   **0506-08. 2005-06 Senate Academic Policy Committee — Proposed change to wording or Graduate Student Appeals Procedure.**

BE IT RESOLVED That the Faculty Senate approve the insertion of the words "or the faculty member" into the first sentence of Step #4 of the Graduate Student Appeals Procedure in order to make that policy consistent with all other NU academic appeals procedures. Step #4 would then read as follows:

Step #4: If the student *or the faculty member* is not satisfied with the disposition of the matter by the dean, or if the appeal has not been resolved within sixty working days after originally submitted to the dean, he or she may further pursue the matter by requesting in writing that the vice provost convene an Appeals Resolution Committee. This committee has been designated by the president as the final authority on these matters. This request must be made within ten working days of the report of the dean or at the end of the 60-day resolution. (30-3-1)

Action by the President: Approved 8/4/06; BOT appr not needed per V. Lembo

REPORT OF THE 2005-06 SENATE STANDING COMMITTEE
ON ACADEMIC POLICY
3 December 2005

At the request of the Senate Agenda Committee (on page 2 item 2 of its 2005-2006 Charge to the Committee), the Senate Standing Committee on Academic Policy today completed its review of student academic appeals processes across the University. We recognized that some steps had already been taken to insure that students across the University receive comparable treatment. We conclude that the current undergraduate, graduate, and proposed S.P.C.S. appeals procedures work well to insure due process for the University's students, while maintaining faculty primacy in the grading process. We therefore recommend that the Senate Agenda Committee continue to endorse and participate in the current procedures.

There remains, however, one step at which the three procedures currently do not insure equal faculty recourse if he/she disagrees with a decision about a student grade made at the College level. The language at the beginning of Step 4 in both the Undergraduate and proposed SPCS Appeals procedure gives either a student or a faculty member, who is dissatisfied with a College decision, the right to an institution-wide appeal. The current Graduate Student Handbook (p. 43) only gives the student that right.

Therefore, the Standing Committee on Academic Policy recommends that in order to achieve true comparability of treatment across the University the following:

Resolution. BE IT RESOLVED That the Faculty Senate approve the insertion of the words "or the faculty member" into the first sentence of Step 4 of the Graduate Student Appeals Procedure in order to make that policy consistent with all other NU academic appeals procedures. Step 4 would then read as follows:

> **Step 4**
> **If the student *or the faculty member* is not satisfied with the disposition of the matter by the dean, or if the appeal has not been resolved within sixty working days after originally submitted to the dean, he or she may further pursue the matter by requesting in writing that the vice provost convene an Appeals Resolution Committee. This committee has been designated by the president as the final authority on these matters. This request must be made within ten working days of the report of the dean.**

Respectfully Submitted on behalf of the Academic Policy Committee.
Professor Gerald Herman, Chair
2005-06 Special Committee on Academic Policy
Professor Sharon Bruns
Professor Robert P. Futrelle
Professor Nancy Kindelan
Professor Thomas O. Sherman
Professor William E. Wray
Dean Jack R. Greene
Vice Provost Malcolm D. Hill, *ex officio*
Associate Dean Richard J. Scranton
Dean Stephen R. Zoloth

3-29-06   **0506-17. FDC Revision of TCE Language**

BE IT RESOLVED That the Faculty Senate approve the following revision of the May 23, 1994 resolution:

"… every unit shall carry out adequate, good faith teaching evaluations of *all instructors of record* as part of the annual merit review, as part of the tenure evaluation process, and/or *as part of* the promotion evaluation process as applicable. *The teaching evaluation results will be compiled by CEUT and sent in a timely manner to each instructor evaluated. A second copy of these results will be sent to the instructor's unit head, who will then see to it that those results are incorporated into the merit review process according to the Unit's procedures.* For probationary faculty, adequate good-faith evaluation procedures will include annual evaluation by two or more means, one of which must include student teaching evaluations (the SGA evaluations). The other means could include:
peer classroom visits
peer evaluations of class materials
teaching portfolios
evaluations by earlier graduates of the program
other means appropriate to the discipline.

For tenured faculty, adequate good-faith teaching evaluations will include annual student teaching evaluations and, at least once every 3 to 5 years, evaluations by one or more additional means.

Written copies of the unit's procedures will be approved by the appropriate Dean and the Provost's office, and copies will be kept on file in the Provost's office.

(revision of Resolution #2 on Teacher Course Evaluations, passed by the Senate on May 23, 1994)

(28-0-1)

Action by the President: Appr 8/4/06. Comment: "I strongly support this and would hope departments would use <u>multiple</u> means of reviewing teaching, not just <u>two</u>." BOT appr not needed per V. Lembo

REPORT TO THE FACULTY SENATE
2005-06 SPECIAL COMMITTEE ON FACULTY DEVELOPMENT
March 19, 2006

The Committee on Faculty Development is charged by the Faculty Senate Bylaws as follows:
This Committee shall be concerned with the rights and status of faculty personnel. Matters
to be dealt with are standards of tenure, promotion, and advancement for University faculty;
and questions of professional development, academic freedom, and economic welfare.

Consistent with this, the 2005-06 Faculty Development Committee (FDC) was asked to address
and report back on the following charge:

Several years ago, the FDC was charged by SAC to deal with the problem of an allegedly moribund
TCEP system. At that time, the FDC engaged in a protracted discussion and issued its report with
accompanying legislation aimed at acquiring another system to supplant the allegedly moribund TCEP.
Although approved, the legislation came to no issue when Provost Hall declined to fund the acquisition of
the system selected, and Provost Abdelal elected to defer further discussion until the calendar transition
had been implemented. Provost Abdelal believes that it is now time to hold that discussion, to the end of
clarifying and stating the faculty's position, as it enters into discussion with the SGA and the
administration on how to proceed with or beyond the TCEP program.

Accordingly, the FDC is asked to assess the currency and usefulness of the TCEP evaluation system, and
to recommend such changes as may be appropriate—from relatively small changes involving individual
questions and the current manner of processing the forms, to the replacement of the entire system by
another, either by subscribing to another currently available system or by developing our own, proprietary
system.

Acting on the basis of the inquiry described above, the FDC is asked to report back to the SAC by no later
than 1 March 2006 as to the wishes of the parties concerned regarding the TCEP system or a possible
successor-system. Resolutions, as appropriate, should accompany this report. The report should be
submitted in both hard copy and electronic form.

Rationale
Northeastern University's experience with teacher course evaluations is now over 20 years old.
Periodic Senate resolutions have reflected the growing confidence in the instrument (validity and
reliability), in the security of the procedures for administering the questionnaire and processing and
disseminating the information. Our system is quite consistent with the large majority of Universities, and
as in most other institutions, the information generated by the teacher course evaluation program has
become central to both faculty development and evaluation for merit, promotion, and tenure, as well as
contract renewal of part-time faculty. The Senate has also acknowledged the limitations of a teacher
course evaluation by stating explicitly that such and evaluation system should be just one part of a
program that includes other means of evaluating and developing faculty.

Previous resolutions have mandated that all courses be evaluated using a SGA Teacher Course
Evaluation. Insofar as the current practice (from the 1994 Resolution) states that academic units will carry
out annual teaching evaluations (including student teacher course evaluations) for faculty in merit,
promotion, and tenure situations, most full time faculty are now part of an annual review by unit heads
which includes sharing of TCE data. The exception would be the few full time faculty members who
choose not to participate in the annual merit review and whose units have voted to restrict direct access of
teacher course evaluations to the faculty, not the unit head. (We estimate this to be about ten faculty

overall). All other full-time faculty, including those in units who have chosen not to automatically share evaluation results with the unit heads, now share the information as part of the merit review.

For all other instructors who presumably have not been part of a Senate mandated annual merit review, their courses would have been evaluated by mandate, and Unit heads would have evaluation results in most cases but not all; information would automatically go to unit heads in those units who have voted on such a procedure; in other departments, it would presumably be up to those non-full-time faculty as to whether or not they share the results.

The FDC has concluded that insofar as Unit Heads in the vast majority of situations directly receive evaluation results, the system should be extended to all instructors of record and term faculty. Or stated in the inverse, we could see no reason why the only faculty excluded from having unit heads include course evaluations as part of the annual review are those few who opt out of the merit process, and those part-time faculty in a few units that restrict the sharing of the data. The proposed resolution is a confirmation of what is basically the operational practice today.

Insofar as purpose of Teacher Course Evaluation is to aid in both the development and evaluation of our teaching faculty, it seems inappropriate to restrict the unit heads to receiving information in primarily evaluative circumstances (merit, tenure, and promotion). Most of these processes focus on past performance. If unit heads are to carry out a major part of their function (developing teaching excellence among all faculty) and if the teacher course evaluation system is to fulfill its mission of aiding in both development and evaluation, it seems reasonable that our procedure that is operational for most faculty should be extended to all faculty-full and part time. Northeastern's mission focuses strongly on teaching excellence. The FDC could see no justification to exclude some faculty, particularly non-full time faculty, from a procedure that is an important and now widely accepted tool in achieving its mission.

Our program has evolved out of collaboration with the Student Government Association. Students have long expressed the expectation that the results of the SGA Evaluations will be used constructively in contributing to the quality of their educational experience. Since the unit heads have critical responsibility and accountability for helping to bring about this quality, it seems appropriate that the unit heads have access to the relevant information that the SGA evaluation system helps to generate.

Finally, the current distribution is unnecessarily cumbersome; CEUT's resources could best be used in other endeavors.

Resolution
Be it resolved that the Faculty Senate approve the following revision of the May 23, 1994 resolution.
"… every unit shall carry out adequate, good faith teaching evaluations of **all tenure/tenure track, term, and special appointment faculty whose appointments include teaching** as part of the annual merit review, as part of the tenure evaluation process, and/or **as part of** the promotion evaluation process as applicable,. **The teaching evaluation results will be compiled by CEUT and sent in a timely manner to each instructor evaluated. A second copy of these results will be sent to the instructor's unit head, who will then see to it that those results are incorporated into the merit review process according to the Unit's procedures.** For probationary faculty, adequate good-faith evaluation procedures will include annual evaluation by two or more means, one of which must include student teaching evaluations (the SGA evaluations). The other means could include:
a. peer classroom visits;

b. peer evaluations of class materials
c. teaching portfolios
d. evaluations by earlier graduates of the program
e. other means appropriate to the discipline.

For tenured faculty, adequate good-faith teaching evaluations will include annual student teaching evaluations and, at least once every 3 to 5 years, evaluations by one or more additional means. Written copies of the unit's procedures will be approved by the appropriate Dean and the Provost's office, and copies will be kept on file in the Provost's office. *(revision of Resolution #2 on Teacher Course Evaluations, passed by the Senate on May 23, 1994)*

Respectfully submitted,
The 2005-06 Special Committee on Faculty Development
Professor Edward Wertheim, Chair (HRM)
Professor Jacqueline Isaacs (MIE)
Professor Tracy Robinson (Couns&AppliedPsych)
Professor Thomas Sheahan (CEE)
Professor Wallace Sherwood (CCJ)
Vice Provost Malcolm Hill
Dean James Stellar (CAS)
Michael J. Paradiso, Asst. VP for Academic Affairs, SGA

To: Senate Agenda Committee
From: Ed Wertheim, Chair, Faculty Development Committee
RE: **Faculty Development Committee Report on Teacher Course Evaluation Questionnaire**
Date: March 30, 2006

The members of the Faculty Development Committee are:
Professor Ed Wertheim, Chair
Dean Jim Stellar
Associate Provost Mal Hill
Director Donna Qualters, CEUT
Professor Jackie Isaacs
Professor Tracy Robinson
Professor Tom Sheahan
Professor Wally Sherwood
Michael Paradiso, Student Representative from SGA

The Faculty Development Committee (2005/6) has completed its review of the Teacher Course
Evaluation Questionnaire and Process. We are submitting this report to the Senate Agenda Committee
and to Donna Qualters, Director of the Center for Effective University Teaching. We have asked Director
Qualters to review our recommendations, along with the report from the Academic Affairs Committee of
the Student Government Association. After considering these reports, she will submit her
recommendations for changes in the current questionnaire and process. She has agreed to submit her
report by December 1, 2006.

Director Qualter submitted a detailed history of the evaluation process and the current problems as of
2002; this information will not be repeated here.

It is our expectation that next year's Faculty Development Committee will review her report and then
finalize recommendations to the Senate for changes in the current system.

The FDC interpreted SAC's directions to us rather broadly and look at many facets of the topic of Teacher Course evaluation system-both content and process.

Consequently, we looked at the following issues
1. History of Teacher Course Evaluations
2. History of teacher course evaluations at Northeastern (see Appendix)
3. Existing Legislation and any possible changes
4. The existing Questionnaire
5. On-line evaluations
6. Mid Course Evaluations
7. Infrastructure Issues
8. Budget issues

Summary of Recommendations
- The basic role of teacher course evaluations as it has evolved over the past twenty years is critical, generally successful, and should be preserved.
- Some changes to existing legislation were proposed, forwarded to the Senate and ultimately approved by the Senate. These changes focus on wording that reinforces the perceived intent of the earlier legislation; i.e., that all courses are evaluated and that all instructors' teaching be reviewed using the information from the TCE's. Another part of the resolution focused on ensuring that all unit heads have access to the information from the TCE's in order to carry out the evaluations
- Concerning the actual questions, the FDC reflected on each question in the existing questionnaire and drew some general conclusions about the framework for a revised questionnaire. A revised questionnaire should be of similar length to the current one. There were two areas that we felt were underrepresented in the current questionnaire: the use of instructional technology, and "learning." We felt that there was some redundancy which, when addressed, could provide room for these new areas. The three "core" questions should remain unchanged. In terms of removing questions, the committee noted that the five demographic questions are of no use since research which might utilize this information is not being done at this time.
- We have requested that Director Qualters respond to the FDC by December 1, 2006 with her recommendations concerning
    o The questionnaire
    o Infrastructure issues
    o Budget issues
    o Mid-course evaluations
- The FDC would particularly like to see changes in the open ended part of the questionnaire, which for many is the most useful part of the process.
- The FDC discussed other issues such as infrastructure issues concerning TCEPs as well as the relative underfunding of the evaluation process compared to other universities, but decided it was appropriate to hold off on recommendations in these areas until the Committee finalizes its proposal for a revised questionnaire next year. While no specific budgeting and staffing recommendations are being made at this point, we expect next year's FDC to forward recommendations on budget and staffing issues after reviewing Director Qualter's report.

1. History of Teacher Course Evaluations

Student course evaluations began to appear in Universities in the 1970s and 1980's and today almost all colleges and universities have a process for students to evaluate the instruction received. The results are used as a means of faculty development, for decisions such as promotion, tenure, and merit raises, and for students in helping them make choices about courses. Over 2000 research studies on student ratings have been published, and while there isn't a total consensus about how reliable and valid are the data and how or even whether they should be used, William Cashin's observations are fairly widely accepted: "In general, student ratings tend to be reliable, valid and relatively free from bias or the need for control; probably more so than any other data for evaluation."

We will not attempt an overall review of this literature but a few brief comments are in order.

- Research generally supports the conclusion that there tends to be a positive (although modest) and significant correlation between course evaluations and student learning
- Factors that appear to introduce bias (negative) in evaluations include: large classes, courses with difficult exams, "hard graders"
- Factors that appear to introduce a positive bias include smaller classes, elective courses, and humanities courses (Marsh and Roche, 1997)
- "halo" effect is a problem in teacher course evaluations
- Factors that appear to lead to higher ratings include clear and well organized lecturers
- Superficial attributes such as energy level and expressiveness tend to lead to higher ratings independent of learning

Cashin concludes that "the collection of student ratings is not the only way, nor necessarily the best way, but rather one way to evaluate instruction." He also added that students are not qualified to assess:
- "Appropriateness of instructional objectives
- Relevance of assignments or readings
- Degree to which subject matter content was balanced and up to date
- Degree to which grading standards were unduly lax or severe."

Other areas that evaluations seem to be relatively effective include: were learning objectives covered, Was the instructor on time, available out of class; speak clearly, engaging, Class pace reasonable; Instructor willing to answer questions; Materials helpful; Stuck to policies in syllabus

Extensive research has been conducted on Teacher Course evaluations covering such critical issues as validity, reliability, biases

In terms of reliability, student data tends to be highly reliable, particularly for larger classes (above 25 students). Evaluations also tend to be valid in terms of instructional effectiveness and correlate most highly with student learning. Correlations also tend to be high between student ratings and other indicators of instructional effectiveness such as colleague ratings, trained observers, and alumni ratings.

There continue to be questions concerning whether we are measuring "liking" or "learning, " as well as questions about bias from such factors as "generosity," "grade leniency, the timing of the evaluations, class size, science vs. humanities, and gender. Questions also persist about whether we are measuring liking or learning. Cashin concludes that "student ratings are a valid but imperfect tool"

Areas commonly rated include: Learning, Enthusiasm, Organization, Group interaction, Individual raport, Exams, Assignments, and workload.

Most formats are of the Likert scale variety with some space for course specific questions. Most evaluations have an overall rating of the instructor and the course. The open ended questions are typically a variation of:
- What made you rate the course as high as you did
- What kept you from rating the course more hilgly
- What is the most mospitive reature of this course
- What are the primary teaching strengths of the instructor
- What are the primary weaknesses of instruction; can you offer suggestions for improvements

Further research suggests that faculty don't always know how to use the information, particularly when there are contradictory responses.

A lot of attention has been directed at formative vs summative evaluations. The literature suggests that summative evaluations are most appropriate at the end of the course, and the formative evaluation most helpful around the middle of the course.

More attention has been given lately to develop ways to improve the usage of instructor ratings. This involves educating students about giving more effective feedback, and educating faculty about how to use ratings for improvement.

 Overall, we conclude that course evaluations can be a modestly helpful barometer of teaching effectiveness but that these evaluations should not be the sole determinant of teaching effectiveness.

2. Northeastern University and Teacher Course Evaluations

The current mandated student teacher course evaluation process was first developed in 1985, with impetus from students and faculty, and expertise from Jenny Franklin and implemented in 1986. Details of the history can be found in the report "Outsourcing Student Evaluations" by Donna Qualters and Audrey Aduama (2002) and won't be repeated here.

As confidence in the process and the utility of the results increased, resolutions were introduced in the Senate (and subsequently approved by the administration) mandating a number of small changes expanding the program and assuring that all courses are evaluated and that appropriate supervisors of all faculty have access to the data on student course evaluations in their annual reviews that focus on both the evaluation and the development of faculty. In the twenty years since TCE were introduced, the system has become widely accepted and utilized as part of the annual merit review, tenure and promotion processes.

One of the primary authors of the original questionnaire as well as designer of the system to scan and process the forms and generate reports, Jennifer Franklin, left the University in the early 1990's. After she left, NU continued to use her program and format and outsourced the processing to Jenifer's new employer in Arizona. A coordinator was hired at NU to manage the coordination of over 6,000 courses and approximately 50,000 individual evaluations.

When Jennifer left Arizona, necessitating NU's having to decide whether to take over the aging program and manage the whole process here. Managing all of this became very problematic as no documentation existed for the old program so adaptations and fixes to the program appeared to be difficult if not impossible. Staffing was also quite problematic as we had just a fraction of the staff that Arizona had in order to manage the process.

CEUT and NU had to confront the problem of whether to try to fix the old program, develop a new program in-house, outsource the entire system, or utilize a mix of these approaches.

CEUT made a strong case for developing a system in house as most major universities do. The arguments for an approach are quite persuasive. Only by developing an in-house program, can Northeastern generate the kind of reports and research typical of a University of our size and aspirations.

But NU was not willing to commit the resources needed to develop such a system. Serious consideration was given to one of the major outsource programs (IDEA at Kansas State University, University of Illinois' ICES and University of Washington's IAS) but again, the Provost's Office found the costs to be too great. The outcome has been that from 2002 to the present time, the old system has been patched back together, and a small internal staff has managed the process, using an outside firm to process reports and generate forms.

3. Existing Legislation and proposed Changes

The Committee examined the existing legislation dating back to 1985 to identify any issues that needed to be addressed since the last time the legislation was changed in 1994. The result of this discussion was the legislation forwarded to the SAC (and subsequently passed by the Senate) dealing with reinforcing what the Committee felt was the intent of the earlier legislation; i.e., that all courses be evaluated and that all instructors' teaching be reviewed annually using this data. The legislation and the rationale can be seen in **Appendix 2**

4. The Current Questionnaire

The TCEP Questionnaire was basically developed over twenty years ago with few changes. A few positive attributes of the current questionnaire include:
- It is relatively short and avoids "rater fatigue"
- The data was moderately helpful for evaluative purposes, particularly when used as one of a number of other forms of teacher evaluation such as peer visits and portfolios
- The questions are now familiar to students and faculty; the consistency of most of the questions over time make longitudinal research easier and makes it relatively easy to collect and present the information for use in the decisions such as tenure, promotion, and merit; the comfort level with the existing questionnaire increases over time
- The questionnaire contains the core questions found in most course evaluations (rate the instructor; rate the course; how much learning….).

The committee felt that the primary weaknesses include:
- In general, the questionnaire was of limited use for developmental purposes, either for the faculty member himself or herself or for those who are helping to develop the faculty member;
- Little direct evaluation of learning that took place
- No recognition of the changes in instructional technology that have taken place in the past twenty years
- Weak "open ended" section
- The current questionnaire was of very limited utility in certain pedagogical situations such as small graduate seminars

Thus in looking at the questionnaire the FDC suggests that revisions reflect these factors
- The revised questionnaire should be of similar length to the current version
- The revised questionnaire should not change the three core questions that are most used for T&P evaluations (rate the course, rate the instructor, rate the learning)
- The revised questionnaire should attempt to cover "learning" more as well as faculty use of instructional technology
- The revised questionnaire should include an improved "open ended" segment or segments that will prompt more responses and more useful responses than the current version
- We suggest that the questions be clustered; i.e., questions dealing with similar issues ("usefulness of textbook" usefulness of syllabus, etc.) should be clustered together followed by an open ended question relating specifically to that cluster.

The Committee noted that five questions deal with data such as "sex," "GPA," "Class," "Elective or required?" These questions are only of use for research purposes and since no research is currently done and there is little expectation that it will be done, we suggest that the questions be dropped at least until such time as the questions would be used for some analytic purposes.

The Committee first tried to map the existing questions onto a widely used mapping of questions by Marsh as can be seen in the following chart:

As can be seen, certain dimensions were well covered by our existing questions while other dimensions were not represented at all. We are not suggesting that all dimensions should be represented, but such a mapping does suggest some avenues for discussion.

Students Evaluation of Educational Quality (SEEQ)(Marsh, 1982)

The Northeastern core questions	Typically measured items (Marsh)
	1. Dimension: Learning Value
	1a. Item: Course challenging and stimulating
	1b. Item: Learned something valuable
4. From the total ave. hours, how many considered valuable	1c. Item: Increase subject interest
11. How much do you feel you have learned..	1d. Item: Learned and understood subject matter
12. What is your overall rating of the course	1e. Item: Overall course rating
	2. Dimension: Instructor Enthusiasm
	2a. Item: Enthusiastic about teaching
	2b. Item: Dynamic and energetic
	2c. Item: Enhanced presentation with humor
	2d. Item: Teaching style held your interest
10 what is your rating of this instructor compared to…	2e. Item: Overall instructor rating
14 overalll rating of instructor's teaching effectiveness	
	3. Dimension: Organization/Clarity
	3a. Item: Lecturer explanations clear
	3b. Item: Materials well explained and prepared
	3c. Item: Course objectives stated and pursued
	3d. Item: Lectures facilitated taking notes
	4. Dimension: Group Interaction
	4a. Item: Encouraged class discussion
	4b. Item: Students shared knowledge/ideas
	4c. Item: Encouraged questions and gave answers
	4d. Item: Encouraged expression of ideas
1. I am treated with respect	5. Dimension: Individual Rapport
	5a. Item: Friendly towards individual students
	5b. Item: Welcomed students seeking help/advice
	5c. Item: Interested in individual students
	5d. Item: Accessible to individual students
	6. Dimension: Breadth of Coverage
	6a. Item: Contrasted various implications
	6b. Item: Gave background of ideas/concepts
	6c. Item: Gave different points of view
	6d. Item: Discussed current developments
	7. Dimension: Examinations/Grading
	7a. Item: Examination feedback valuable
	7b. Item: Evaluation methods fair/appropriate
	7c. Item: Tested course content as emphasized
5. usefulness of syllabus	8. Dimension: Assignments/Readings
6. Testbook and readings are	8a. Item: Readings/texts were valuable
7. Usefulness of outside assignments	8b. Item: They contributed to understanding
9. rate usefulness of in class activities	
	9. Dimension: Workload/Difficulty
2. The difficulty of the course is…	9a. Item: Course difficulty (easy—hard)
	9b. Item: Course workload (light—heavy)
	9c. Item: Course pace (slow—fast)
3. ON average, how many hours	9d. Item: Hours per week outside of class
8. My sex is 13. required or elective 15. My GPA is. 16. my class is 17. my major is	Demographic Data

The following chart shows the committee's thoughts on each question in the existing questionnaire and reflects our suggestion that the questions be clustered into dimensions and that there be an open ended question after each set of questions relating to a particular dimension. We proposed some possible wording of a new question.

Question "theme"	New question	Comment
Difficulty/ workload	1. Compared to other courses at this level, the difficulty level of this course was…	Old question 2. Added the "Compared to…" phrase Alternative: I would describe the effort I put into this course as…
	2. On average, how many hours did you spend outside of class on this course?	Old question 3. Deleted the question about number of these hours that were "valuable." We questioned this one; some like it…some don't.
Please use this space to clarify any of your responses or to make other comments related to <u>workload and course difficulty.</u> In this category what was valuable to your overall learning…what is important for the instructor to improve?		
Course materials	3. Rate the usefulness of the course syllabus in documenting the course policies and other relevant information about the course.	Added details about what's in the syllabus
	4. Rate the usefulness of the textbook and/or other assigned reading.	
	5. Rate the usefulness of outside assignments.	
	6. Rate the usefulness of in-class activities.	Perhaps "this instructor was effective in using class time"
	7. Rate the use of any technology (for example, special course software, Blackboard, Powerpoint) that was used in the course.	(AAC: materials posted online; include N/A) New question directed at instructional technology (how about NA if not applicable) • The use of information technology teaching resources helped the delivery of course material. • The use of information technology resources was necessary for presenting course material. • The instructor's use of new Web-based teaching tools (e.g. posting course notes, assignments, course outlines, using email for communicating with students) was effective.
Please use this space to clarify any of your responses or to make other comments related to <u>course materials, activities, instructional technology, assignments.</u> In this category what was valuable to your overall learning…what is important for the instructor to improve?		
Learning	8. How much have you learned in this course?	Same as before (old question 11)
	9. (possibly) I found this class intellectually challenging (or stimulating)… or…" I gained skills in this course I can apply outside of this course" The instructor was responsive to my learning needs.	<u>would like another question on learning-examples</u> • The stated goals of this course were consistently pursued. • As a result of taking this course, I have more appreciation for this field of study. • This course contributed significantly to my professional training.

		• The relevance of the subject matter to real world issues was made apparent.
Please use this space to clarify any of your responses or to make other comments related your <u>learning</u> in the course. In this category what was valuable to your overall learning…what is important for the instructor to improve?		
Instructor/ course impressions	10. The instructor was interested in my success as a student and was accessible outside of class.	Replaces "Respect" question (old question 1) We shouldn't cover (two questions in one. "This instructor was very accessible and helpful" (answer NA if you didn't need or seek individual help)"
	11. What is your overall rating of this instructor's teaching effectiveness?	Old question 14; deleted old question 10 (instructor comparison)
	12. What is your overall rating of this course?	Old question 12
Please use this space to clarify any of your responses or to make other comments related to your <u>evaluation of the course and instructor</u>. In this category what was valuable to your overall learning…what is important for the instructor to improve? *(CAA Report: many more items such as "possess command of spoken English," use class time effectively, adequately prepare for class, fairly evaluate your performance and clearly explain how he or she evaluated it.…)*		
For the questions below, currently no analysis is done with this information so the questions are of little or no use to the faculty or students. We don't foresee any change in the near future so we recommend these questions be dropped. There was some argument for keeping GPA and item about "elective."		
Student profile	13. My GPA is…	If used need to rescale the response to A (3.7-4.0), A- (3.3-3.7), B+ (3.0-3.30), …
	14. My class year is best characterized as…(freshman, sophomore, etc.)	Doesn't relate to 4 year students; need to use different categories if the question is used
	15. My major is…	(AAC) Many students confused by this
	16. My gender is…	
	17. My race/ethnicity is best described as…	

5. On Line Evaluations

The Committee took a brief look at this issue, In theory, there are some significant advantages to online forms; these include:

- Questionnaires would be more easily tailored to individual courses
- Collecting and tabulating responses would be easier
- On-line evaluations would make it easier for faculty to add questions specific to their own course

The disadvantages include:
- The effect of responding outside class hours could be significant
- Other schools have reported security and privacy issues as well

Information from other schools who have tried it generally lead to the conclusion that as of now, the disadvantages outweigh the advantages this is not a viable alternative. But future committees should continue to monitor this alternative.

6. Mid Course Evaluation

The FDC feels strongly that mid-course evaluations can be a very powerful tool for the individual faculty member. Currently, CEUT supports mid-course evaluations and encourages faculty to utilize the tool. Whereas the SGA questionnaire is utilized heavily for evaluation purposes, the mid-course evaluation can be a very helpful developmental tool for faculty and the fact that it is excluded totally from the evaluative process increases its utility as a developmental tool.

The FDC would like to see a greater number of faculty members utilize the tool and encourages CEUT to take steps towards this end. Questions were raised about integrating the mid-course evaluation within Blackboard, but Susie Ascher from Instructional Technology, who spoke with us, felt it was not technically feasible at this time to integrate it with Blackboard.

It was noted that with the "survey" tool in Blackboard, mid-course evaluations can be simple and anonymous, containing the safeguards consistent with anonymous surveys. Some faculty, including a member of this years FDC currently uses the "Survey" tool in Blackboard for mid-course evaluations.

The FDC reinforces the current practice that data from mid course evaluations should be in the sole control of the faculty member himself or herself.

The FDC did not feel that a Senate Resolution was in order relating to this issue but urges that CEUT make a systematic effort to increase the widespread use of this tool.

7. Infrastructure Issues

For many historical, financial, and organizational reasons, NU's organizational system is cumbersome and inefficient, involving complex relationships among CEUT, an outside vendor, and the University's IS unit. While the core tasks get done, the arrangement is not ideal. Because three different units are involved, anything out of the ordinary (e.g. a specialized report, a customized or tailored questionnaire) is very difficult to produce, errors are difficult to correct in a timely manner, unique circumstances hard or impossible to address, and change is difficult to coordinate. Getting reports out in a timely manner is always a challenge. CEUT, with its very limited resources, has many other (and one might argue more important) tasks to do relating to faculty development. Similarly, CEUT must "stand in line" with its requests to IS, which has other priorities. Ideally, a teacher course evaluation program should exist as a standalone unit with adequate resources to manage the entire process.

8. Budget Issues

This report reflects the continued support for the importance of the CEUT in developing teaching excellence, and for the role of course evaluation in this process. We feel that as NU strives for greater quality and recognition, the role of course evaluations will increase. While the FDC did not survey other schools, it is our sense (from anecdotal data) that the budget for teacher course evaluations is well below what major Universities devote to this task. If CEUT is to respond to growing demands for more sophisticated and flexible instruments and open-ended questions, for more unique reports, and for longitudinal research using the data, more resources will be an absolute necessity.

Appendix 1: Summary of Senate Resolutions

June 10, 1985

Be it resolved that the Faculty Senate recommends the establishment of mandatory evaluation of all courses taught at the University during each academic quarter. The members of each department or relevant unit shall prepare and approve written procedures for teacher/course evaluations, acceptable to the Dean and Provost as to their fairness and reasonableness, by January 1, 1986 for implementation in Winter quarter 1986. These procedures include:
A.   One of the following three options
1.   Student evaluations using the ten item SGA Questionnaire
2.   Student evaluations using departmental developed questionnaires, plus the SGA Questionnaire
3.   Student evaluations using the TCEP questionnaire developed by the Office of Instructional Development and Evaluation. This questionnaire will include the ten items contained in the SGA Questionnaire

B   Departmental procedure for annual, fair, peer-faculty evaluation of each faculty member's teaching performance.
C.   Protocols for security in the administration of the questionnaire and for the dissemination of evaluation results
D.   Guidelines for the use of teacher/course evaluation data in matters dealing with tenure, promotion, and merit considerations
(approved August 8, 1985)

November 18, 1985
Be it resolved that an ad hoc committee of the Senate shall be chosen to oversee the administration and development of the Teacher Course Evaluations, including, but not limited to
a.   the validation of the SGA questionnaire by the Office of Instructional Development and modifications as deemed necessary.
b.   The establishment and or review of procedures for collection of data
c.   Consideration of the effect of the SGA questionnaire on the simultaneous use of questionnaires designed for the evaluation of teaching improvement
d.   Use of teacher course evaluations
e.   Evaluation of costs, including the allocation of university resources in the support of both SGA teaher course evaluations and teaching improvement evaluations
f.   Evaluation of the policy of rating every course in every semester, in light of the issues of cost and rater fatigue
g.   Procedures for the dissemination of data to students.
h.   A general review of the Senate TCE resolutions given the results of their implementation
The design of an ad hoc senate committee on Evaluation, comprised of university faculty, whose functions will include liaison with administration and interaction with and advice to units involved with the development and management of the campus wide evaluation system
i.   principle that no faculty member may be reviewed by a colleague without his or her approval.
j.   Until such time as the ad hoc committee completes its evaluation, that no final guidelines for the use of teacher course evaluation data in matters dealing with tenure, promotion and merit consideration be adopted.

The Senate committee, using data collected during the current academic year, will report and make recommendations to the Senate at its earliest convenience, but no later than October 1986
(Approved by President)

December 2, 1985
Be it resolved that the completed SGA questionnaire be delivered by each department or relevant unit, to the Registrar no later than the second week of the next academic quarter for subsequent release to the Student Government Association, Be it further resolved that the registrar process the questionnaire and deliver the results to the student Government Association by the end of the third week of each quarter

(Approved)

December 1, 1986
Be it resolved that the Faculty Senate endorses the use of a 10 question Student Government Association Questionnaire to be administered in all Basic College courses, whose results shall be published to prove information on course for student use.

Be it further resolved that no use shall be made of SGA Questionnaire results for individual tenure, promotion, or merit determination other than through departmental procedures and guidelines which have been agreed to by vote of the individual's department.

Be it further resolved that the Faculty Senate urges that the SGA and the University Administration devise the method for uniform administration and processing of the questionnaire and for timely publication of the results in a form as determined by the SGA. This shall be funded from administrative budgets, and not from those of Basic Colelges, SGA or Student Activities
(Approved)

June 13, 1986
Be it resolved that the Faculty Senate hereby reaffirms its original intent with respect to the TCE Faculty Senate Resolution #2, passed on December 1, 1986, and approved by Pres. Ryder on May 19, 1987, that the 10 question Student Government Association Questionnaire be administered in all Basic College courses and the SGA, jointly with the University administration, devise the method for uniform administration of the questionnaire as well as for timely publication of the results for use by our students..

Be it further resolved that the administration, in accordance with the resolution passed on December 1, 1986, provide sufficient resources to carry out 100% evaluation, including timely processing and timely distribution of this evaluation, beginning Fall Quarter 1988
(Approved)

June 13, 1988
Original resolution of December 1, 1986 reaffirmed…that 10 question SGA questionnaire be administered in all Basic College courses and the SGA, jointly with the University administration, devise the method for uniform administration of the questionnaire as well as for timely publication of the results for use by our students.

The Administration, in accordance with the resolution passed on December 1, 1986, shall provide sufficient resources to carry out 100% evaluation, including timely processing and timely distribution of this evaluation, beginning Fall Quarter, 1988.

Memo from Provost M. Baer to Prof. McKinnon, Chair SAC
Provost Baer reaffirmed
• All courses will be evaluated using the standard evaluation format with exceptions that meet certain criteria
• Provost Baer reported that his informal research revealed that about 20% of courses aren't being evaluated and another 15% are exempt

1994

W. Faissler (Chair, FDC) summary of resolutions of May 23, 1994
• Reaffirm resolution of December 1, 1985, mandating evaluation of all courses
• Extend mandate to include graduate courses
• Encourage development of suitable evaluation instruments to be used in courses currently exempted from the student evaluations because the existing evaluation forms are not suitable for the courses 9e.g. team taught, clinical courses, labs)
• Remove the statement from the original motion which has often been interpreted as saying that these evaluations cannot be used in tenure and merit evaluations; these evaluations should be used in these cases

- Student evaluations should be used in a meaningful way as part of the evaluation of teaching for tenure and merit evaluations
- At least one other method of evaluation of teaching should be used; the methods should be suitable to the particular field
- For probationary faculty, we feel that it is essential for formative and for evaluative reasons that this evaluation be carried out every year
- For tenured faculty we propose that it be done periodically; this would allow units to set up some sort of rotating schedule so that only a few complete evaluations need be done every year

May 23, 1994
"…all courses taught at the University during each academic quarter, including graduate courses, shall be evaluated via an appropriate student evaluation procedure. This evaluation will be by means of one of the SGA questionnaires administered through the Office for the Support of Effetive Teaching, and may include questions requested by the departments

"… adequate protocols for the security in the process of administration of the questionnaire and processing the results will be maintained; the results will be publicly available via the library, including eventually an on-line database available over the campus wide computer network"

"…exceptions …shall be granted according to a set of guidelines to be provost and Senate Faculty Development Committee

May 23, 1994
"…be it resolved that every unit shall carry out adequate good faith teaching evaluations of its faculty members as part of the annual merit review, as part of the tenure evaluation process, and as part of the promotion evaluation process. For probationary faculty, adequate good faith teaching evaluation procedures will include annual evaluation by two or more means, one of which must include student teaching evaluations (the SGA evaluations). The other means could include: peer visits, peer evaluations of class materials, teaching portfolios, evaluations by earlier graduates of program."

"…for tenured faculty, adequate, good faith teaching evaluations will include annual student teaching evaluations and, at least every 3 to 5 years, evaluations by one or more additional means.

April 22, 1994
Resolution mandating the use of TCEP evaluations in University College (President only agreed to do this with full time faculty)

April 22, 1994
Resolutions mandating that CEUT monitor non-compliance with evaluations and report a "pattern of failure to administer TCE's"

April 22, 1996
"all courses taught in UC will be evaluated with standard TCEP form

"in every quarter, CEUT will inform the Student Government Association and each Dean or Department Chair of the eligible courses offered by that department in the previous quarter for which evaluations were received and for which they were not.

Based on that information the Dept. Chair will determine if an instructor is exhibiting a pattern of failure to administer SGA TCE's. Such a pattern shall be defined as two or more failures to be evaluated in a single year. If such a pattern exists, he or she shall give written warning to the instructor and retain a copy of the warning. Failure will cause a faculty member not to be eligible for a merit raise.

If the pattern persists for two years in a row, the instructor will be ineligible for a merit raise at the next merit raise cycle and until the pattern ceases

In 2001 the Provost's Office proposed replacing the TCEP with the Instrument IDEA developed at Kansas St. University; SAC had serious reservations about this recommendation; it was decided to use TCEP one more year and look further into the issue.

In 2001/2 the FDC looked at three different external evaluation programs. The FDC concluded that the University of Washington's program was the best of the three but still had reservations and commented that virtually all of the top universities have systems that are either partially or fully developed on their own campuses.

Resolutions
- University of Washington's IAS be adopted for five years
- All faculty Handbook provisions and regulations currently applicable to the use of TCEP in matters of tenure, promotion, and merit be made applicable to IAS
- The use of IAS be assessed to determine overall accuracy, fairness, usefulness, and general acceptability of the system and whether NU should continue to use it or whether NU should begin developing its own TCE system to be tested and in pace by the summer term of 2007\
- If the Director of CEUT determines it is necessary to develop an in-house TCE, the University will allocate the funding and staffing necessary to this mission
-

Be it resolved that the Faculty Senate hereby reaffirm the original Resolution passed on May 23, 1994 (with minor changes such as "quarter" to "term")

"…all courses taught at the University during each academic **term**, including graduate courses, shall be evaluated via an appropriate student evaluation procedure. This evaluation will be by means of one of the SGA questionnaires administered through the **Center for Effective University Teaching**, and may include questions requested by the departments.

"… adequate protocols for the security in the process of administration of the questionnaire and processing the results will be maintained; the results will be publicly available via the library, including eventually an on-line database available over the campus wide computer network"

"Exceptions to this requirement for student evaluation shall be granted according to a set of guidelines to be approved by the Provost and the Senate Faculty Development Committee. These guidelines will be public and open to discussion by future Senates."
(from FDC Resolution #1, passed on May 23, 1994

Be it further resolved that the Faculty Senate approve the following revision of the May 23, 1994 resolution.

"… every unit shall carry out adequate, good faith teaching evaluations of **all tenure/tenure track, term, and special appointment faculty whose appointments include teaching** , as part of the annual merit review, as part of the tenure evaluation process, and/or the promotion evaluation process as applicable,. **The teaching evaluation results will be compiled by CEUT and distributed to each Unit head, who will then handle the Unit's evaluations results according to the Unit's procedures which should include faculty receiving evaluations in a timely manner.** For probationary faculty, adequate good-faith evaluation procedures will include annual evaluation by two or more means, one of which must include student teaching evaluations (the SGA evaluations). The other means could include:
   a. peer classroom visits;
   b. peer evaluations of class materials
   c. teaching portfolios
   d. evaluations by earlier graduates of the program
   e. other means appropriate to the discipline.

For tenured faculty, adequate good faith teaching evaluations will include annual student teaching evaluations and at least once every 3 to 5 years, evaluations by one or more additional means.

Written copies of the unit's procedures will be approved by the appropriate Dean and the Provost's office, and copies will be kept on file in the Provost's office.

(revision of Resolution #2 on Teacher Course Evaluations, passed by the Senate on May 23, 1994)

Rationale

Northeastern University's experience with teacher course evaluations is now over 20 years old. Periodic Senate resolutions have reflected the growing confidence in the instrument (validity and reliability), in the security of the procedures for administering the questionnaire and processing and disseminating the information. Our system is quite consistent with the large majority of Universities, and as in most other institutions, the information generated by the teacher course evaluation program has become central to both faculty development and evaluation for merit, promotion, and tenure, as well as contract renewal of part-time faculty. The Senate has also acknowledged the limitations of a teacher course evaluation by stating explicitly that such an evaluation system should be just one part of a program that includes other means of evaluating and developing faculty.

Previous resolutions have mandated that all courses be evaluated using a SGA Teacher Course Evaluation. Insofar as the current practice (from the 1994 Resolution) states that academic units will carry out annual teaching evaluations (including student teacher course evaluations) for faculty in merit, promotion, and tenure situations, most full time faculty are now part of an annual review by unit heads which includes sharing of TCE data. The exception would be the few full time faculty who choose not to participate in the annual merit review and whose units have voted to restrict direct access of teacher course evaluations to the faculty, not the unit head. (We estimate this to be about ten faculty overall). All other full-time faculty, including those in units who have chosen not to automatically share evaluation results with the unit heads, now share the information as part of the merit review.

For all other instructors who presumably have not been part of a Senate mandated annual merit review, their courses would have been evaluated by mandate, and Unit heads would have evaluation results in most cases but not all; information would automatically go to unit heads in those units who have voted on such a procedure; in other departments, it would presumably be up to those non-full-time faculty as to whether or not they share the results.

The FDC has concluded that insofar as Unit Heads in the vast majority of situations directly receive evaluation results, the system should be extended to all instructors of record and term faculty. Or stated in the inverse, we could see no reason why the only faculty excluded from having unit heads include course evaluations as part of the annual review are those few who opt out of the merit process, and those part-time faculty in a few units that restrict the sharing of the data. The proposed resolution is a confirmation of what is basically the operational practice today.

Insofar as purpose of Teacher Course Evaluation is to aid in both the development and evaluation of our teaching faculty, it seems inappropriate to restrict the unit heads to receiving information in primarily evaluative circumstances (merit, tenure, and promotion). Most of these processes focus on past performance. If unit heads are to carry out a major part of their function (developing teaching excellence among all faculty) and if the teacher course evaluation system is to fulfill its mission of aiding in both development and evaluation, it seems reasonable that our procedure that is operational for most faculty should be extended to all faculty-full and part time. Northeastern's mission focuses strongly on teaching excellence. The FDC could see no justification to exclude some faculty, particularly non-full time faculty, from a procedure that is an important and now widely accepted tool in achieving its mission.

Our program has evolved out of collaboration with the Student Government Association. Students have long expressed the expectation that the results of the SGA Evaluations will be used constructively in contributing to the quality of their educational experience. Since the unit heads have critical responsibility and accountability for helping to bring about this quality, it seems appropriate that the unit heads have access to the relevant information that the SGA evaluation system helps to generate.

Finally, the current distribution is unnecessarily cumbersome; CEUT's resources could best be used in other endeavors.

**2005-06 Special Senate Committee for Academic Policy Report:
General Education at Northeastern University, Final Report and Recommendations
April 3, 2006**

Resolutions presented to the Senate:

4-12-06   **0506-18. APC Resolution #1 – Approval of the General Education model:**

BE IT RESOLVED That the Faculty Senate approve the General Education model contained in the 2005-06 APC Reports: General Education at Northeastern University: Final Report and Recommendations, April 3, 2006. (19-5-2)

Action by the President: Appr 8/4/06. BOT appr not needed per V. Lembo.

4-26-06   **0506-19. APC Resolution #2 – General Education Implementation Committee:**

BE IT RESOLVED That the 2006-07 Senate Agenda Committee appoint a University-wide General Education implementation Committee, as described in the *2005-06 APC Report*, to oversee the development and implementation of the curricula to satisfy this requirement. (26-0-0)

Action by the President: Appr 8/4/06; BoT appr not needed per V. Lembo

0506-20. APC Resolution #3 – General Education Implementation Goal:

BE IT RESOLVED That the General Education requirements will be developed with the goal of implementing them beginning with the freshman class entering in September 2008. (27-0-0)

Action by the President: Appr 8/4/06. Comment: "Implementation will be dependent on proposed costs and availability of funds." BoT appr not needed per V. Lembo

GENERAL EDUCATION AT NORTHEASTERN UNIVERSITY
FINAL REPORT AND RECOMMENDATIONS
April 3, 2006

Background Summary

This report summarizes the results of discussions by the 2004/2005 Committee on Academic Policy, building upon the 2003/2004 Committee's response to the Faculty Senate Agenda Committee's charge to develop a proposal for a university-wide General Education requirement. The April 15, 2004 report summarizing the 2003/2004 recommendations can be found at: http://www.facultysenate.neu.edu/committees/senate standing/academic_policy/index.html

Our recommendations are the result of the following:

- meetings with Carol Schneider (President of the Association of American Colleges and Universities),

- a review of the literature regarding national trends in core curriculum and general education curricular initiatives,

- the examination of programs at other distinguished universities (University of California-Los Angeles, University of Southern California, Portland State University, Stanford University, Air Force Academy, University of Rochester, State University of New York-Stony Brook, Duke University, Temple University, University of Delaware, Boston University, Boston College, Syracuse University, University of Massachusetts-Amherst, University of Connecticut, Providence College, George Washington University, American University, New York University, University of New Hampshire, University of Vermont, Tufts University, Worcester Polytechnic Institute, Bentley College, Rensselaer, Drexel University, Fordham University, Penn State University, Rochester Institute of Technology), and
- the consideration of a variety of approaches.

In addition, the following two factors affected our recommendation:

- In the spring 2004, the Faculty Senate approved the set of General Education principles presented to it by the Senate Academic Policy Special Committee;

- In the spring of 2005, the Faculty Senate approved the Committee's request that its report be sent to all academic units for comment. These were received by the Committee in January, 2006.

In response to these comments, the Committee's final Report and Recommendations have incorporated, among other things, the following changes and clarifications suggested by the Units:

1. It eliminates the requirement that Advanced Placement credit (or courses taken elsewhere) not be used to fulfill baseline requirements;
2. It expands the possible ways to meet the Freshman Learning Communities requirement;
3. It adds a mid-level quantitative requirement, making the development of these skills more comparable to the writing requirement;
4. Drawing on the current Arts and Sciences definition, it clarifies the meaning of the Diversity requirement;
5. It increases the flexibility of the ways to fulfill the Experiential requirement, whether through Cooperative Education or through other means;
6. It creates a senior level intensive writing alternative for majors whose Capstone does not easily accommodate this requirement;
7. It requires that the English and Mathematics Departments (and others) be involved in setting the criteria for and approvals of courses that fulfill respectively the Intensive Writing and Mathematics/Quantitative Reasoning requirements.

Prologue

While preparing a grant proposal some years ago, a group of Northeastern faculty surveyed 600 alumnae and alumni who had graduated 5 years previously and 10 years previously. All who responded reported that their major-based learning remained important in their working lives at both 5-years and 10-years out, but the 10-year group reported that, as they tracked into positions of greater responsibility in their work environment, they found themselves relying to a much greater degree on skills and knowledge from their non-major experiences. This change reflected a general expansion of their work focus from primarily solving major-specific problems, to a broader ability to work with larger internal and external groups of people to address more complex problems.

Our overall objective for undergraduate programs is to prepare our students for success after graduation in their lives and in their work, as lifelong learners and active citizens. Well-designed major curricula complemented by experience-based learning will provide students with solid grounding in their major and give them working examples that permit them to apply what they know in the world outside the university. Coursework in the General Education requirement, complemented by experienced-based learning that puts students into a learning/work environment that promotes and relies upon social interaction for success, provides students with solid grounding in aspects of knowledge beyond their major that will enable them to be effective within their profession as well as beyond it.

The committee's report of October 4, 2004 notes:

"The purpose of Northeastern University's institution-wide General Education requirement is to help our graduates face the realities of a 21st century world that is complex and pluralistic. As a student-centered, research university, with an emphasis on experiential learning, Northeastern's core curriculum is an intellectually integrated General Education program that is structured to provide an undergraduate education that encourages good citizenship through active, not passive, learning."

The Committee's general Education recommendations are based on these principles.

Principles and Outcomes

The University General Education requirement will:

- Provide a balanced and integrated structure that consistently builds scientific thought, mathematical thinking, quantitative reasoning, logical thinking, critical analysis, humanistic reflection, information literacy, communication skills, and creative habits of mind and practice, promotes practical applications, and encourages ethical awareness.

- Pursue educational innovations such as interdisciplinary team teaching, first-year learning communities, experiential education, service learning and collaborative problem solving to address breadth and depth in subject matter, consistent habits of leaning across the curriculum, learning that is active not passive, and life-long learning.

The student will

- Develop the knowledge and skills needed to become thoughtful citizens and capable leaders through:
  1. Coursework in arts/humanities, social science and science for all students,
  2. Integrative first-year thematic learning communities,
  3. Writing Intensive courses throughout the student's academic tenure
  4. Mathematics and quantitative reasoning courses at both the freshman and intermediate levels,
  5. Experiential learning,
  6. Senior capstones in the major, and a
  7. University diversity requirement that includes the study of other peoples and cultures.

- Identify and effectively use information from an array of print and electronic sources.

- Understand connections among "General Education" courses, major courses, and Cooperative Education/experiential education, and continue to consider these connections throughout life.

Baseline Elements

The General Education requirement that the Committee is proposing, includes the following baseline elements:

- **Learning Communities.** The creation of a two or more linked courses in one semester of the first year for all students;

- **Knowledge Domains.** A set of four courses which all students must take during their undergraduate education, one in each of the Arts/Humanities, Social Science, Science/Technology areas and a fourth outside the major in one of these at the intermediate level.

- **Mathematical Thinking**: Two College level courses. The first covers mathematical thinking and problem-solving. The second may be fulfilled by a course covering research methods, statistics, advanced mathematical thinking, or aspects of information analysis, applications, and evaluation. This will provide a level of vertical integration of mathematical or quantitative skills throughout the curriculum.

- **4 Intensive Writing Courses.** One during the first year, two at the intermediate level (at least one of which should be in the student's major), and one either as part of each student's Capstone requirement (see below), or in some other equally significant way.

- **Diversity requirement.** One course or approved experience or set of experiences that include the study of or work with peoples and cultures other than the student's own.

- **Experiential Learning.** One experience with a reflective dimension for each student.

- **Integrated Learning.** Opportunities disbursed throughout each student's undergraduate education to encourage the development of seeing connections between course work and experiential learning.

- **Capstone Experience.** A required course/experience for all students in their final semesters that includes either an intensive writing experience or creative project as part of its requirement and acts as a final integrator of the major, general education, and experiential aspects of their undergraduate education.

By encouraging the fulfillment of some of these General Education requirements in the major or major distribution requirements, we believe that this program can be accommodated in every full time undergraduate major while still leaving space for minors, dual majors, and interdisciplinary majors.

Elements of the Curricular Structure to Produce the Desired Outcomes

"Pathways to the Capstone"

Capstone Course.

We propose that all students complete a Capstone course within or related to their major[s] with an important focus on helping students integrate the learning from different areas of their program[s].

This type of focus permits us to envision a General Education requirement structure that can accommodate different **Pathways to the Capstone** experiences that are appropriate for different areas of study.

> Students in the science or engineering majors, for example, would all acquire depth of knowledge and skills in the Science/Technology area through their major coursework and could focus their General Education requirement coursework outside their major on the Arts/Humanities and Social Science Knowledge Domains. English or Theatre majors would acquire depth of knowledge in the Arts/Humanities Knowledge Domain through their major coursework, and would focus their General Education requirement Knowledge Domain coursework on achieving breadth in the other two areas, Social Science and Science/Technology.

Many of the desired outcomes of the baseline elements (enumerated above) will be apparent by the time a student achieves senior status. By that time, they will have participated in one form or another of experience-based learning, and completed the majority of their required and elective major coursework, most or all of their General Education requirements, and the Advanced Writing requirement.

Therefore, each capstone course would provide opportunities for students to reflect on the integration of the different aspects of their experience (learning in their major, learning in the General Education requirement, and experience-based learning) and to consider how they as individuals have developed according to these different influences.

To that end, we propose a university-wide focus on the Capstone course as the ultimate locus of student achievement in each major. In this view, each Capstone would be a rigorous academic experience in which a student might excel, or do moderately well to moderately poorly in, or fail. Students would not be able to graduate without passing the Capstone–just as they cannot graduate today without a passing grade in other University requirements such as Advanced Writing in the Disciplines (AWD).

Structure of the General Education Requirement

The structure of the General Education requirement is designed to promote habits of mind and practice that help students over time integrate learning and prepare them for the capstone experience.

<u>First-Year Learning Community (LC).</u>

Learning communities provide the first, introductory, step towards the students' senior-level capstone integration ability.

LCs provide a structure that ensures that groups of students with similar interests become acquainted with each other and with faculty, and that models of integration through faculty-guided experience draw some concepts from courses concurrently taken to bear on a problem or situation that is usefully informed by both areas of knowledge.

- A first-year Learning Community is a linked set of two or more courses in the same semester in which students are cohort-registered. The courses to be linked should be determined with this cohort registration requirement in mind.[1]
- These two courses are often met through required first-year coursework of a unit.
- In some Learning Communities attention is paid formally in one or more courses to integrating the learning in the courses.
- A first-year English course is often helpful as a component of a learning community, but is not required to serve this function.
- Thematic Learning Communities (constructed around a broad theme, such as "Health", "Environment", etc.) will also be offered to students who have first-year open electives, but they can also include the required first-year courses in a student's major.

<u>Knowledge Domains</u>.

Knowledge Domains offer a broad general education base and an acquaintance with the approaches, and methods of reasoning essential to those subjects.

- 4 course requirement in the following Knowledge Domains: <u>Arts/Humanities</u>, <u>Social Science</u>, and <u>Science/Technology</u>.

- 3 courses are introductory-level courses.
  1 course satisfies the student's introductory major requirements.

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[1] Individual Units may seek exemptions or modifications of this requirement from the Implementation Committee or its successor. Such modifications/exemptions may only be granted if alternatives are proposed that provide the benefits of cross course cohort participation through formal course elements such as sectioning or through such electronic means as virtual conferencing.

For example, Engineering majors would in all cases satisfy the Science/Technology Domain by their required introductory physics or chemistry courses. All Criminal Justice majors would meet the Social Science domain through their required psychology or sociology courses.

- 1 Intermediate- or Advanced-level course outside the major.
  The intent of this requirement is to ensure that all students work with some higher-level concepts in an area outside their major.

    Students might satisfy this requirement by completing:
    1. A mid-level course in the same area as one of their introductory-level Knowledge Domain courses[2]; or

    2. A dual, double, interdisciplinary, or independent major or minor.

- The University General Education requirement will provide a category of courses that would enable students to fulfill this requirement outside their major.

4 Intensive Writing Courses.

Intensive writing courses offer the opportunities for students to continue to develop their critical thinking and writing skills.

The 4 Writing Intensive Courses are:

- A first-year writing course,
- A course as part of a mid-curriculum cluster (AWD),
- A writing-intensive course in the major, and
- The Capstone or upper-level course.

The existing Advanced Writing courses (AWD) offered by the Department of English and by some other Units for their own students would continue to serve an important role for most students; they are already organized to be able to support a "Writing in the Disciplines" emphasis. Units with divergent needs would be encouraged to work with the English Department to develop suitable ways of fulfilling this requirement.

In order for courses to qualify as writing intensive courses in the major, special attention needs to be paid to the writing process (multiple drafts, etc.) as well as to the content of writing.

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[2] The Committee acknowledges that this might require some students to take, as open electives, [an] additional introductory course[s] in order to fulfill prerequisite requirements for entry into such mid-level courses.

Mathematical Thinking.

Mathematical thinking and basic problem solving skills are crucial for succeeding in today's world. Reflecting this, the general education requirement has the following parts.

- All students at Northeastern must complete a college-level course in mathematical thinking and its application to posing and solving problems; typically students will fulfill this requirement during their first year at Northeastern. This requirement may be fulfilled by successfully completing either a calculus course or MTH U115 *Applications of Algebra,* or MTH U117 *Interactive Mathematics,* or, as determined by the Mathematics Department, a more advanced course that emphasizes mathematical reasoning and problem solving.

- At the intermediate level students must demonstrate modes of thought that enable them to abstract information relevant to their experience and be mindful of the assumptions they make as they understand and develop or choose tools appropriate to analyze that information, and transform it into valid and useful forms. Students must successfully complete a course that teaches either:
  1. Research methods in their discipline, or
  2. Statistics in a manner appropriate to their degree program, or
  3. More advanced mathematical thinking, or
  4. General principles of information and computation together with design, modeling, and problem-solving skills and technical skills in the use of computer software.

The Mathematics Department or the College of Computer and Information Science may deliver or be consulted about these courses. It is anticipated that some students will successfully complete these intermediate-level courses within their discipline.

Diversity.

Because the study of human differences and their consequences will have significant ramifications for students' lives in the present and future, courses/experiences that focus on diversity will prepare students for responsible citizenship in an increasingly pluralistic and diverse world.

- The existing university-level Diversity Requirement would be continued. It requires that students complete successfully:

- One course that will provide background knowledge, foster new perceptions, promote understanding and respect, and encourage constructive sensitivity to cultural pluralism as

it relates to race, social class, ethnicity, gender, age, sexual orientation, religion, and disability.

> Courses that fulfill this requirement in this category will embody some of the following criteria:
> 1. Focus on non-western or non-dominant American cultures.
> 2. Focus on a group which faces unique challenges in relating to a dominant culture as a whole.
> 3. Define, probe, and analyze social structures and dynamics in the United States that pose serious problems for minorities or other subordinated groups.
> 4. Explore the concept of diversity, challenges existing definitions, and examines its application to students' lives.

- The University General Education requirement will provide a category of courses that would enable students to fulfill this requirement outside their major.

- A major or college might propose pathways for its students to consider how issues relating to Diversity can be incorporated into required major coursework.

For example: all students in Criminal Justice currently fulfill this requirement by completing the first–year course CJU 102 Ethics, Values and Diversity, and all students in Engineering fulfill the requirement by completing modules that consider diversity both broadly and within the practice of Engineering, in both a first-year course (GE U 100 Introduction to the Study of Engineering) and a junior/senior reflection course (GE U 500 Professional Issues in Engineering).

- Other approaches might include: completion of approved service-learning opportunities in local community centers or semester-long tutoring activities in local schools; Study Abroad with diversity-focused reflection component; *etc.*

Experiential Learning.

A university-wide Experiential Learning requirement as part of the University General Education requirement will ensure that all students encounter one intensive activity over a shorter period of time, or less intensive weekly activity over a longer period of time that is not focused on NU coursework.

Input from our alumnae/alumni, cited in the Prologue, indicates that beyond-the-classroom learning provided them with important skills and breadth that enabled them to move into leadership positions in their work environments.

- One intensive activity over a shorter period of time, or less intensive weekly activity over a longer period of time followed by reflection or through another established pathway.

For many students, participating in Cooperative Education will continue to be the way they approach the "experiential" component of this requirement. Other pathways include, but are not limited to:

1. Undergraduate research,
2. International experience (study-abroad or international Cooperative Education),
3. Student Teaching,
4. Service Learning,
5. Approved volunteer or community service projects,
6. Leadership roles in student organizations,
7. Clinical placements in the major,
8. Participation in a defined number of department-focused student productions, and
9. Courses that include significant experiential activity, e.g. Model U.N. or Moot Court.

- During the Senior Capstone, or as part of subsequent courses or activities, all students would be asked to reflect on the significance of their Experiential Learning.

Integrated learning.

Students' major courses, out-of-classroom learning opportunities, and general education coursework, *taken together*, are particularly well suited to help our students develop the thinking skills and self-confidence to excel in a range of endeavors after graduation.

While the Capstone component of the General Education program forms the ultimate, senior-level opportunity for students to draw these threads together, it is necessary to provide earlier guided opportunities in linking concepts learned across courses in the major, between major and general education courses, and Cooperative Education or other experience. We can capitalize on the existing 3-tiered Integrated Learning approach in each major with a focus on Cooperative Education/coursework integration (see www.ilm.neu.edu for details for each major) as a blueprint for developing approaches in this area.

Senior Capstone.

All students will complete a Capstone course within or related to their major[s] with an important focus on helping students integrate the learning from different areas of their program[s].

- 1 course in every major.

- Every student would be required to complete and pass an Advanced-level course in their major that includes (among other aspects desired by faculty in the major) assignments that provide students with the opportunity to reflect on how their major coursework,

experiential learning, and General Education requirement coursework reinforce each other as they prepare to move on to the next stage of their lives.

- Normally some written project would be one of the products of this Capstone, but other measurable outcomes are also possible. In virtually every NU major today, this course exists as either an elective or a program requirement.

Constraints and Caveats

As noted at the beginning of this report, its 2005 predecessor was thoughtfully reviewed by many faculty and administrators across the University.   Some cautioned that its recommendations would be difficult to implement, while others felt that it did not go far enough.   It is important to understand that the current report describes a starting point, a baseline, and a flexible baseline at that.   It does not set a maximum. It does not take account of the richness of current practice in various units. And it should not inhibit future creativity. On the contrary, this is the beginning of an essential, collaborative, and dynamic creative process.   As that process goes forward, more creative possibilities will arise and should be pursued by the implementation committee that succeeds us and by its operational successors.

However, as modest as this proposal is, all should recognize that it imposes new demands upon University resources, which must be met if the proposal is to succeed.

1. It requires an investment of faculty time and energy to establish the proposed learning communities, additional intermediate level courses, and capstone courses.   A greater emphasis on writing argues for smaller classes in the courses where the intensive writing will be expected. This will mean more faculty, as well as additional thought and possibly training, or collaboration between English and other departments.   The University should not impress this burden upon the faculty as an unfunded mandate. In addition to faculty salaries there are also likely to be additional costs. This will be neither easy nor cheap.

2. There is likely to be a greater scheduling challenge and an increased advising and credit-checking burden, some of which would be alleviated if we had a more robust and flexible student information system.

3. We are constrained by the space available in students' curricula and the accreditation requirements in some disciplines.   This constraint would relax if, as another Senate Committee is now considering, the current "4-by-4" model (4 courses of 4 semester hours credit) were replaced by a "5-by-3" model (5 courses of 3 semester hours credit) or by a more flexible combination of 4 and 3 credit courses. This would enable further possibilities, but it is not the premise on which this report is built.

4. Another constraint to effectively designing and administering General Education requirements for Northeastern relates to our academic calendar and how Cooperative Education fits into that calendar. Recognizing and accepting the facts that predictability and continuous coverage are essential to maintain Cooperative Education employer participation, flexibility in both the number and length of Cooperative Education

placements for students should continue to be considered in order to make the core expectations of this proposal achievable by all undergraduate students.

5. Because NEASC's accreditation standards have recently been updated to require all institutions to assess student learning in the major as well as in the general education (http://www.neasc.org/cihe/standards2005.htm), an approach, or approaches, to assessment in the General Education program should be developed and implemented.

6. We have considered, but not addressed, questions of implementation. This should be left to another committee. We therefore make the following:

Recommendations/Resolutions:
- That the Faculty Senate approve the General Education model contained in this report; and

- That the 2006-2007 Senate Agenda Committee appoint a University-wide General Education Implementation Committee. Its members should include a faculty representative from each College, a representative from Cooperative Education, a number of appropriate academic administrators, and a student from the Academic Affairs Committee of the Student Government Association. The Registrar's Office should also be represented, given the scheduling implications of the various aspects of the proposal, and the need to account for an expanded range of experience-based learning approaches beyond Cooperative Education (already noted on student records) into the University's registration/verification systems. The Committee's tasks shall include:

1. Establishing standards and processes for certifying that each major's curriculum fulfills the Integrated Learning objective of the General Education requirement and that course and other components meet General Education standards. In developing these standards, the committee should work on appropriate baseline criteria with the Department of English for intensive writing courses and with the Department of Mathematics on the mathematical thinking requirement.

2. Ensuring that the student information necessary to track and certify student satisfactory completion of the General Education requirements be put in place and that appropriate training protocols be established or modified to advise students, place them properly, and record their progress;

3. Creating an ongoing mechanism for updating and modifying elements of the General Education curricula in order to improve its student learning outcomes. It should also be empowered to make recommendations to the Senate on these matters[3],

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[3] This might ultimately take the form of a committee that would replace the current University Undergraduate Curriculum Committee, but the UUCC must continue to exist to meet current curricular needs until the transition, and for the four years following the initial implementation of this new General Education requirement, both committees would need to exist in some form until the last pre-2008 entry students graduate under the old requirements.

4. Establishing a calendar and procedure for the periodical evaluation of the operation and efficacy of the General Education program; and

- That the implementation target date for the General Education requirements should be for the freshman class entering the University in September 2008.

Respectfully submitted:

Senate Academic Policy Committee Members:
Professor Robert P. Futrelle, College of Computer and Information Sciences
Professor Gerald Herman, Department of History, School of Education, and Center for Interdisciplinary Studies, College of Arts and Sciences **(Chair)**
Professor Nancy Kindelan, Theater Department, College of Arts and Sciences
Associate Dean Richard J. Scranton, College of Engineering
Professor Thomas O. Sherman, Mathematics Department, College of Arts and Sciences
Associate Coordinator William E. Wray, Division of Cooperative Education
Ex officio **Academic Policy Special Committee Members**
Dean Jack Greene, College of Criminal Justice
Vice Provost for Undergraduate Education Malcolm D. Hill, Office of the Provost
Dean Stephen R Zoloth, Bouvé College of Health Sciences
Senate Agenda Committee Liaison
Professor Sharon Bruns, Accounting Group, College of Business administration

Senate Special *ad hoc* Committee on the Calendar Report and Recommendations

Resolutions presented to the Senate:

4-26-06 **0506-32. Senate Special *ad hoc* Committee on the Calendar Report and Recommendations, Resolution #1: Reallocation**

BE IT RESOLVED That, given the manifest shortage of classrooms documented in the Calendar Committee's report, the University undertake an immediate study of its current space utilization to identify and reallocate centrally-located administrative space for classroom purposes as outlined in its Recommendations. (27-0-0)

Action by the President: Informational, no action required, 8/4/06. BoT appr not needed per V. Lembo

0506-33. Senate Special *ad hoc* Committee on the Calendar Report and Recommendations, Resolution #2 — Classrooms in Master and fund-raising planning:

BE IT FURTHER RESOLVED That, in order to satisfy NEASC teaching/learning environment requirements, the University make the provision of classrooms that are of adequate numbers, sizes and equipment a high priority in its Master and fund-raising planning for the next ten years. (27-0-0)

Action by the President: Informational, no action required, 8/4/06. BoT appr not needed per V. Lembo

0506-34. Senate Special *ad hoc* Committee on the Calendar Report and Recommendations, Resolution #4 — Classroom quality questions in TCEP questionnaires:

BE IT FURTHER RESOLVED That some limited number of questions related to classroom quality be added to the existing TCEP questionnaires. (22-3-2)

Action by the President: Informational, no action required, 8/4/06. BoT appr not needed per V. Lembo

0506-35. Senate Special *ad hoc* Committee on the Calendar Report and Recommendations, Resolution #5 — Equipping classrooms

BE IT FURTHER RESOLVED That the University take immediate action to equip the remaining registrar-controlled classrooms, of sizes appropriate for such installation, with the current approved standard classroom technology. (21-4-1)

Action by the President: Appr 8/4/06. Comment: "This is highly desirable but is subject to availability of funds." BoT appr not needed per V. Lembo

Ad Hoc Committee on the Calendar
Report on Classrooms, and on Sequences and Scheduling

10 April 2006

Ashley Adams, President SGA
Registrar Linda D. Allen
Professor Neil O. Alper
Dean William F. Crittenden
Dean Larry A. Finkelstein
Professor William J. Gillespie
Professor Ni He
Professor Gerald H. Herman
Vice Provost Malcolm D. Hill
Professor Jacqueline A. Isaacs
Professor Robert P. Lowndes (Chair)
Professor Mary Loeffelholz
Vice President Lynn W. Lyford
Senior Vice President Philomena V. Mantella
Professor Susan G. Powers-Lee
Director Mark L. Putnam
Dean Richard J. Scranton

Executive Summary

I. Background

When the new semester calendar was implemented in 2003, it was done so using a new sequence system within an ongoing high classroom-utilization situation. This report takes a first look at classroom utilization and at the new sequence system after three years of the semester calendar.

Beyond the need for this internal quality assessment, however, these issues are also extremely important on three external fronts. First, the University continues its quest for top-100 status in the *US News* rankings, and class size is an important metric for this: the quality of the classroom experience is also an important component of another metric - retention. Second, the University will undergo its reaccreditation by the New England Association of Schools and Colleges (NEASC) in 2008 and classroom resources are important for two of their reaccreditation "Standards": Standard Eight concerned with Physical Resources, and Standard Four concerned with Programs and Instruction. Third, the University will shortly begin consideration of a new master plan which will in turn influence the goals of the next fund-raising campaign.

II. Classrooms

There are a number of critical findings:

- Despite the need recognized in 2003 for more classrooms, the number of classrooms has remained constant at 169 since then, although the mix has changed slightly with increases in seating capacity for classrooms with more than 50 seats and slight reductions in seating capacity for classrooms with less than 50 seats.

- The average classroom utilization over all sequences has continued to increase, rising from 70% in fall 2003 to 78% in fall 2005. In many sequences classroom utilization is 90% or higher, and for many classroom sizes there is 100% classroom utilization in many sequences.

- Our average and our maximum classroom utilization rates are much higher than at other institutions for which data are available.

- In the fall 2005, due to the shortage of classrooms, approximately 100 courses had to be scheduled outside of the registrar-controlled 169 classrooms, resulting in the utilization of department meeting rooms, laboratories, and the like, most often less than optimally suited to this purpose.

- Since 2003, there has been a continuing growth in the number of course sections offered (due probably at least in part to the increased retention and to the ongoing efforts to create a greater number of classes with less than 20 students, and less than 50 students, in order to improve the *US News* metrics for NU in these areas).

III. Sequences

There are a number of critical findings:

- The average classroom utilization for the five 65-minute sequences in fall 2005 was 91%, with three of these sequences at 97% or greater.

- In contrast, the average classroom utilization for the seven 100-minute sequences in fall 2005 was 69%.

- In fall 2005, the average number of students per sequence was about 37% higher in the 65-minute sequences, and the average number of course sections per sequence was about 35% higher in the 65 minute sequences.

- The least popular sequences are the early morning and late afternoon sequences, but this is consistent with enrollments at other institutions.

IV. Recommendations

1. Short Term

Given the ongoing quest for top-100 status in the *US News* rankings, and in light of the forthcoming 2008 NEASC reaccreditation, the Committee recommends the following:

1. There is an urgent need to construct some 20 classrooms in the seat ranges 21-30, 51-60, and 151-200 in order to provide the appropriate experience and value for our tuition levels, and in order to remain competitive in attracting high achieving students. This would also improve our ability to address emergency situations that cause classrooms to be taken off line, as was the case with the recent fire and water damage in Ell Hall.

2. In seeking to address quickly this urgent need, consideration should be given to moving administrative offices that do not need to be centrally located, for example those in Churchill, Cullinane, Richards, and Ruggles, to other areas less central, and converting the vacated space into classrooms.

3. Consideration should be given to a process that might encourage better classroom utilization, at least temporarily, in those sequences that are less utilized in the early morning and late afternoon.

4. The 35 classrooms still without technology support should be upgraded as quickly as possible with the current approved standard classroom technology.

5. In order to provide a fairer distribution of classroom resources between the two sequence types, and to reduce the extreme utilization rates in the 65-minute sequences, a new sequence schedule is proposed in which two existing 100-minute sequences are removed and one new 100-minute sequence is created that overlaps with two new 65-minute sequences. In addition, the two activities periods are shortened to 65 minutes and scheduled at the same midday time on Mondays and Wednesdays.

6. A new assessment of seating capacity should be undertaken to provide a more uniform area occupied by each seat, so that students can have reasonable space to handle quizzes and exams, such as is found in the new classrooms in Buildings G and H, for example, and to reduce serious overcrowding in some classrooms.

7. In order to provide an ongoing assessment of student perception of the educational experience in our classrooms and in our laboratory and studio settings, a small number of appropriate questions about classroom quality should be added to the TCEP questionnaires.

2. Long Term

1. The quantity, size distribution, quality, and technology of our classroom inventory must be factored into the next master plan and the resulting needs factored into the next fundraising campaign.

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I. Background

Following discussions with President Freeland and Provost Abdelal, and with their support, the 2004-05 Senate Agenda Committee established the *Ad Hoc* Committee on the Calendar to address a three-part charge on: the summer term; the question of three-credit versus four-credit courses; and the current sequences and scheduling. Subsequently, the 2005-06 Senate Agenda Committee added a fourth charge relating to classrooms.

This report addresses the charge on classrooms, and the charge on sequences and scheduling.

The charge on classrooms states:

"The Committee will assemble data on classroom utilization, evaluate classroom adequacy and provide recommendations concerning classrooms."

The charge on sequences and scheduling states:

"By whatever analysis and evaluation seems appropriate, the Committee should present recommendations aimed at optimizing the mix and eliminating the current enrollment imbalance between the 65- and 100-minute sequences."

Beyond the need for this internal review and assessment, however, these issues are also extremely important on three external fronts. First, the University continues its quest for top-100 status in the *US News* rankings, and class size is an important metric for this (Appendix 1 describes this metric in detail); the quality of the classroom experience is also an important component of another metric – retention (Appendix 2 describes this metric in detail). Second, the University will undergo its reaccreditation by the New England Association of Schools and Colleges in 2008 and classroom resources are important for two of their "Standards": Standard Eight concerned with Physical Resources, and Standard Four concerned with Programs and Instruction (Appendix 3 describes these two Standards in detail). Third, the University will shortly begin consideration of a new master plan which will in turn influence the goals of the next fund-raising campaign.

II. Classrooms

1. Classroom Inventory and Utilization

In its excellent November 2003 Report on Classroom Usage Patterns, Technology Utilization and Support, and Final Recommendations, the 2003-04 Senate Academic Policy Committee highlighted the then ongoing shortage of appropriate classrooms, especially in the 20-30 seat and 50-60 seat ranges, and stressed that the inadequacies of the classroom inventory were acting to inhibit curricular reform, teaching innovation, and student satisfaction, all qualities vital for an institution aspiring to top-100 status. It also urged the administration to plan to ameliorate the overcrowding of specialized rooms and laboratories (poorly suited to the purpose of the classes) that were being used to address student demand because of classroom capacity limitations.

Table 1 summarizes the current classroom inventory, by size and by location, available to the Registrar for the Boston campus for 2005-06. In total, there are 169 classrooms available, including two temporary ones, with a total seating capacity of 8,360 seats.

While the number of classrooms remains unchanged at 169 from what it was in 2003, there were some changes in the classroom inventory in size distribution. In the intervening time, classrooms have tended to

be added with seat capacities above 50, reduced somewhat in the 30-49 range, and slightly reduced for 29 and under.

For the two different classroom sizes highlighted in the 2003 report as needing more classrooms, the University has addressed one of them. The University now has 29 rooms in the 50-60 range compared to 20 in 2003, but it has the same number of 34 classrooms in the 20-30 range in 2005 as it had in 2003.

Table 2 summarizes the classroom utilization, and separately the seat utilization, by sequence for the 169 classrooms for the fall semesters for 2003-05. The data show that, during this period, the average classroom utilization over all sequences <u>increased</u> from 70% to 78%. In contrast, Table 2 shows that the average seat utilization over all sequences <u>decreased</u> from 65% to 57%. This suggests a growing mismatch between actual section needs and our classroom inventory.

When analyzed further, the data show that the average classroom utilization for the 65-minute sequences was 91% in fall 2005, and the average for the 100-minute sequences was 69%. In the fall of 2005, three of the 65-minute sequences were at classroom utilization rates greater than 97%, and four of the five 65-minute sequences (sequences 2-5), and one of the seven 100-minute sequences (sequence A), were at utilization rates greater than 90%.

Table 3 gives a detailed breakdown of classroom utilization in the fall 2005 by sequence and by classroom size. This table paints an especially grim picture of 100% classroom utilization for nearly all room sizes in all the 65-minute sequences and for sequences A and B in the 100-minute sequences.

Because of these very high utilization rates, the Registrar reports that, in addition to the 169 classrooms, another 98 rooms were utilized in fall 2005 as follows:

- 114 type A (lecture) classes met in department rooms, laboratories, meeting rooms, performance space and found space.

- 3 type R (recitation) sections met in laboratories

- 14 type D (seminar) classes met in department rooms.

- 18 type C (lecture and laboratory) classes met in assigned laboratory space.

- 11 classes with types indicating "no room necessary" met in department rooms and laboratory space.

Table 4 gives the number of course sections offered by sequence during the fall semesters of 2003-05. There has been a continuing growth in the number of sections offered since 2003. This growth is due, at least in part, to the increased retention and to the ongoing efforts to create a greater number of classes with less than 20 students, and with less than 50 students, in order to improve the *US News* metrics for NU in these areas. Along with all the other factors mentioned above, this growth suggests an even stronger need for more classrooms because of the consequent increases expected in classroom utilization in the time ahead.

2. Comparisons with Other Institutions

Only limited classroom utilization data are available from other institutions, and they are presented in different ways not amenable to presentation here in tabular form. This data, which is for different points in time, is summarized as follows:

1). Clemson University, 2005. The target classroom utilization is in the range 60-75%, and the target classroom occupancy is 60%. They have 182 classrooms with an average classroom utilization rate of 71%.

2). Marquette University, 2006. It has 108 classrooms with an average classroom utilization rate of 74%. (Data from Suzanne Pelissier, Office of NU Registrar)

3). Renssalaer Polytechnic Institute, 2006. It has 86 classrooms with an overall 69% classroom utilization rate. (Data from Suzanne Pelissier, Office of NU Registrar)

4). University of Notre Dame, 2005. It has 140 classrooms, with an overall classroom utilization of 49%, and a prime-time rate of 74%. The maximum utilization rate for any time slot appears to be just under 80%.

5). University of Florida, Gainesville, 1995. It had a maximum prime time (8:30am to 4.05 pm) classroom utilization rate of around 78% in 1994.

6). University of Texas at Austin, 2002. The classroom utilization rates during prime time (9:00am to 4:00pm) were about 80% with maximum rates of around 84%.

Limited as it is, this data reveals that our maximum classroom utilization rates are up to 20% higher than for these institutions, and that our average classroom utilization rate over all sequences of 78% is 7 percentage points higher than the average of 71% for Clemson, Marquette, and RPI.

3. Other Issues: Seating Capacity and Technology

Beyond the major issue of classroom utilization rates, the Committee was also concerned with seating capacity and technology, both determinants affecting the quality of the educational experience.

In some classrooms, for example some in the Snell Library and in Ruggles, the seating capacity seems to be over-maximized, leading to at least a sense of overcrowding affecting both students and the instructor. Ideally, there should be sufficient space per student so that such overcrowding does not interfere with the pedagogy and does not present difficulties during quizzes and mid term exams.

During the last few years, there have been significant increases in the number of classrooms outfitted with appropriate technology. According to recent data from the Classroom Advocacy Task Force, some 35 of our 169 classrooms, all with seating capacities below 100, still remain to be outfitted with appropriate technology. According to the Task Force, the total cost to accomplish this is $379,000.

4. Recommendations

It seems clear from the preceding that Northeastern is operating at extraordinarily high classroom utilization rates compared to other institutions. This is true for both average classroom utilization rates over all sequences and for the maximum classroom utilization rates experienced in prime time sequences. Other institutions operate at target or actual average overall classroom utilization rates below 75%, and most well below that, compared to our rate of 78%. In addition, other institutions appear to operate with maximum classroom occupancies in prime time of around 80% compared to our rates of up to 100%.

Such high utilization rates have serious consequences. Classes are being held in inappropriately-sized classrooms, negatively affecting the pedagogy and the educational experience. The 90-100% classroom utilization levels allow no further expansion of offerings in many sequences. And, still worse, the high classroom utilization levels are now forcing many courses (up to one hundred in fall 2005) to be held in other venues such as department meeting rooms, laboratory space, and the like. Finally, when extraordinary situations occur, such as the recent fire in Ell Hall, there is very little if any capacity to deal with these.

Clearly, therefore, for both practical as well as strategic reasons, the number of classrooms must be increased.

Based on the 7 percentage points difference between our overall classroom utilization rate of 78% and the average of 71% for Clemson, Marquette, and RPI, an additional 12 classrooms are estimated to be needed to reach the average for these three (note, though, that if Notre Dame were included in this small comparison group, the estimated number of classrooms needed would jump to 20). If one accepts a maximum utilization rate of 80% during prime time, then we would need an additional 10 classrooms to achieve this. So, by either estimate, the University needs a minimum of 10-12 new classrooms. In addition, if the courses currently being held outside of the Registrar controlled classrooms were to be properly housed, then a further 8 classrooms would also be needed. Overall, therefore, the data suggest that some 20 classrooms at a minimum are needed.

The data in Table 3 suggest that the new additional classrooms are most needed in the seat ranges of 21-30, 51-60, and 151-200.

In the short term these classroom utilization rates can be lowered by some increase in utilization in the non-primetime sequences, though this may not be well received. But the real solution is to create new classrooms as soon as possible in existing space. Consideration should be given to relocating administrative offices that do not need to be centrally located, for example those in Churchill, Cullinane, Richards, and Ruggles, and converting these into classrooms.

Given the ongoing technological advances, the University should move immediately to complete the upgrading of technological resources in all classrooms. Apart from the pedagogical benefits, this will also provide the Registrar with some much-needed flexibility in scheduling course sections.

In the longer term, as preparations for the new master plan get under way, and as the goals for the next campaign begin to be developed, the needs for one or more new classroom buildings must be considered.

Finally, classroom quality is a fundamental part of the educational experience and should be constantly evaluated just as the students' perceptions of teaching quality are measured by TCEP questionnaires administered in all classes. The Committee proposes that a small number of questions be added to the TCEP questionnaire to evaluate the student perception of the quality of the classrooms that they experience, thereby efficiently providing systematic, reliable and important ongoing longitudinal data on classroom quality by room.

III. Sequences and Schedules

1. Current Sequence Utilization

Since the conversion to the semester calendar in 2003, the University has operated with either five 65-minute or seven 100-minute sequences for most of its courses. Figure 1 shows the current schedule for these two sequence types, as well as for laboratory sequences.

Table 2 summarizes the classroom utilization, and separately the seat utilization, by sequence for the 169 classrooms for the fall semesters for 2003-05. As pointed out earlier, the data show that, during this period, the average classroom utilization over all sequences increased from 70% to 78%.

When analyzed further, the data show that the average classroom utilization for the 65-minute sequences increased from 84% to 91%, and the average for the 100-minute sequences increased from 60% to 69%. In the fall of 2005, three of the 65-minute sequences were at average classroom utilization rates greater than 97%, and four of the five 65-minute sequences (sequences 2-5), and one of the seven 100-minute sequences (sequence A), were at utilization rates greater than 90%.

Table 3 gives a detailed breakdown of classroom utilization in the fall 2005 by sequence and by classroom size. This table paints an especially grim picture of 100% classroom utilization for nearly all room sizes in all the 65-minute sequences and for sequences A and B in the 100-minute sequences.

Overall, such high levels of occupancy, especially in the 65-minute sequences, inevitably lead to mismatches between the pedagogical needs (e.g. size, configuration, technology, etc.,) of some classes and the available classrooms, and to a lack of flexibility to offer other courses in these high-demand sequences.

Table 4 shows the number of full and partial course sections by sequence for the fall semesters of 2003-05. In fall 2005, the average number of students taking courses in each of the 65-minute sequences was about 37% higher than those in each of the 100-minute sequences. Similarly, there was an average of about 35% more course sections offered per sequence in the 65-minute sequences than in the 100-minute sequences. Table 4 also shows that sequences in the morning and late afternoon have the smallest student populations.

2. Recommendations

The high classroom utilization levels, especially in the 65-minute sequences, are driven by three separate, but related, problems. The fundamental problem is that the University continues to have insufficient classrooms of the size and configuration necessary to meet the current needs of the students and faculty. The second problem is that the mix of 65- and 100-minute classes needs to be changed to better reflect current demand. The third problem is that there is a non-uniform distribution of courses being offered by sequence, with some unused capacity in the early morning and late afternoon sequences.

The fundamental problem of the size and distribution of the classroom inventory has been addressed in the previous section.

The mix of 65-minute and 100-minute sequences is clearly not well balanced given the data for classroom utilization rates, courses per sequence, and student populations per sequence. A new sequence schedule is therefore proposed in Figure 2 in which two existing 100-minute sequences are removed and one new 100-minute sequence is created that overlaps with two new 65-minute sequences. In addition, the two activities periods are shortened to 65 minutes and scheduled at the same midday time on Mondays and Wednesdays.

The Committee believes this new sequence schedule will better address current demand, and also ameliorate the scheduling and setup difficulties of some disciplines offering laboratory sections.

Finally, although yielding only a modest perturbation, it seems clear that some help might be achieved in the short term if more courses could be offered in the early morning and late afternoon sequences where classroom utilization rates are somewhat lower than for the rest of the day. The Committee recognizes that the early morning and late afternoon sequences are not popular with either students or faculty, either here or at other institutions, and would recommend that, once the overall classroom utilization rates are lowered significantly, consideration be given to returning to the existing pattern of lower utilization rates at these times, or even eliminating these sequences.

IV. Conclusions and Recommendations

1. Short Term

Given the ongoing quest for top-100 status in the *US News* rankings, and for the forthcoming 2008 NEASC reaccreditation, the Committee recommends the following:

1. There is an urgent need to construct some 20 classrooms in the seat ranges 21-30, 51-60, and 151-200 in order to provide the appropriate experience and value for our tuition levels and in order to remain competitive in attracting high-achieving students. This would also improve our ability to address emergency situations that cause classrooms to be taken off line, as was the case with the recent fire and water damage in Ell Hall.

2. In seeking to address quickly this urgent need, consideration should be given to moving administrative offices that do not need to be centrally located, for example those in Churchill, Cullinane, Richards, and Ruggles, to other areas less central, and converting the vacated space into classrooms.

3. Consideration should be given to a process that might encourage better classroom utilization, at least temporarily, in those sequences that are less utilized in the early morning and late afternoon.

4. The 35 classrooms still without technology support should be upgraded as quickly as possible with the current approved standard classroom technology.

5. In order to provide a fairer distribution of classroom resources between the 65- and 100-minute sequences, and to reduce the extreme utilization rates in the 65-minute sequences, the new sequence schedule proposed here should be implemented in the fall 2007.

6. A new assessment of seating capacity should be undertaken to provide a more uniform area occupied by each seat, so that students can have reasonable space to handle quizzes and exams, such as is found in the new classrooms in Buildings G and H for example, and to reduce serious overcrowding in some classrooms.

7. In order to provide an ongoing and economically efficient assessment of the educational experience in our classrooms and in our laboratory and studio settings, a small number of appropriate questions about classroom quality should be added to the TCEP questionnaires.

2. Long Term

7. The quantity, size distribution, quality, and technology of our classroom inventory must be factored into the next master plan and the resulting needs factored into the next fundraising campaign.

V. Resolutions

1. **Be it resolved** that, given the manifest shortage of classrooms documented in the Calendar Committee's report, the University undertake an immediate study of its current space utilization to identify and reallocate centrally located administrative space for classroom purposes as outlined in its Recommendations;

2. **Be it Further Resolved** that, in order to satisfy NEASC teaching/learning environment requirements, the University make the provision of classrooms that are of adequate numbers, sizes, and equipment a high priority in its Master and fund raising planning for the next ten years;

3. **Be it Further Resolved** that the University adopt the sequencing model proposed in the Calendar Committee Report, for implementation beginning in the Fall Semester, 2007, subject to further modifications that may result from a Registrar-initiated study of its impacts;

4. **Be it Further Resolved** that some limited number of questions related to classroom quality be added to the existing TCEP questionnaires;

5. **Be it Further Resolved** the University take immediate action to equip the remaining registrar-controlled classrooms, of sizes appropriate for such installation, with the current approved standard classroom technology.

Table 1. Classroom Inventory, by Size, on Boston Campus for 2005-06
This grid may be found at:

http://www.facultysenate.neu.edu/committees/20052006/hoc_committee/documents/CalendarCmteReport200506.pdf

Size	100+		70-99		50-69		40-49		30-39		20-29		< 20		REMARKS	
#	Location	Seats	Location	Seats	Location	Seats	Location	Seats	Location	Seats	Location	Seats	Location	Seats		Seats
1	200 RI	315	50 DG	94	108H WH	68	70 DG	48	15 SL	39	5 KA	28	105 RY	18		
2	201 MU	210	224 HT	87	110H WH	68	130 DG	48	435 RY	39	208 KA	28	109 RY	18	F05 CHANGES	
3	108 SN	196	220 SH	76	221 HA	68	170 DG	48	241 FR	39	104 KA	28	115 RY	18		
4	168 SN	196	320 SH	76	309 KA	68	230 DG	48	308 HT	36	140C WC	28	117 RY	18	DELETED	
5	101 CH	161	420 SH	76	114 DK*	60	270 DG	48	310 HT	36	2 SL	28	141 RY	18	125 FR	36
6	103 CH	161	102G WG	73	110 KA	66	330 DG	48	12 SL	36	204 KA	27	143 RY	18	126 FR	42
7	10 BK	151	104G WG	73	150 DG	66	370 DG	48	13 SL	36	161 RY	27	147 RY	18		
8	300 RI	129	106G WG	73	11 KA	65	430 DG	48	153 RY	36	158 RY	27	205 RY	18		
9	129 HT	114	108G WG	73	119 DG	63	470 DG	48	155 RY	36	156 RY	27	209 RY	18	ADDED	
10	130 HT	114	312 EL	72	107 RB	60	130 FR	48	157 RY	36	154 RY	27	215 RY	18	107 RB	60
11	135 SH	114	9%	773	109 RB	60	151 FR	48	159 RY	36	454 RY	27	47 SL	17	109 RB	60
12	305 SH	114			403 RB*	60	205 SH	46	247 RY	36	304 KA	27	45 SL	17	408 EL	22
13	335 SH	114			404 RB	60	210 SH	46	427 RY	36	452 RY	26	111 DG	16	410 EL	32
14	458 RI	110			409 RB	60	425 HA	45	431 RY	36	20 SE	28	102 RY	16		
15	310 BK	103			411 RB	60	5 SL	45	222 HA	36	9 SL	25	104 RY	16		
16	27%	2302			201 FR	60	429 RY	45	321 HA	36	238 FR	24	203 BK	16		
17					153 SN	60	433 RY	45	140 DG	36	235 RY	24	210 BK	16		
18	105 SH***	114			322 HA	57	237 FR	45	235 FR	36	207 RY	24	49 SL	16		
19					308 SN	57	236 FR	44	17 SL	36	203 RY	24	307 BK	16		
20					220 BK	56	125 DK	42	209 KA	35	43 SL	24	327 BK	16		
21					315 BK	56	217 RY	42	233 RY	33	128 RY	24	202 RY	15		
22					320 BK	56	102 KA	41	7 SL	32	126 RY	24	204 RY	15		
23					325 BK	56	202 KA	41	11 SL	32	124 RY	24	145 RY	12		
24					31 SL	54	302 KA	41	150 FR	32	107 RY	24	7 BK	12		
25					33 SL	54	424 HA	40	410 EL	32	408 EL	22	204 BK	12		
26					129 FR	54	13%	1136	1 SL	30	245 RY	21	317 BK	12		
27					35 SL	54			3 SL	30	243 RY	21	308 KA	9		
28					39 SL	54			456 RY	30	394 RY	21	5 BK	8		
29					173 DG	52			128 FR	30	103 RY	21	305 BK	8		
30					215 SH	52			12%	1009	220 RY	20	330 BK	8		
31					315 SH	52					9%	750	5%	453		
32					325 SH	52										
33					415 SH	52										
34					425 SH	52										
					24%	1992										
	SEATS	2302		773		1992		1136		1009		750		453	TOTAL 8360	
	ROOMS	16		10		34		25		29		30		30	TOTAL 174	

105 SH Assigned to Law School – not available until after 5.00pm	−1	173
305, 307, 327 and 330 BK are mirror-paired rooms for CRS and SLA scheduled by Bouve	−4	169
114DK and 403RB temporary classrooms, not part of permanent inventory	−2	ACTUAL 167

Table 2. Classroom and Seat Utilization Summary for Fall 2003-05

Seq	Day/Time	% Classroom Utilization			% Seat Utilization		
	# Classrooms	169	169	169	169	169	169
		Fall 03	Fall 04	Fall 05	Fall 03	Fall 04	Fall 05
1	MWTh 8:00-9:05	74	72	67	69	72	68
2	MWTh 9:15-10:20	94	92	99	71	73	67
3	MWTh 10:30-11:35	90	98	99	77	76	74
4	MWTh 1:35-2:40	89	100	97	75	69	67
5	MWTh 4:35-5:40	72	81	91	57	54	44
	65 min Average	84	89	91	70	69	64
A	MThu 11:45-1:25	62	79	91	69	59	57
B	MW 2:50-4:30	60	87	89	54	58	56
C	TF 8-9:40	47	46	39	63	62	56
D	TF 9:50-11:30	68	58	61	66	62	65
E	TF 11:45-1:25	83	82	79	66	56	50
F	TF 1:35-3:15	50	55	72	56	53	51
G	TF 3:25-5:05	48	45	55	61	50	34
	100 min Average	60	65	69	62	57	53
	Overall Average	70	75	78	65	62	57

(yellow)	Utilization of 90% or greater
(cyan)	Utilization of 75% or greater

Table 3.   Fall 2005 Classroom Utilization by Sequence and by Room Size

Seq	Size Group # Seats	All	1-20	21-40	41-60	61-80	81-100	101-150	151-200	201+
	# Classrooms	169	26	61	46	19	2	8	5	2
	% of Total	100%	15%	37%	27%	11%	1%	5%	3%	1%
	Day/Time									
1	MWTh 8:00-9:05	67	35	74	65	53	100	100	60	50
2	MWTh 9:15-10:20	99	92	100	100	100	100	100	100	100
3	MWTh 10:30-11:35	99	96	100	100	100	100	100	100	100
4	MWTh 1:35-2:40	97	77	100	100	95	100	100	100	100
5	MWTh 4:35-5:40	91	65	79	96	89	100	100	100	100
	65 min Average	91	73	91	92	87	100	100	92	90
A	MThu 11:45-1:25	91	38	95	96	95	100	100	100	100
B	MW 2:50-4:30	89	77	97	98	89	100	100	100	50
C	TF 8-9:40	39	31	44	59	37	50	50	40	0
D	TF 9:50-11:30	61	38	89	96	79	50	75	60	0
E	TF 11:45-1:25	79	46	95	91	84	100	88	80	50
F	TF 1:35-3:15	72	50	82	78	81	100	88	50	50
G	TF 3:25-5:05	55	42	51	61	63	100	63	60	0
	100 min Average	69	46	79	83	75	86	81	70	36
	Overall Average	78	57	84	87	80	92	89	79	58

(yellow)	Classroom utilization of 90% or greater
(cyan)	Classroom utilization of 75% or greater

Data for Tables 2 and 3 from Suzanne Pelissier, Office of the Registrar

Table 4. The Number of Courses Offered, and the Number of Students Enrolled, by Sequence in Fall 2003-05.

Seq	Day/Time	Fall 03			Fall 04			Fall 05			Fall 05
		Full Sections	Partial Sections	Total	Full Sections	Partial Sections	Total	Full Sections	Partial Sections	Total	# Students
1	MWTh 8:00-9:05	92	17	109	92	41	133	85	30	115	3,914
2	MWTh 9:15-10:20	146	20	166	148	39	187	150	30	180	6,108
3	MWTh 10:30-11:35	149	27	176	146	43	189	153	33	186	6,640
4	MWTh 1:35-2:40	134	44	178	142	56	198	141	43	184	5,881
5	MWTh 4:35-5:40	89	45	134	98	82	180	98	80	178	3,861
	65 min Average	**122**	**31**	**153**	**125**	**52**	**177**	**145**	**43**	**183**	**5,281**
A	MThu 11:45-1:25	91	51	142	105	28	133	114	32	146	5,232
B	MW 2:50-4:30	100	40	140	111	34	145	128	48	176	5,046
C	TF 8-9:40	61	11	72	64	21	85	60	24	84	2,175
D	TF 9:50-11:30	90	33	123	98	46	144	112	43	155	4,200
E	TF 11:45-1:25	122	23	145	87	35	122	120	43	163	4,641
F	TF 1:35-3:15	86	24	110	83	45	128	94	37	131	3,438
G	TF 3:25-5:05	56	28	84	32	29	61	56	42	98	2,159
	100 min Average	**87**	**30**	**117**	**83**	**34**	**117**	**98**	**38**	**136**	**3,842**
Total		**1216**	**363**	**1579**	**1206**	**499**	**1705**	**1311**	**485**	**1796**	

*Full refers to courses utilizing all classroom periods associated with a sequence.
**Partial refers to courses, such as 1 or 2 credit courses, or recitation sections, where only 1 or 2 of the classroom periods in the 65-minute sequences, or 1 in the 100-minute sequences, were utilized.

Figure 1. Current Sequence Schedule for the Fall and Spring Semester Calendar
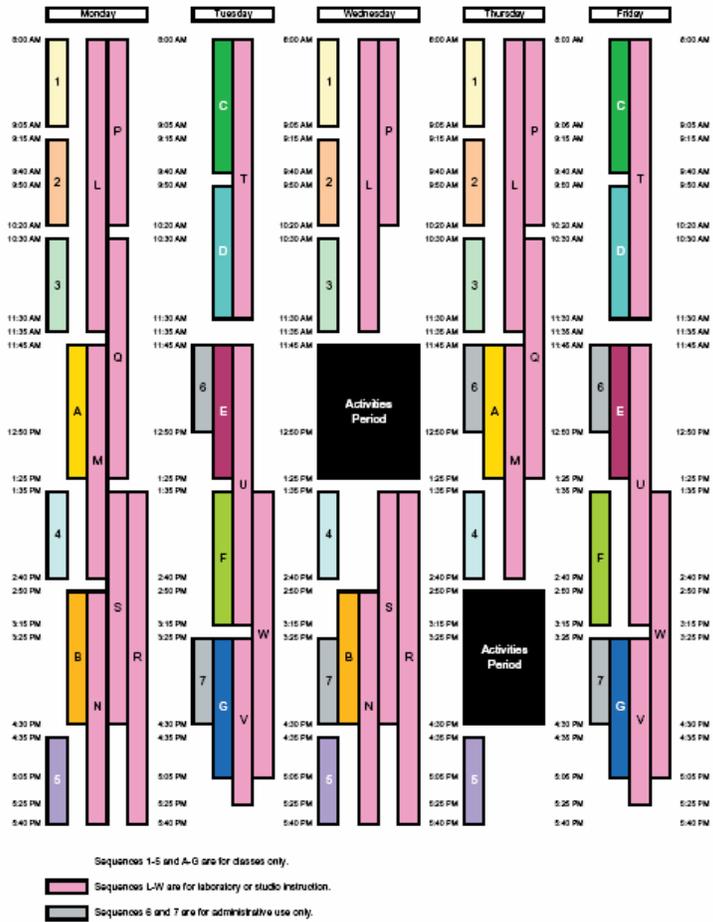
Figure 2. Proposed New Sequence Schedule for the Fall and Spring Semester Calendar.
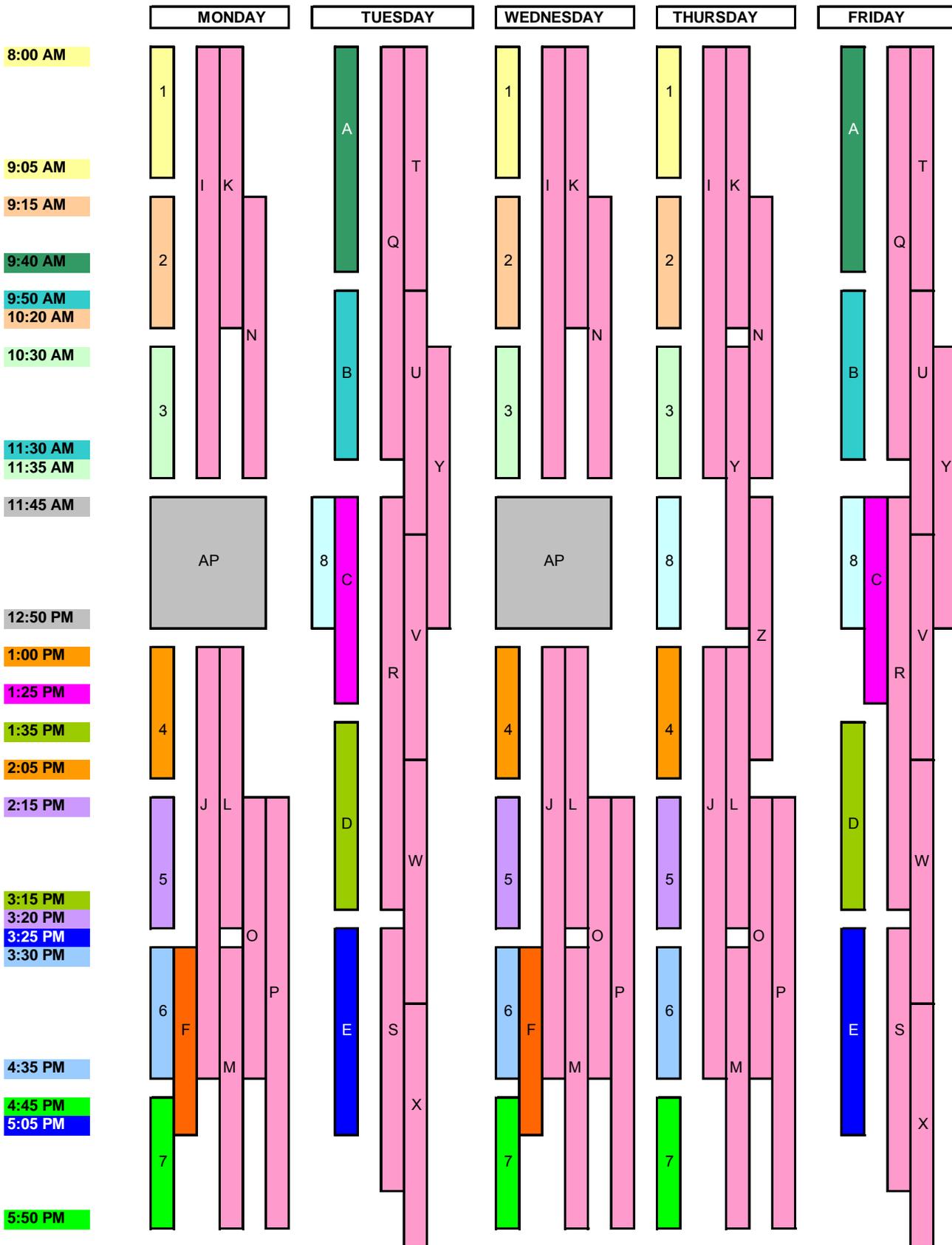
Appendix 1. *US News* **2006 Metrics for Faculty Resources and for Retention**

Faculty resources (20 percent). Research shows that the more satisfied students are about their contact with professors, the more they will learn and the more likely it is they will graduate. We use six factors from the 2004-05 academic year to assess a school's commitment to instruction. Class size has two components: the proportion of classes with fewer than 20 students (30 percent of the faculty resources score) and the proportion with 50 or more students (10 percent of the score). Faculty salary (35 percent) is the average faculty pay, plus benefits, during the 2003-04 and 2004-05 academic years, adjusted for regional differences in the cost of living (using indexes from the consulting firm Runzheimer International). We also weigh the proportion of professors with the highest degree in their fields (15 percent), the student-faculty ratio (5 percent), and the proportion of faculty who are full time (5 percent).

Retention (20 percent in national universities and liberal arts colleges and 25 percent in master's and comprehensive colleges). The higher the proportion of freshmen who return to campus the following year and eventually graduate, the better a school is apt to be at offering the classes and services students need to succeed. This measure has two components: six-year graduation rate (80 percent of the retention score) and freshman retention rate (20 percent). The graduation rate indicates the average proportion of a graduating class who earn a degree in six years or less; we consider freshman classes that started from 1995 through 1998. Freshman retention indicates the average proportion of freshmen entering from 2000 through 2003 who returned the following fall.

Appendix 2. NEASC Standards for Programs and Instruction and for Physical Resources

NEASC STANDARD FOUR: Programs and Instruction

Undergraduate Degree Programs

4.12

Undergraduate degree programs are designed to give students a substantial and coherent introduction to the broad areas of human knowledge, their theories and methods of inquiry, plus in-depth study in at least one disciplinary or interdisciplinary area. Programs have an appropriate rationale; their clarity and order are visible in stated requirements in official publications and in student records. Curricula are appropriate, within the context of collegiate education, to the abilities and scholastic preparation of the students admitted to the programs.

4.13

While these criteria apply to all undergraduate programs, specific expectations for associate's and bachelor's degree programs, as expressed through the Commission's accreditation processes, will reflect program degree level. Distinctions made in such expectations may concern such matters as the level, scope, and dimension of degree requirements, and expected outcomes.

4.14

Each undergraduate program includes a general education requirement and a major or concentration requirement. Curricula include requirements above the introductory level with appropriate prerequisites. Wherever possible, the institution also affords undergraduate students the opportunity to pursue knowledge and understanding through unrestricted electives. All undergraduate programs require the use of information resources in addition to course texts and formal instruction.

4.15

The general education requirement is coherent and substantive, and it embodies the institution's definition of an educated person. The requirement informs the design of all general education courses, and provides criteria for its evaluation.

4.16

The general education requirement in each undergraduate program -- general, specialized, or professional -- ensures adequate breadth for all degree-seeking students by showing a balanced regard for what are traditionally referred to as the arts and humanities; the sciences including mathematics; and the social sciences. General education requirements include offerings that focus on the subject matter and methodologies of these three primary domains of knowledge as well as on their relationships to one another.

4.17

The institution ensures that all undergraduate students complete one-third of their studies (or the equivalent of forty semester hours in a bachelor's degree program, or the equivalent of twenty semester hours in an associate's degree program) in general education. If the institution offers any program which does not include at least one-third of its requirements in general education, it is able to demonstrate that the program meets the goals expressed in Paragraph 4.19 of this Standard. In no case, however, does the general education component of an undergraduate program constitute less than one-quarter of its degree requirements (or the equivalent of thirty semester hours in a bachelor's degree program, or the equivalent of fifteen semester hours in an associate's degree program).

4.18

The major or area of concentration affords the student the opportunity to develop knowledge and skills in a specific disciplinary or interdisciplinary area above the introductory level, through properly sequenced course work. Requirements for the major or area of concentration are based upon clearly defined and articulated learning objectives, including a mastery of the knowledge,

methods, and theories pertinent to a particular area of inquiry. Through the major or area of concentration, the student develops an understanding of the complex structure of knowledge germane to an area of inquiry and its interrelatedness to other areas of inquiry. For programs designed to

provide professional training, an effective relationship exists between curricular content and current practice in the field of specialization. General studies associate's degree programs designed to provide the foundation for later specialization through transfer into baccalaureate programs are exempted from the requirements of this paragraph.

4.19

Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind. In addition, graduates demonstrate an in-depth understanding of an area of knowledge or practice and of its interrelatedness with other areas.

Graduate Degree Programs

4.20

Graduate degree programs are designed to give students a mastery of a complex field of study or professional area. Programs have an appropriate rationale; their clarity and order are visible in stated requirements, in relevant official publications, and in the demonstrated learning experiences of graduates. Program objectives reflect a high level of complexity, specialization, and generalization. The institution's graduate programs have cohesive curricula and require scholarly and professional activities designed to advance the student substantially beyond the educational accomplishments of a baccalaureate degree program. The demands made by the institution's graduate programs on students' intellectual and creative capacities are also significantly greater than those expected at the undergraduate level; graduate programs build upon and challenge students beyond the levels of knowledge and competence acquired at the undergraduate level. The institution offering both undergraduate and graduate degree programs assesses the relationship and interdependence of the two levels and utilizes the results for their individual and collective improvement.

4.21

Graduate programs are not offered unless resources and expectations exceed those required for an undergraduate program in a similar field. Institutions offering graduate degrees have an adequate staff of full-time faculty in areas appropriate to the degree offered. Faculty responsible for graduate programs are sufficient by credentials, number, and time commitment for the successful accomplishment of program objectives and program improvement. Research-oriented graduate programs have a preponderance of active research scholars on their faculties. Professionally oriented programs include faculty who are experienced professionals contributing to the development of the field.

4.22

Degree requirements of the institution's graduate programs take into account specific program purposes. Research-oriented doctoral programs and disciplinary master's degree programs are designed to prepare students for scholarly careers; they emphasize the acquisition, organization, utilization, and dissemination of knowledge. Doctoral degree programs afford the student substantial mastery of the subject matter, theory, literature, and methodology of a significant field of study. They include a sequential development of research skills leading to the attainment of an independent research capacity. Students undertake original research which contributes to new knowledge in the chosen field of study. Disciplinary master's programs have many of the same objectives but require less sophisticated levels of mastery in the chosen field of study than does the research doctorate. While they need not require students to engage in original research,

they do provide an understanding of research appropriate to the discipline and the manner in which it is conducted.

4.23

Professional or practice-oriented programs at the doctoral or master's degree levels are designed to prepare students for professional practice involving the application or transmission of existing knowledge. Such programs afford the student a broad conceptual mastery of the field of professional

practice through an understanding of its subject matter, literature, theory, and methods. They seek to develop the capacity to interpret, organize, and communicate knowledge, and to develop those analytical and professional skills needed to practice in and advance the profession. Instruction in relevant research methodology is provided, directed toward the appropriate application of its results as a regular part of professional practice. Programs include the sequential development of professional skills which will result in competent practitioners. Where there is a hierarchy of degrees within an area of professional study, programs differ by level as reflected in the expected sophistication, knowledge, and capacity for leadership within the profession by graduates.

4.24

Programs encompassing both research activities and professional practice define their relative emphases in program objectives that are reflected in curricular, scholarly, and program requirements.

4.25

Students who successfully complete a graduate program demonstrate that they have acquired the knowledge and developed the skills that are identified as the program's objectives.

Scholarship and Research

4.26

All faculty pursue scholarship, an activity fundamental to the achievement of institutional purposes. Scholarship includes the ongoing application, utilization, and dissemination of existing knowledge as well as creative activity both within and outside the classroom. Scholarship and instruction are integrated and mutually supportive.

4.27

Where compatible with the institution's purposes, research is undertaken. Research involves the creation, revision, or application of knowledge as undertaken by faculty and students. Physical and administrative resources together with academic services are adequate to support the institution's research commitment. Faculty workloads reflect the institution's research commitment. Policies and procedures related to research, including ethical considerations, are established and clearly communicated throughout the institution. Faculty play a substantive role in the development and administration of research policies and practices.

4.28

Scholarship and research receive encouragement and support appropriate to the institution's purposes and objectives. Faculty and students are accorded the academic freedom to pursue scholarship and research.

Instruction

4.29

Instructional techniques and delivery systems are compatible with and serve to further the mission and purposes of the institution as well as the objectives of individual courses. Methods of instruction are appropriate to the students' capabilities and learning needs. Scholarly and creative achievement by students is encouraged and appropriately assessed. Students are taught by a variety of faculty in order to ensure experience in different methods of instruction and exposure to different viewpoints.

4.30

The institution endeavors to enhance the quality of teaching. It encourages experimentation with methods to improve instruction. The effectiveness of instruction is periodically and systematically assessed using adequate and reliable procedures; the results are used to improve instruction. Adequate support is provided to accomplish this task.

4.31

The institution provides support for faculty development opportunities directed toward enhancing the quality of teaching. Faculty take advantage of such opportunities and collectively and individually endeavor to fulfill their responsibility to improve instructional effectiveness.

4.32

The institution has in place an effective system of academic advising which meets student needs for information and advice and is compatible with its educational objectives. Faculty and other personnel responsible for academic advising are adequately informed and prepared to discharge their advising functions.

Admissions and Retention

4.33

The institution has an orderly and ethical program of admission which complies with the requirements of legislation concerning equality of educational opportunity. Its admission and retention policies and procedures are clear, consistent with its mission and purposes, and available to all students and prospective students through appropriate publications. It endeavors to develop a student body which as a whole is broadly representative of the population the institution wishes to serve.

4.34

Standards for admission ensure that student qualifications and expectations are compatible with institutional objectives. Individuals admitted demonstrate through their intellectual and personal qualifications a reasonable potential for success in the programs to which they are admitted. If the institution recruits and admits individuals with identified needs that must be addressed to assure their likely academic success, it applies appropriate mechanisms to address those needs so as to provide reasonable opportunities for that success. Such mechanisms receive sufficient support and are adequate to the needs of those admitted. The institution endeavors to integrate specifically recruited populations into the larger student body and to assure that they have similar academic experiences.

4.35

The institution with a policy of open admissions for undergraduates utilizes appropriate methods of evaluation to identify deficiencies and offers appropriate developmental or remedial support where necessary to prepare students for collegiate study. Such testing and remediation receive sufficient support and are adequate to serve the needs of students admitted.

4.36

If the institution accepts undergraduate transfer credit from other institutions, it applies policies and procedures which provide adequate safeguards to ensure that credit accepted reflects appropriate levels of academic quality and is applicable to the student's program. The institution does not erect barriers to the acceptance of transfer credit that are unnecessary to protect its academic quality and integrity, and it seeks to establish articulation agreements with institutions from which and to which there is a significant pattern of student transfer. Such agreements are made available to those students who are affected by them.

4.37

The institution accepts graduate credit in transfer only on a strictly limited basis to preserve the integrity of the degree awarded.

4.38

The evaluation of student learning or achievement and the award of credit are based upon clearly

stated criteria that reflect learning objectives and are consistently and effectively enforced. They are appropriate to the degree level at which they are applied.

4.39

There is demonstrable academic content for all experiences for which credit is awarded. Credit awards are consistent with the course content. No credit toward graduation is awarded for pre-collegiate level or remedial work designed to prepare the student for collegiate study.

4.40

Credit for prior experiential or non-collegiate sponsored learning is awarded only at the undergraduate level. When credit is awarded on the basis of prior experiential or non-collegiate sponsored learning alone, student learning and achievement are demonstrated to be at least comparable in breadth, depth, and quality to the results of institutionally provided learning experiences. The policies and procedures for the award of credit for prior or experiential learning are clearly stated and available to affected students.

4.41

The institution specifies and publishes requirements for continuation in, termination from, or re-admission to its academic programs which are compatible with its educational purposes. Graduation

requirements are clearly stated in appropriate publications and are consistently applied in the degree certification process. The degrees awarded accurately reflect student attainments.

NEASC STANDARD EIGHT: Physical Resources

8.1
The institution has sufficient and appropriate physical resources, including laboratories, network infrastructure, materials, equipment, and buildings and grounds, whether owned or rented; these are designed, maintained, and managed at both on- and off-campus sites to serve institutional needs as defined by its mission and purposes. Classrooms and laboratories, real or virtual, and other facilities are appropriately equipped and adequate in capacity. Proper management, maintenance, and operation of all physical facilities and virtual environments, are accomplished by adequate and competent staffing.
8.2
Facilities are constructed and maintained in accordance with legal requirements to ensure access, safety, security, and a healthful environment with consideration for environmental and ecological concerns.
8.3
The institution undertakes physical resource planning which is linked to academic and student services and financial planning. It determines the adequacy of existing physical resources and identifies and plans the specified resolution of deferred maintenance needs. Space planning occurs on a regular basis as part of physical resource evaluation and planning, and is consistent with the mission and purposes of the institution.

Resolutions presented to Senate:

4-26-06   **0506-30. Special *ad hoc* Research Policy Oversight Committee
Report and Resolutions** (NOTE: These resolutions were voted
upon as one.) (28-0-0)

BE IT RESOLVED That, in response to the report of the Research
Policy Oversight Committee on the timeliness and responsiveness of
University legal procedures, particularly those related to research, it
is the sense of the Faculty Senate that both the Vice Provost for
Research and the University Counsel Office report annually to the
Research Policy Oversight Committee of the Faculty Senate on the
documented response time for contract approval in their respective
areas.

BE IT FURTHER RESOLVED That it is the sense of the Senate
that the Vice Provost for Research and the Vice President and
University Counsel report to the Research Policy Oversight
Committee by September 15, 2006, on the feasibility of 1)
establishing a faculty council or using other university offices to
assist in risk assessment, 2) delegating specific legal services and/or
contract signature authority to other appropriate University offices,
and 3) implementing "best practices" of other national research
universities to streamline the process of handling research contracts.

Action by the President: Informational, 8/4/06. Comment: "I
regard this as informational to the President, since the General
Counsel reports to me, but I am prepared to ask General Counsel to
meet periodically with the Senate to discuss the processing of
research contracts and to provide information on turn-around time."
BoT appr not needed per V. Lembo

2005-06 RESEARCH POLICY OVERSIGHT COMMITTEE

Final Report, 15 March 2006

SAC Charge #1, 2005-6 Academic Year

Background
The ad hoc Committee on Research Policy Oversight [RPOC] was charged by the SAC 12/9/05 to review progress made on remedying the research contract approval process administered through the Legal Counsel office. The committee discussed this issue formally at meetings 2/2/06 and 3/14/06 and through subsequent deliberations and offers the following summary and recommendations:

Summary of discussions
Research contracts processed through the Division of Technology Transfer [DTT] are monitored through the Office of the Provost. RPOC invited the Vice Provost for Research to present an overview of recent and current research contract review activity. Corrected for seasonal trends, for the period 8/04 through 1/06 data suggests that volume is increasing and approvals process is coping with the increased traffic. The principal reason for the improved process is reassignment of an existing attorney (Halee Burg) to work on legal documents routed through DTT.

Members of RPOC expressed concern that other approvals [routed through Legal Counsel] were still suffering from lengthy delays and this imposes a detrimental effect on our institutional negotiating capacity.

Examples cited ranged from material transfer agreements (MTA's) and non-disclosure agreements (NDA's) not handled by DTT, indemnification waivers associated with equipment donation, inter-university contracts and multi-year research agreements. The Office of the Provost has suggested a remedy from the pending hire of an additional attorney by the office of legal counsel and a suggested hire of an office manager.

There is also a concern that the current arrangement for legal approvals may present an overly risk-adverse posture for the University. The Office of Legal Counsel, which also serves in an advisory / secretarial role to the BOT, is charged with protecting the University from legal liability, but is not directly responsive to institutional efforts at research excellence, and is not familiar with standard research-contract practices at top-100 research universities that Northeastern would like to emulate.

Recommendations:
1. The RPOC welcomes the provision of a new contract attorney and recommends that we monitor and review approvals efficiency for contract processing at timely intervals. This could be via survey format for clients (faculty) and the Office of

Legal Counsel is also encouraged to provide statistical information on processing efficiency annually.

2. In order to expedite the approvals process involving research related contracts not processed through the DTT, RPOC recommends that Legal Counsel constitute a sub-committee of faculty advisors and/or utilize other university offices (Information Technology for software agreements, for example) to assist in their risk-management assessment process. These advisors would be selected to represent key areas of our research portfolio and provide timely input on technical and scientific matters.

3. As part of a broader process, that clarity of purpose be established with the BOT on the nature of risk management pertaining to the research mission of the University, members of RPOC are willing to address the BOT to give a PI's level perspective on the current processes involved and how they impact productivity. One possibility could be the BOT designating additional signatories for contract approval relating to the research enterprise.

This said, the Research Policy Oversight Committee takes note of recent progress and improved responsiveness on contract approvals in part as a result of the dedication of an additional attorney.

Proposed Senate Resolution
BE IT RESOLVED That, in response to the report of the Research Policy Oversight Committee on the timeliness and responsiveness of University legal procedures, particularly those related to research, it is the sense of the Faculty Senate that both the Vice Provost for Research and the Vice President and University Counsel report annually to the Research Policy Oversight Committee of the Faculty Senate on the documented response time for contract approval in their respective areas.

It is also the sense of the Senate that the Vice President and University Counsel report to the same bodies by June 15, 2006, on the feasibility of 1) establishing a faculty council or using other university offices to assist in risk assessment and national university practices on research-related contracts, and 2) delegating specific legal services to other appropriate University offices.

Special Committee on Enrollment and Admissions Policy
Status Report
29 August 2006

This is a preliminary report on the work conducted by the Special Committee on Enrollment and Admissions Policy (EAPC). The report will include the committee membership, the process followed up to this point in time, some findings obtained thus far, other constituencies still to be heard from, and some preliminary recommendations from the committee.

Committee Members:
Professor William Sanchez, Chair (Counseling and Applied Ed. Psych.), Faculty Senator
Professor Daniel D. Burkey (Chemical Engineering)
Professor Rhonda Board (School of Nursing)
Professor Stephen M. Kane (Cooperative Education), Faculty Senator
Mr. Rogan O'Handley (President-Elect Student Government Association)
Senior Vice President Philomena V. Mantella (Enrollment Management & Student Affairs)

Charge:
The Senate Agenda Committee, chaired by Professor Carol Glod and the Liaison to the Special Committee on Enrollment and Admissions Policy, Professor Stephen McKnight, charged The Special Committee with reviewing the history, changes, and current functioning of the Lane Health and Counseling Center and to make recommendations on these matters to the faculty senate.

Committee Process:
The EAPC of the Senate has been meeting bimonthly since charged on October 12, 2005. The committee was charged with working collaboratively with the SVP for EMSA to review the newly restructured UHCS-its interfaces with the faculty, residential life, campus police, student services and enrollment management areas to provide primary, urgent, and behavioral health and counseling care to Northeastern students. The committee as a part of its work has reviewed the restructure concept, process and outcome to include consulting reports commissioned in 2002 and 2003. The committee also reviewed staffing shifts, budget comparisons and the new structures consistency with comparative institutions. Preliminary findings indicate NU services and scope of care is consistent with general university health care structures. In addition university operating and facilities budgets have been increased at NU through this restructure to support expanding operational needs. To gain further insight VP Mantella was interviewed as was Dr. Roberta Berrien, Executive Director of UHCS, Dr. Rob Klein, Director of Behavioral Health, and Ms. Kim Bortle, Nurse Manager on UHCS current operations and future plans. The EAP Committee toured the new facility and again met with UHCS staff to further review and evaluate center operations and direction. Lastly an open student forum was held on April 5th as a key method to evaluate user satisfaction and feedback.

Some Preliminary Findings:

On Wednesday, April 5th, 2006, the Special Committee hosted an open forum for students to discuss their experiences with the Lane Health Center both pre- and post the reorganization into University Health and Counseling Services (UHCS). The forum was held in 450 Dodge Hall during activities period, and was open to all members of the Northeastern University student body. Approximately fifteen participants with ten students attended the forum and spoke about their experiences with the health center. The students were primarily fourth- or fifth-year students from a variety of different academic programs.

A major theme that emerged from the student comments was that prior to the reorganization, several of the students had been undergoing longer-term care under the supervision of the medical staff at Lane, and after the reorganization, many of these care providers had transitioned out of the university. The feeling was, post-reorganization, in an attempt to serve a broader range of students, that some of the personalized care or attention was missing. Another theme that emerged from the conversation was the need or desire for a greater degree of follow-up for students that had visited the health center, either for medical or counseling needs.

In summary, the UHCS system is still in transition and is only now beginning to operate as intended. Given the student responses and input, the committee would suggest these preliminary recommendations:

1. The UHCS structure should address student desire to form a relationship with a care provider. The ability to establish trust in a patient provider relationship was a major theme that emerged from discussion.

2. The structure should assure adequate follow-up of students who have visited the health center, whether for medical or counseling needs. The discussion seemed to indicate some degree of confusion as to what a student's next steps were after visiting the center if he/she needed/wanted follow-up.

3. The services and purposes should be clearly delineated. Is it a place primarily dedicated to urgent care? Is it a place where students with chronic conditions can feel comfortable going? The need for clearer communication of what services can be accommodated was also an emerging theme.

Recommendation and Rationale:

Our committee continues to gather information and data from a myriad of constituencies. As a result of our recent open student forum, valuable insight was obtained by our committee from comments and observations made at that session.

Along with obtaining feedback from some of the students and through our interviews with the current administrative staff of the University Health and Counseling Services, the committee feels that there are several other constituencies that need to be heard, regarding their views on the changes and functioning of the Lane Health and Counseling Center. The committee has recommended the construction of a survey that will be sent out to students, faculty, and staff. This would also include both current and past staff of the Lane Health and Counseling Center. This survey would allow for presentation of views on the functioning of the health center by other parties that have had some involvement with the center. The committee is seeking to obtain this information which will then be evaluated with the information gathered to date and reported back to the faculty senate.

Our chairperson, Dr. William Sanchez, has initiated a conversation with Dr. Mark Putnam, Director of University Planning and Research. Dr. Putnam has expressed a willingness to assist our committee and provide the needed expertise of his office in designing and validating a survey instrument. A preliminary meeting with the committee and Dr. Putnam is scheduled for May 3, 2006. Our goal is to have the survey instrument designed and validated by the end of September 2006, and posted on the NU website during that semester.

Accordingly, we respectfully request that the Faculty Senate Agenda Committee reappoint the membership of our committee so that we may remain as currently constituted, for the 2006-2007 academic year as we continue to focus on our charge.

Our goal would be to present a final report to the Faculty Senate during the fall semester of 2006.

Respectfully Submitted,

Rhonda Board
Daniel D. Burkey
Stephen M. Kane
Rogan O'Handley
Philomena V. Mantella
William Sanchez

The following 'sense of the Senate' resolution was passed by the Faculty Senate in response to the closing of the Northeastern University Faculty Center:

3-29-06   **0506-13. Northeastern University's Faculty Center.**

WHEREAS the top 100 universities around the country have a Faculty Center, and Northeastern University aspires to that group,

BE IT RESOLVED That it is the sense of the Faculty Senate that a fully functioning Faculty Center be reopened and retained and that the Faculty Senate be included in future decisions concerning that Faculty Center. (28-0-0)

Action by the President: Informational, no action required; President's comment, "I intend to create a working group, with faculty participation, to review this matter and recommend the best course of action. In principle, I am supportive of maintaining a dining facility on campus like the faculty center."

The following are synopses of guests of the Faculty Senate during the 2005-06 academic year. Minutes of the specific meetings may be found at the Faculty Senate website.

10/19/05 - President Freeland.

President Freeland addressed the Senate on 19 October 2005 concerning the need to keep the institution focused on the top 100 goal by continuing to focus on improving the graduation rate; continuing to assess how coop and financial aid policies affect graduation rates; and continuing the attempt to impact peer rating and visibility. He also spoke of the physical Master Plan for the campus which consists of two phases: An amendment process whereby NU is under an obligation to produce a proposed amendment to the current Master Plan by January, 2006. The second phase—a new Master Plan—will begin immediately upon submission of the amendment. This new Master Plan has a deadline of September, 2006.

11/02/05 - Presentation by Mark Putnam: *Assessing Our Strategic Position*.
Mr. Putnam presented a brief presentation on NU's strategic progress, especially in light of the upcoming presidential transition. His intent was to benchmark two areas: the Action and Assessment Plan from the University Planning Council and NU's top 100 aspirations and oriented his presentation more toward issues surrounding faculty resources and where NU stands with respect to other institutions. The rankings discussed were primarily from the fall of 2004; were issued in 2005; and were shown in the 2006 *US News & World Report* rankings.

The categories presented for assessing progress are selectivity, student success, resources and reputation. NU uses the "lucky 13" private institutions as comparison. Student selectivity and student success are measured in the higher numbers and higher quality of students applying. Measures of resources are class size (percent of classes over 50 is down to 9%), faculty salaries, dollar expenditures per student, and alumni participation. Mr. Putnam, spoke about the Academic Investment Plan and noted that NU is lean on tenure and tenure-track faculty compared to the "lucky 13".

Mr. Putnam responded to many questions from faculty and explained the breakdown of the *USN&WR* rankings by the seven categories: reputation (peer assessment) 25%; retention 20%; faculty resources 20%; selectivity 15%; financial resources10%; graduation rate performance 5%; and alumni giving 5%. He reiterated that areas with the highest weights (faculty resources, retention, and selectivity) are improving, and financial is holding steady. Areas where progress is needed are graduate rate performance and alumni giving. He took the Senate through the sub-categories to provide added understanding of how the overall ranking can be affected and explained that movement in the sub-categories can significantly impact the overall rankings. In addition, he touched on the grumpier respondents to the peer assessment and the finer points of alumni giving (which has declined as compared to the 13).

Mr. Putnam addressed the Senators' questions concerning coop, transfer students, and TA ratios.   Provost Abdelal added that the Academic Investment Plan is on track.

12/14/05 -- Senate meeting with Presidential Search Committee

The following members of the Presidential Search Committee met with the Senate to get a sense of what the broader NU community sees as the challenges facing us in order for the Committee to determine what set of skills or experience the next President bring: George Chamillard, Trustee & Chair of the Presidential Search Committee, Prof. Barry Bluestone, Trustee Harry Daniels, Prof. Carol Glod, Peter Kunzel (student representative), Senior Vice President Vincent Lembo, Prof. Robert Lowndes, Trustee Katherine McHugh, Director Mark Putnam, and Trustee Jean Tempel.

The Senate responded with the following list of important qualities and issues for consideration: which were discussed at length by the Senators and the search committee.
  * More allocation of resources to the academic sector, including research funding
  * The vision to sell the institutions for funding-raising purposes; a top-ranking, major presence in the external world who will elevate NU's reputation and lead to larger endowment funds.
  * Someone with a stake in NU's strong tradition of shared governance and enough confidence to leave academics to the chief academic officers; someone who extends shared governance to matters of space and resource allocation and who buys into the principle of responsibility-centered management.
  * The charisma to be a presence in the world of public affairs and fundraising; the intelligence to know how to delegate.
  * The next President should buy into the NU mission that the education of students involves what goes on both inside and outside the classroom.

Trustee Daniels asked the Senate to translate all of this into qualifications criteria to which the Senators replied as follows:
  * Someone who will embrace and build on the vision we have of NU; someone who has the financial creativity to make that work.
  * Someone with the foresight to take NU to the next level, whatever that level is.

Mark Putnam asked the Senate for those things that would add leverage to move the University forward in an accelerated way or that would have positive impact. The Senators offered the following:

- NU may be the largest educational model in this country that includes both a quality academic experience and the potential for quality work experience and that this has been under-leveraged. Ten years down the road, no one should be able to compete with NU in that area.
- External funding in support of graduate education and funding of faculty.
- Division of labor is needed in a President who will provide external resources as well as manage internally.
- Absolute dedication to whatever it is that makes NU unique.

The Senators also suggested that entrepreneurship is an element that joins students and faculty in a manner not efficiently discussed. A new President must do what she/he can to foster that in the students and the faculty and understand that it is a common value.

2/22/06 -- Vice President Mucciolo for a budget presentation. With Samuel Solomon, Director, Budget Office.

Senior Vice President Mucciolo noted the five principles which have guided the budget for the past nine to ten years with varying emphasis: enrollment; financial aid; a dual approach that is used in the compensation process in which salaries are used to achieve equity, particularly in relation to the marketplace, be used to leverage other kinds of institutional success such the ability to attract and retain high-quality faculty and staff; continuing efforts to increase the number of tenure-track faculty and to make other improvements in the academic programs; and continuing efforts to honor the mandate to establish balanced budgets while taking into account all expenses and address the needs of the physical plant.

Mr. Mucciolo explained to the Senate several key elements regarding the budget: First, it has been crafted to be able to generate sufficient funds to pay expenses; second, it has taken into account the significant increase in energy costs, including those generated by building openings; and last the budget contains an embedded reallocation of $3 million, about 1%, that will help to fund support improvements that will be introduced later in the presentation. He went on to say that the budgets are driven by tuition, or what we do in terms of tuition increase and financial aid discounts. Tuition is generated by enrollments volume and retention; the number of terms the students will be here; graduate credit hours and head counts; the SPCS contribution to the overall finance situation; and funds that cover indirect costs in relation to funded research.

The Senior Vice President presented NU's tuition rate and how it compares with competitive institutions, as well as financial aid or the amount of tuition discount and how many students receive it. He took the Senate through each of the items that generate tuition and projected an
overall tuition gross increase of $34 million and a financial aid increase of $8 million. Other sources of revenue increase are expected in categories such as parking and application fees for a total in additional revenue of $29m.

Provost Abdelal discussed the implications of the proposed budget for faculty and staff compensation and operational support and noted that Northeastern is in the third year of the Academic Investment Plan where NU is adding faculty to respond to goals in undergraduate education, professional graduate education, and strategic research.

Other expenditures that will make demands on the budget but will enrich the quality of academic life are facilities-oriented. Building F will open in the fall. From the budget point of view the only requirement is to fund the operating costs. The building will supply three important components—classrooms, including a large lecture hall, the Honors Program office, and the African American Institute. Other projects include building an alumni center, which will include staff and conference facilities; property acquisitions; building renovations.

The Sr. VP concluded that the budget is very much in balance and the floor was opened for questions.

10-14-05   **0506-01. Name Change for Department of Architecture**:

BE IT RESOLVED That the Faculty Senate approve the name
change of the Department of Architecture to the School of
Architecture as approved by the College Council on 15 October
2003. (30-0-0)

Action by the President: Approved 5/1/06; BOT approved 5/5/06

11-16-05   **0506-02. UUCC – Cooperative Education Eligibility**
Requirement for Undergraduate Students:

BE IT RESOLVED That the Faculty Senate approve the
Cooperative Education Eligibility Requirement for Undergraduate
Students as approved by the University Undergraduate Curriculum
Committee on May 23, 2005. (26-0-1)

Action by the President: Approved 3/7/06; BOT approval not
required however comment by V. Lembo as follows: "Major policy
change however. Would recommend extensive Board discussion."

11-16-05   **0506-03. FAC Resolution #1 – Merit Increase:**

BE IT RESOLVED That the Faculty Senate support the
recommendation of the Financial Affairs Committee for a merit
raise pool of at least 4.9% for continuing faculty in fiscal year 2006-
07. (27-0-0)

Action by the President: Informational, no action required. 3/9/06;
BOT approval not required.

11-16-05   **0506-04. FAC Resolution #2 – Equity Pool:**

BE IT RESOLVED That the Faculty Senate support the
recommendation of the Financial Affairs Committee for an equity
pool in fiscal year 2006-07 that equals the total amount of the
market/equity gap between the salaries of Northeastern University
faculty and those of faculty at peer institutions, as determined by the
forthcoming study conducted by the Provost's office. (29-0-0)

Action by the President: Informational, no action required, 3/9/06;
BOT approval not required.

11-16-05   **0506-05. FAC Resolution #3 – Additional Equity Pool:**

BE IT RESOLVED That an additional equity pool of $250,000, which is only half of the salary inversion amount, be funded in fiscal year 2006-07 to begin to correct the salary distribution within the respective ranks of associate and full professors. (25-0-2)

Action by the President: Informational, no action required, 3/9/06; BOT approval not required.

12-07-05   **0506-06. Proposed Name change of the Department of Cardiopulmonary and Exercise Sciences in the College of Health Sciences:**

BE IT RESOLVED That the Faculty Senate approve the name change of the Department of Cardiopulmonary and Exercise Sciences to the Department of Health Sciences as approved by the faculty of the Bouvé College of Health Sciences. (29-0-0)

Action by the President: Approved 1/19/06; by BOT 1/27/06

12-07-05   **0506-07. UUCC Resolution — Amendment to the Undergraduate Residency Policy**

BE IT RESOLVED That the Faculty Senate approve amended language to the "Graduation Requirements" in the Undergraduate Catalog as approved by the UUCC on 10 November 2005. (25-0-0)

Action by the President: Approved 6/15/06; BOT apprv not needed per V. Lembo

1-25-06   **0506-08. 2005-06 Senate Academic Policy Committee — Proposed change to wording or Graduate Student Appeals Procedure.**

BE IT RESOLVED That the Faculty Senate approve the insertion of the words "or the faculty member" into the first sentence of Step #4 of the Graduate Student Appeals Procedure in order to make that policy consistent with all other NU academic appeals procedures. Step #4 would then read as follows:

Step #4: If the student *or the faculty member* is not satisfied with the disposition of the matter by the dean, or if the appeal has not been resolved within sixty working days after originally submitted to the dean, he or she may further

pursue the matter by requesting in writing that the vice provost convene an Appeals Resolution Committee. This committee has been designated by the president as the final authority on these matters. This request must be made within ten working days of the report of the dean or at the end of the 60-day resolution. (30-3-1)

Action by the President: Approved 8/4/06; BOT appr not needed per V. Lembo

2-08-06   **0506-09. New School Academic Advisory Committee —
Proposal for new School of Social Sciences, Urban Affairs and
Public Policy to be housed within the College of Arts and
Sciences.**

BE IT RESOLVED That the Faculty Senate approve the establishment of the proposed School of Social Sciences, Urban Affairs, and Public Policy as approved by the College of Arts and Sciences College Council and agreed to by its associate departments. (28-3-4)

Action by the President: Approved 3/9/06; BOT approved 4/7/06.

3-01-06   **0506-10. Executive Doctorate in Law and Policy.**

BE IT RESOLVED That the Faculty Senate approve the proposed Executive Doctorate in Law and Policy in the School of Professional and Continuing Students (SPCS) as approved by the Graduate Council on 11 January 2006. (18-2-3)

Action by the President: Approved 3/20/06; BOT approved 4/7/06.

3-01-06   **0506-11. Master of Science in Global Studies and International**
Affairs.

BE IT RESOLVED That the Faculty Senate approve the proposed Master of Science in Global Studies and International Affairs in the School of Professional and Continuing Studies (SPCS) as approved by the Graduate Council of 11 January 2006. (20-0-3)

Action by the President: Approved 3/20/06; BOT approved 4/7/06.

3-01-06   **0506-12. Master of Professional Studies in Geographic Information Technology.**

BE IT RESOLVED That the Faculty Senate approve the proposed Master of Professional Studies in Geographic Information Technology in the School of Professional and Continuing Studies (SPCS) as approved by the Graduate Council on 11 January 2006 (20-0-2)

Action by the President: Approved 3/20/06; BOT approved 4/7/06.

3-29-06   **0506-13. Northeastern University's Faculty Center.**

WHEREAS the top 100 universities around the country have a Faculty Center, and Northeastern University aspires to that group,

BE IT RESOLVED That it is the sense of the Faculty Senate that a fully functioning Faculty Center be reopened and retained and that the Faculty Senate be included in future decisions concerning that Faculty Center. (28-0-0)

Action by the President: Informational, no action required; President's comment, "I intend to create a working group, with faculty participation, to review this matter and recommend the best course of action. In principle, I am supportive of maintaining a dining facility on campus like the faculty center."

0506-14. ITPC Resolution #1 – Student Photos.

WHEREAS there are many requests, needs, and expectations with respect to making our registration, advising and Curriculum oversight systems more efficient and effective,

BE IT RESOLVED That the Faculty Senate support the recommendation of the Information Technology Policy Committee for the Registrar to make available student photos as an optional component of all course rosters. (25-2-2)

Action by the President: Appr 8/4/06; BOT appr not needed per V. Lembo

0506-15. ITPC Resolution #2 – Student Rosters for Graduate Courses

BE IT RESOLVED That the Faculty Senate support the recommendation of the Information Technology Policy Committee for the Registrar to make available electronic student rosters for graduate courses. (28-0-1)

Action by the President: Appr 8/4/06; BOT appr not needed per V. Lembo

0506-16. ITPC Resolution #3 – Replacement of Registrar's computer system.

BE IT RESOLVED That the Faculty Senate support the recommendation of the Information Technology Policy Committee, in conjunction with the Office of the Registrar, for replacement of the outdated Registrar's computer system with a state-of-the-art student information system that meets the needs and demands of Northeastern University students, faculty and administrators. (28-0-1)

Action by the President: Appr 8/4/06. Comment: "subject to availability of funds for the purpose; but it is needed." BOT appr not needed per V. Lembo

0506-17. FDC Revision of TCE Language

BE IT RESOLVED That the Faculty Senate approve the following revision of the May 23, 1994 resolution:

"… every unit shall carry out adequate, good faith teaching evaluations of *all instructors of record* as part of the annual merit review, as part of the tenure evaluation process, and/or *as part of* the promotion evaluation process as applicable. *The teaching evaluation results will be compiled by CEUT and sent in a timely manner to each instructor evaluated. A second copy of these results will be sent to the instructor's unit head, who will then see to it that those results are incorporated into the merit review process according to the Unit's procedures.* For probationary faculty, adequate good-faith evaluation procedures will include annual evaluation by two or more means, one of which must include student teaching evaluations (the SGA evaluations). The other means could include:
peer classroom visits;
peer evaluations of class materials
teaching portfolios
evaluations by earlier graduates of the program
other means appropriate to the discipline.

For tenured faculty, adequate good-faith teaching evaluations will include annual student teaching evaluations and, at least once every 3 to 5 years, evaluations by one or more additional means.

Written copies of the unit's procedures will be approved by the appropriate Dean and the Provost's office, and copies will be kept on file in the Provost's office.

(revision of Resolution #2 on Teacher Course Evaluations, passed by the Senate on May 23, 1994)

(28-0-1)

Action by the President: Appr 8/4/06. Comment: "I strongly support this and would hope departments would use <u>multiple</u> means of reviewing teaching, not just <u>two</u>." BOT appr not needed per V. Lembo

4-12-06   **0506-18. APC Resolution #1 – Approval of the General Education model:**

BE IT RESOLVED That the Faculty Senate approve the General Education model contained in the 2005-06 APC Reports: General Education at Northeastern University: Final Report and Recommendations, April 3, 2006. (19-5-2)

Action by the President: Appr 8/4/06. BOT appr not needed per V. Lembo.

4-26-06   **0506-19. APC Resolution #2 – General Education Implementation Committee:**

BE IT RESOLVED That the 2006-07 Senate Agenda Committee appoint a University-wide General Education implementation Committee, as described in the *2005-06 APC Report*, to oversee the development and implementation of the curricula to satisfy this requirement. (26-0-0)

Action by the President: Appr 8/4/06; BoT appr not needed per V. Lembo

0506-20. APC Resolution #3 – General Education Implementation Goal:

BE IT RESOLVED That the General Education requirements will be developed with the goal of implementing them beginning with the freshman class entering in September 2008. (27-0-0)

Action by the President: Appr 8/4/06. Comment: "Implementation will be dependent on proposed costs and availability of funds." BoT appr not needed per V. Lembo

0506-21. UUCC Resolution regarding Double Degrees:

BE IT RESOLVED That the Faculty Senate approve the UUCC's recommendation to permit students to complete a double degree or second baccalaureate in two colleges without being required to complete an extra 30 semester hours. (28-0-1)

Action by the President: Appr 8/4/06. BoT appr not needed per V. Lembo

0506-22. BS in Finance and Accounting Management

BE IT RESOLVED that the Faculty Senate approve the proposed Bachelor of Science in Finance and Accounting in the School of Professional and Continuing Studies as approved by the University Undergraduate Curriculum Committee on April 6, 2006. (30-0-0)

Action by the President: Approved 5/3/06; BOT approved 5/5/06. Comment: "This proposal is signed with the understanding that the current BSBA degrees offered in SPCS will be discontinued."

0506-23. BS in Management

BE IT RESOLVED That the Faculty Senate approve the proposed Bachelor of Science in Management in the School of Professional and Continuing Studies as approved by the University Undergraduate Curriculum on April 6, 2006. (26-0-0)

Action by the President: Approved 5/3/06; BOT approved 5/5/06. Comment: "This proposal is signed with the understanding that the current BSBA degrees offered in SPCS will be discontinued."

0506-24. MS in Applied Nutrition

BE IT RESOLVED That the Faculty Senate approve the proposed Masters of Science in Applied Nutrition in the School of

Professional and Continuing Studies as approved by the Graduate Council on April 6, 2006. (29-0-0)

Action by the President: Approved 5/03/06; BOT approved 5/5/06

0506-25. MS in Respiratory Care Leadership

BE IT RESOLVED That the Faculty Senate approve the proposed Masters of Science in Respiratory Care Leadership in the School of Professional and Continuing Studies as approved by the Graduate Council on April 6, 2006. (27-1-1)

Action by the President: Approved 5/03/06; BOT approved 5/5/06

0506-26. MS in Human Services

BE IT RESOLVED That the Faculty Senate approve the proposed Master of Science in Human Services in the School of Professional and Continuing Studies as approved by the Graduate Council on April 18, 2006. (27-1-0)

Action by the President: Approved 5/03/06; BOT approved 5/5/06

0506-27. Ph.D. in Nursing

BE IT RESOLVED That the Faculty Senate approve the proposed Ph.D. in Nursing as approved by the Graduate Council on April 18, 2006. (29-0-0)

Action by the President: Approved 5/03/06; BOT approved 5/5/06

0506-28. MS in Health Informatics

BE IT RESOLVED That the Faculty Senate approve the proposed MS in Health Informatics as approved by the Graduate Council on April 18, 2006. (25-0-0)

Action by the President: Approved 5/03/06; BOT approved 5/5/06

0506-29. MS in Applied Mathematics

BE IT RESOLVED That the Faculty Senate approve the proposed MS in Applied Mathematics as approved by the Graduate Council on April 18, 2006. (21-0-7)

Action by the President: Approved 5/03/06; BOT approved 5/5/06

0506-30. Special *ad hoc* Research Policy Oversight Committee Report and Resolutions (NOTE: These resolutions were voted upon as one.) (28-0-0)

BE IT RESOLVED That, in response to the report of the Research Policy Oversight Committee on the timeliness and responsiveness of University legal procedures, particularly those related to research, it is the sense of the Faculty Senate that both the Vice Provost for Research and the University Counsel Office report annually to the Research Policy Oversight Committee of the Faculty Senate on the documented response time for contract approval in their respective areas.

BE IT FURTHER RESOLVED That it is the sense of the Senate that the Vice Provost for Research and the Vice President and University Counsel report to the Research Policy Oversight Committee by September 15, 2006, on the feasibility of 1) establishing a faculty council or using other university offices to assist in risk assessment, 2) delegating specific legal services and/or contract signature authority to other appropriate University offices, and 3) implementing "best practices" of other national research universities to streamline the process of handling research contracts.

Action by the President: Informational, 8/4/06. Comment: "I regard this as informational to the President, since the General Counsel reports to me, but I am prepared to ask General Counsel to meet periodically with the Senate to discuss the processing of research contracts and to provide information on turn-around time." BoT appr not needed per V. Lembo

0506-31. Bouvé College of Health Sciences proposal to update titles.

WHEREAS, the current titling of Northeastern University's non-tenure track clinical faculty in the health professions is inconsistent with national norms; and

WHEREAS, the current titles disadvantage these faculty and the Bouvé College of Health Sciences; and

WHEREAS, faculty from the Bouvé College of Health Sciences voted (77-1-0) in favor of requesting clinical faculty titles that are consistent with national norms within their disciplines; therefore,

BE IT RESOLVED that the titles assistant clinical professor, associate clinical professor and clinical professor be applied to current and newly hired faculty who hold doctoral degrees. A new designation, clinical instructor, would be available for appointment of entry-level clinicians without doctoral degrees in their disciplines. Non-salaried clinical faculty who currently carry the titles of clinical instructor, clinical assistant professor, clinical associate professor and clinical professor shall be appointed with rank-appropriate *adjunct* clinical titles (i.e., adjunct clinical instructor, adjunct clinical assistant professor, adjunct clinical associate professor and adjunct clinical professor, respectively) to distinguish the nature of their positions from that of the newly created clinical faculty titles proposed herein.

BE IT FURTHER RESOLVED that the clinical and adjunct faculty titles described above be incorporated into the new Faculty Handbook at the appropriate time. (19-4-3)

Action by the President:

0506-32. Senate Special *ad hoc* Committee on the Calendar Report and Recommendations, Resolution #1: Reallocation

BE IT RESOLVED That, given the manifest shortage of classrooms documented in the Calendar Committee's report, the University undertake an immediate study of its current space utilization to identify and reallocate centrally-located administrative space for classroom purposes as outlined in its Recommendations. (27-0-0)

Action by the President: Informational, no action required, 8/4/06. BoT appr not needed per V. Lembo

0506-33. Senate Special *ad hoc* Committee on the Calendar Report and Recommendations, Resolution #2 — Classrooms in Master and fund-raising planning:

BE IT FURTHER RESOLVED That, in order to satisfy NEASC teaching/learning environment requirements, the University make the provision of classrooms that are of adequate numbers, sizes and equipment a high priority in its Master and fund-raising planning for the next ten years. (27-0-0)

Action by the President: Informational, no action required, 8/4/06. BoT appr not needed per V. Lembo

0506-34. Senate Special *ad hoc* Committee on the Calendar Report and Recommendations, Resolution #4 — Classroom quality questions in TCEP questionnaires:

BE IT FURTHER RESOLVED That some limited number of questions related to classroom quality be added to the existing TCEP questionnaires. (22-3-2)

Action by the President: Informational, no action required, 8/4/06. BoT appr not needed per V. Lembo

0506-35. Senate Special *ad hoc* Committee on the Calendar Report and Recommendations, Resolution #5 — Equipping classrooms

BE IT FURTHER RESOLVED That the University take immediate action to equip the remaining registrar-controlled classrooms, of sizes appropriate for such installation, with the current approved standard classroom technology. (21-4-1)

Action by the President: Appr 8/4/06. Comment: "This is highly desirable but is subject to availability of funds." BoT appr not needed per V. Lembo

See appendix 3 for a list of Senate resolutions regarding the Faculty Handbook which have not yet been signed by the President.

Carol A. Glod, Chair, Senate Agenda Committee
Address to the University, 28 September 2005

First, I would like to thank President Freeland for the opportunity to speak and give remarks. I congratulate him on his hard work and success towards the aspirations of the university and bringing Northeastern University to the U.S. News ranking of 115. I would also like to thank Provost Abdelal for his respect of and commitment to collaboration with the faculty and his leadership of the Faculty Senate. I would like to acknowledge the hard work of the faculty senators and Professor Bob Lowndes for his successful leadership of the Senate Agenda Committee (SAC) over the past four years. I thank the members of last year's Senate Agenda Committee who are continuing, Professors McKnight, Morrison and Peterfreund, and welcome back Professor Shay Bruns. I also want to acknowledge another person, who is not here today. His influence on me and on the work of the senate is reflected in the many accomplishments of the past years, and remains in the challenges yet to come, and that person is Professor Charlie Ellis.

Over the past year, through the hard work of the Senate and key administrators, we accomplished many important initiatives. I would like to highlight some of the work of the past year and frame what we see as several key issues for the upcoming year. We commend the hard work that the 2004-05 Financial Affairs Committee (FAC) completed last year. Under the leadership of Professors Lou Kruger and Bruce Wallin, the FAC, as part of their charges, reviewed faculty salaries and resources, and aspects of the University budget and budgeting process. However, the Financial Affairs Committee also expressed some frustration with parts of the process and made specific recommendations about faculty representation in the budget process, which were passed by the Senate. We now embark on the hard work of the FAC and SAC to shape the University budgeting process through the new University Fiscal Advisory Committee. I would like to express our appreciation to Provost Abdelal, Senior Vice President Mucciolo, and President Freeland for devising this new process that has the potential for profound effects on the budgeting process. We look forward to faculty representation in drafting the actual operating budget, and a successful and effective one that has active faculty involvement in the entire budget process.

The Faculty Handbook Committee, chaired by Professor Charlie Ellis, worked hard to complete their work and present final changes to the Senate, which were passed in spring. Over the next year, our goal is to take these revisions to finalize a working document that becomes operational. Chaired by Professor Gerry Herman, the Special Academic Policy Committee has been working on the details of an innovative general education proposal for undergraduate education. Over the next year, we now move forward to work out how individual programs and departments might fulfill the proposed general education requirements, as well as their solutions, problems and implementation funding needs. Based on this information, the Special Academic Policy Committee will make final adoption recommendations in the spring. Over the years, review and suggested revisions of the TCEs have been discussed. This year, Professor Ed Wertheim will chair the Special Faculty Development Committee, which will review and make recommend-ations to the TCEP system. In particular, they will assess its currency and usefulness, and recommend appropriate changes as may be appropriate—from relatively small changes involving individual questions and the current manner of processing the forms, to the replacement of the entire system.

Over the past year, the Lane Health Center and Counseling Services underwent a major reorganization and renovation. Under the leadership of Professor William Sanchez, we plan to survey other universities' health centers policies, procedures and staffing and make recommend-ations on how this new unit interfaces with faculty, residential life and other services on campus, as well as how it integrates physical and mental health care. The committee will also review the philosophy of the new unit and its model for health-care delivery. We have not only survived, but we successfully live in the semester system. Chaired by Professor Lowndes, we have established an Ad Hoc Calendar Committee. Over the course of the year, they will look at the summer term, assessing how well the students and faculty are served by the current split summer term, the current imbalance between the 65- and 100-minute sequences, and the desirability and feasibility of converting to a three-credit course system on a 50-minute class schedule for most undergraduate courses.

In addition to these specific areas, we now embark on a new phase for the university and begin the presidential search process. This leaves us with a major task for the upcoming year and raises important questions such as: Who are we? Where do we go from here? As we end one endeavor and begin a new one, faculty representation will be a very important part of crafting a vision for effective leadership over the years to come. I look forward to hearing from you, as do the members of SAC, for your opinions and thoughts. I believe that it is time to move beyond the quest for "top 100," since this important goal is imminent. The need to build our endowment is critical. However, we also need to focus on other important areas: building upon the existing strengths of the university, enhancing our unique reputation, attracting high quality faculty scholars and students, and strengthening the academic sector, particularly graduate education and research. I invite you to join me in helping to define and articulate our vision and future course to be competitive in academia. The faculty is the essence and foundation of the university, and Northeastern University has had a longstanding commitment to shared governance and faculty representation. Overall, there is much work to be done and we look forward to continuing our commitment to collaboration and shared governance between the faculty and the provost, Senior Vice President Mucciolo and the President.

STRUCTURE FOR NORTHEASTERN BUDGET PROCESS: 2005-06
RICHARD M. FREELAND
SEPTEMBER 5, 2005

1. The work of crafting the university's operating budget is a responsibility of the university administration.   The President has assigned primary responsibility for this task jointly to the Sr Vice President for Administration and Finance (Sr. VP A&F) and the Provost, who will work closely with the President at every stage of the budget development process.

2. It is a responsibility of the president, at the beginning of each budget development cycle to meet with the Provost and Sr VP A&F regarding priorities, issues and concerns that will influence the framing of the upcoming operating budget and to provide whatever guidance and parameters for the crafting of the budget the president determines to be relevant.

3. The Sr VP A&F and Provost shall receive and review operating budget requests from the various operating divisions of the university and shall establish a process and timetable for the submission of these requests.

4. To assist the Provost and Sr. VP A&F in developing the operating budget, to assure input into the budget development process by all major university constituencies, and to promote broad understanding of the universities financial situation, the Sr. VP and Provost will work with a Fiscal Advisory Committee (FAC) in developing the budget. The Provost and Sr VP A&F will co-chair this committee.

5. The role of the Fiscal Advisory Committee is to articulate on behalf of the university community the priorities that, in their view, should guide the drafting of the actual operating budget and to advise the Sr. VP and the Provost regarding the extent to which the committee feels both the draft and final budgets are consistent with the committee's views To this end, the Provost and Sr VP A&F will convene the FAC at each stage of the budget development process, beginning with an initial discussion of basic goals and priorities that should guide the development of the budget, through various stages of drafting, to a review of the final draft prior to its submission to the president.   In participating in the work of this committee, individuals, while drawn from various constituencies, are charged to think in terms of the well being of the entire university in formulating their views and recommendations.

6. It is a responsibility of the Sr VP A&F and the Provost to provide information to the FAC that enables the committee both to understand the university's financial circumstances in any given fiscal year in so far as these are germane to the drafting of the operating budget and to consider and discuss in a meaningful way the choices and priorities before the university in drafting of the operating budget. To this end it may be useful for the FAC to hear presentations from university leaders as to perceived needs for financial support in their areas of responsibility; these presentations should not be in the form of budget requests but rather in the form of policy-oriented discussions.   As part of these presentations, the FAC should hear from the Vice President for Human Resources regarding issues of compensation and from the Director of Research and Planning, on issues related to the University's long range plans.   Members of the FAC are invited to request information or presentations that, in their view, would be helpful to them in

understanding the shape of the budget and the needs of various functions and dimensions of the university.

7. The membership of the FAC shall include thirteen members as follows:

> Sr VP A&F   co-chair
> Provost   co-chair
> 4 Faculty chosen as follows
>   -Chair of the SAC
>   -Chair of Financial Affairs Comm.
>   -2 other faculty appointed by the SAC in consultation
>   With the Provost
> Sr VP for Enrollment Management and Student Affairs
> Sr VP for Advancement
> 2 Deans selected by Dean's council
> 1 Staff Rep Selected by Staff Council
> Pres of SGA
> Pres of GPSA

The role of the co-chairs is to preside over and organize the discussions of the Committee. The co-chairs will vote only when it is necessary to effect the outcome of the committee's deliberations.

Also, two non voting staff members, one designated by each of the co-chairs, to support the work of the FAC. For 2005-06 these will be:
> Budget Director
> Director Academic-Fiscal Affairs

8. In the spring of 2006, following preparation of the 2007 budget, the Sr. VP A&F and Provost shall convene the SAC to discuss major issues and concerns regarding university-wide patterns of resource allocation that could not be appropriately or adequately addressed during the actual drafting of the FY07 budget. This process is intended to provide members of the FAC and the constituencies they represent with an opportunity to engage the administration in a dialogue about the deployment of the university's fiscal resources that is difficult to have under the pressure of preparing an annual operating budget. This discussion is intended to provide background and context for the drafting of the FY08 budget in the fall of 2006.   A determination will be made at the end of the spring as to whether this type of discussion would be useful on an annual basis as part of a regular budget cycle.

9.At the end of the spring of 2006 the committee will review the work of the year and offer its evaluation of the new structure and processes established by this document.

29 January 2006

TO: President Richard M. Freeland

FROM: Carol A. Glod, Chair, Senate Agenda Committee

RE: Faculty Handbook Resolutions

Enclosed for your approval are resolutions pertaining to the specific sections of the revised final Faculty Handbook that have been passed by the Faculty Senate. Our goal is to have them (and the entire Faculty Handbook) in effect and available to faculty in time for the next faculty contract period. In addition, I've enclosed the most recent edition of the Faculty Handbook in which we have substituted the current Faculty Senate Bylaws because the Bylaws Resolution of 9 February 2005 was not approved. We've also inserted the current UUCC Bylaws in the space left in the 4/11/05 version which you received in October. We will send an electronic copy in PDF of the revised final Faculty Handbook as well.

For ease of reading, the enclosed resolutions are in order of the revised final Handbook by section, rather than chronological order by the date the resolution passed the Senate. The 23 resolutions enclosed are as follows:

9/30/02   0203-01. Ad Hoc Faculty Handbook Review Committee Resolution #1 - Organization of Handbook

SECTION IV:

3/10/04   0304-23. *Ad Hoc* Faculty Handbook Committee Resolution #1-IV.H (Conflict of Commitment and Interest)

4/20/05   0405-60. *Ad Hoc* Committee to Review the Faculty Handbook - Conflict of Interest Resolution:

3/10/04   0304-24. *Ad Hoc* Faculty Handbook Committee Resolution #2-IV.J.1 (Patent Policy)

3/17/04   0304-25. *Ad Hoc* Faculty Handbook Committee Resolution #2-IV.J.2 (Copyright Policy)

SECTION V:

1/14/04   0304-18. Reconsidered *Ad Hoc* Faculty Handbook Committee Resolution #1-V.B.7 (Conference Hours)

               0304-17. *Ad Hoc* Faculty Handbook Committee Resolution #2-V.G (Examination Policies)

1/28/04   0304-19. *Ad Hoc* Faculty Handbook Committee Resolution #3-V.H (Grading)

1/28/04   0304-20. *Ad Hoc* Faculty Handbook Committee Resolution #4-V.I. (Tutoring)

SECTION VI:

9/30/02   0203-02. Ad Hoc Faculty Handbook Review Committee Resolution #2 - Section VI Preamble:

      PART A:

11/18/02   0203-06. Ad Hoc Faculty Handbook Review Committee Resolution #3 - Preamble and Sections VI.A.1 and VI.A.2:

          0203-07. Ad Hoc Faculty Handbook Review Committee Resolution #4 - Section VI.A.3 (Performance Expectations):

          0203-08. Ad Hoc Faculty Handbook Review Committee Resolution #5 - Section VI.A.4 (Appointment and Review):

12/02/02   0203-10. Ad Hoc Faculty Handbook Review Committee Resolution #6 - Section VI.A.5 (Salary Adjustments):

11/25/02   0203-09. Ad Hoc Faculty Handbook Review Committee Resolution #7 - Section VI.A.6 (Workload Policies):

12/02/02   0203-11. Ad Hoc Faculty Handbook Review Committee Resolution #8 - Section VI.A.7 (Grievance Process):

4/14/03   0203-18. Ad Hoc Faculty Handbook Review Committee Resolution #9 - Section VI.A.8 (Tenure):

4/21/03   0203-20. Ad Hoc Faculty Handbook Review Committee Resolution #10 - Section VI.A.9 (Promotion):

5/19/03   0203-28. *Ad Hoc* Faculty Handbook Review Committee Resolution #12 - Sections VI.A.11.a (Sabbatical Leaves) and VI.A.11.b (Professional Leaves):

5/12/03   0203-27. *Ad Hoc* Faculty Handbook Review Committee Resolution #11 - Section VI.A.12.a (Resignation and Abandonment):

6/02//03   0203-38. *Ad Hoc* Faculty Handbook Review Committee Resolution #13 - VI.A.12.b.3 (Dismissal of a Faculty Member for Cause):

      PART B:

3/09/05   0405-32. *Ad Hoc* Committee to Review the Faculty Handbook Resolution #1 – Section VI.B (Term Faculty Appointments)

      PART C;

3/23/05   0405-34. *Ad Hoc* Committee to Review the Faculty Handbook Resolution #2 – Section VI.C (Special Academic Appointments: Lecturer, Research Professor/Scientist/Scholar, Clinical Faculty, Adjunct Faculty, Visiting Faculty

/hlb