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Annual report of the Faculty Senate, Northeastern University: 2006-2007

Northeastern University - Faculty Senate

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2006-2007 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 Stephen W. McKnight, Vice Chair
Professor Sharon M. Bruns
Professor James A. Fox
Professor Tracy L. Robinson-Wood

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

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Executive Summary

The Senate Agenda Committee met periodically during the summer of 2006 and weekly during the academic year. We reviewed the work of the previous year's committees and Senate, and developed the priorities and charges for the year. This was a year of transition as President Joseph Aoun began his presidency at Northeastern University. He addressed the Senate on October 18, 2006 and distillation of his remarks may be found on page 96.

Priorities

During the 2006-2007 academic year, several important key issues and priorities were addressed: an implementation plan for the undergraduate core curriculum (General Education); revision of the current Teacher-Course Evaluation Program (TCEP); review of the current system of merit review of faculty, academic honesty, graduate enrollment and admissions; review of student handbooks; and review of several proposed degrees/programs throughout the University. In addition, the Senate debated and passed a change to the existing bylaws to eliminate the elected Senate seat from the Division of Cooperative Education, see resolution numbers 0607-26 and 0607-27 on page 108. Racist incidents directed toward a member of the faculty were also discussed and denounced at the November 15, 2006 meeting, resulting in resolution number 0607-08 (page 94), which included the call for a special committee, now the President's Committee on Community Harmony and Inclusion. Finally, the Senate Agenda Committee began discussions about concerns raised relative to faculty governance processes and faculty input into major university policies (including tenure and promotion policies and budgeting). Presently, there are 22 outstanding resolutions on revisions to the Faculty Handbook, which were passed by the Faculty Senate during 2002-2005, that impact shared governance as well as faculty roles and responsibilities.

Teacher-Course Evaluation Program (TCEP)

The current Teacher-Course Evaluation Program (TCEP) has been in existence for decades without major review or revision. In collaboration with the Student Government Association and the Office of the Provost, the Special Senate Committee for Faculty Development was charged with reviewing the previous year's report on TCEP and revising the specific questions used to evaluate all courses at the University. The committee proposed and brought to the Senate a revision of the course ratings, Teacher Rating Course Evaluation (TRACE), and further recommended these be completed online (See page 26). On February 28, 2007, the Faculty Senate passed a series of resolutions that set the stage for replacing the current Teacher-Course Evaluation Program (TCEP) with an electronically administered Teacher Rating Course Evaluation (TRACE) instrument. The last of their resolutions directed the Senate Agenda Committee to establish a Special Ad Hoc Committee on TRACE Implementation. The overall task of this Committee is to design, oversee and evaluate the steps needed to effect the transition from the existing pencil-and-paper TCEP tool to an electronic TRACE instrument. (See page 25).

The Excellence in Teaching Award Selection Committee redesigned the submission process and review of applications for recognizing faculty colleagues for excellent undergraduate and/or graduate teaching. The committee reviewed approximately 150 applications, a record number, and recommended two recipients, Professor Elizabeth Britt (Department of English) and Professor Gail Begley (Department of Biology).

Merit Processes

All tenure-track and tenured faculty members are evaluated annually. Section IV.E.2.b(1-3) of the Faculty Handbook currently contains several sections related to merit, including the process for determining merit and for making individual merit determinations, and the function of merit. Section IV.E.2.b.2) clearly states that the purpose of merit is guidance and reward. The Senate Agenda Committee, in consultation with the Provost, believes that the current process for merit distribution is flawed in many respects, and is in need of review and revision. Therefore, once the 2006-07 Special Senate Committee for Faculty Development completed its work on TCEP/TRACE, we re-staffed and charged it to review current language and procedures concerning merit and outstanding resolutions passed by the Faculty Senate on merit/equity, and to consider alternate models for distribution of merit. This committee is scheduled to complete its charge by December 2007.

Student Handbooks

Over the years, Northeastern has seen the creation and development of three student handbooks: the Undergraduate Student Handbook, the Graduate Student Handbook, and the SPCS Student Handbook. Thus we charged the Ad hoc Committee to Review Student Handbooks with surveying the three handbooks, noting discrepancies that exist among them. They have proposed a single unified handbook applicable to all student constituencies, for review by the Senate (anticipated fall 2007).

Implementation of Undergraduate Core Curriculum/General Education

The overall objective for the General Education model is to prepare Northeastern University students for success after graduation in their lives and work, as lifelong learners and active citizens in a global community. Passed by the Senate in April 2006, and originally envisioned for the freshman class entering in September 2008, the target date was changed to September 2007 in preparation for strategic planning and the upcoming NEASC reaccreditation, as well as in response to strong support from President Aoun.

The committee created a draft assessment document to judge the appropriateness of courses for the General Education requirements. As part of this process, all departments went through a checklist of General Education requirements and now have a plan that will meet the General Education program requirements for their majors. Their complete report is found on page 57.

Graduate Admissions Review

The 2006-07 Special Senate Committee on Enrollment and Admissions focused on graduate issues. Specifically, they reviewed the current graduate admissions process in the University and made recommendations, where necessary, for changes to a) standards and guidelines for admissions, b) advertising and marketing for potential graduate students, and c) organization and structure of graduate admissions. The committee was also asked to consider the role of graduate coop in the University. Their report, discussed at the Faculty Senate on April 11, 2007, supported a University-wide online application system but recommended continuing the decentralized system for graduate admission decisions in the individual units. They also reviewed fellowships and assistantships and recommended expanding support for recruitment of graduate students and graduate coop opportunities. See page 21.

Recommendations for faculty salaries and university budget

The 2006-07 Senate Committee for Financial Affairs (FAC) provided an elegant report recommending merit raise pool of at least 5.6% for continuing faculty in fiscal year 2007-2008, and a minimum equity pool of \$1 million that passed unanimously on December 13, 2006.

FAC also analyzed the past year's budget process for its effectiveness in two major areas: participation of faculty in the process and whether the resulting budget reflected faculty concerns and priorities. Their report noted positive aspects to the 2007-2008 budget including: more funds being allocated to academic areas, e.g., significant new investment in faculty lines; increased funding for graduate students; and significant dollar amounts that addressed equity shortfalls. However, they also noted the sense that faculty raises are set as residual figures after other priorities have been met, with a "ritualistic 3%" determination for merit raises. They concluded that the faculty's input into the budget process and priorities was diminished from the previous year, and this diminution is inconsistent with Northeastern University's proud history of shared governance. FAC reports begin on page 32.

Academic Honesty

The charge to the 2006-07 Senate Committee for Academic Policy focused on issues concerning academic honesty and on review of current NU practice to recommend best practices for students with academic difficulties. The committee's report (page 65), received by the SAC after the last Senate meeting, was reviewed and proposed resolutions (for consideration in the fall 2007) focus on recommendations to prevent or discourage cheating and academic dishonesty to provide a baseline guide for faculty.

Process of Administrator Evaluations

This year the 2006-07 Senate Committee for Administrator Evaluation Oversight (AEOC) received a formal charge in addition to their ongoing work of overseeing the individual evaluation committees. The charge focused on reviewing the evaluation process for possible simplification, considering a "laddered approach" to evaluation, and reviewing the current content of surveys for possible streamlining. See page 60. Their report recommended, and the SAC agreed, to continue staffing the individual evaluation committees with five members. They also recommended against using a template questionnaire in the evaluation process. Several other recommendations involving the process to enhance the strengths of the existing system and improve efficiency are currently under review by the Senate Agenda Committee.

Information Technology

The 2007-08 Senate Committee for Information Technology Policy (ITPC) reviewed several major issues: the status of electronic rosters, grade submission, commercial and non-commercial uses of the Web through University servers, and a campus-wide wireless system. In addition to the specific charges provided by the Senate Agenda Committee, the ITPC also considered two additional issues: availability of word processing software and The InfoCommons Computer Laboratory, described in the 2006-2007 report of the ITPC (page 44). They concluded that there are adequate resources currently to support the use of Blackboard. At the end of the academic year 2006-2007, there was no direct progress to include pictures on electronic rosters, pre-requisites or electronic grade submission. However, these may be possible with the introduction of the new student information system (SIS). By the beginning of the 2007 fall semester, the Boston campus will be 100% wireless with the exception of residence hall rooms and apartments. Although the ITPC recommended establishment of an Academic Software Application Assessment and Adoption Committee to review proposed academic software acquisitions for distribution through the Northeastern On

Demand service, the SAC agreed to consider charging next year's committee to explore this recommendation.

Research Grant Processing and Research Infrastructure

The 2006-07 Senate Committee for Research Policy Oversight was charged with reviewing and proposing changes to the administrative structure of the University as it impacts research, processing of research contracts, and research building needs. However, they met infrequently and did not complete a report. The SAC reviewed some of the key issues in a meeting with Provost.

Conclusion

Finally, a special note of thanks to the 41 members of the 2006-07 Senate, the leadership of the Senate Agenda Committee, the Senate office staff, and the over 130 members of the faculty who selflessly devoted their time and energy to University service over the past year. In a year of transition, the time and effort made by our colleagues to the spirit and process of shared governance is very much appreciated and highly regarded. The hard work of each committee member is reflected in the many thoughtful proposals, resolutions, and reports contained in this annual report.

Respectfully submitted,

Carol A. Glod
Chair
2006-07 Senate Agenda Committee

2006-07 Faculty Senate Members

Faculty

Neil O. Alper (Econ)*	301 LA	2839
Christopher J. Bosso (PoliSci)**	303 ME	4398
Sharon M. Bruns (Acct)*	404 HA	4648
Dennis R. Cokely (ASL)**	405 ME	3064
Richard A. Daynard (Law)**	117 CU	2026
James A. Fox (CJ)**	204 CH	3296
Thomas R. Gilbert (Chem&ChemBio)**	50 NI	8175
Carol A. Glod (Nursing)**	211 RB	3105
Carole D. Hafner (CCIS)*	202 WVH	5116
Robert L. Hall (AAS, History)*	132 NI	2621
Eric W. Hansberry (SET)*	120 SN	4852
Gerald Herman ((HIS)**	249 ME	4441
Malcolm D. Hill (Earth&EnvironSci)**	14 HO	4377
Leon C. Janikian (Music)*	351 RY	4133
Stephen M. Kane (Coop-Engg)*	442 DA	3452
Ganesh Krishnamoorthy (Acct)*	404 HA	4651
Stephen McKnight (Elec&CompEngg)**	409 DA	2060
Joseph Meador (Fin&Ins-CBA)**	413 HA	4713
Stuart S. Peterfreund (Eng)*	RY 257	7013
Stephen Reucroft (Physics)*	111 DA	2941
John R. Reynolds (Pharm Practice)**	206 MU	5003
Tracy L. Robinson (Couns&ApplPsys)**	203 LA	5936
William Sanchez (Couns&ApplPsych)*	203 LA	2404
Thomas O. Sherman (Math)**	567 LA	2785
Thomas Starr (VisualArts)**	239 RY	5286
Phyllis R. Strauss (Bio)*	134 MU	3492
Ali Touran (Civil&EnvirEngg)**	400 SN	5508
Jonathan B. Welch (Fin&Ins-CBA)**	413 HA	4572
Professor Bruce A. Wallin (PoliSci)*	303 ME	4405
Ronald Willey (ChemEng)*	342 SN	3962
Alan J. Zaremba (Communic)**	101 LA	4073

Administrators

Ahmed T. Abdelal (Provost)	112 HA	2170
Luis M. Falcon (Vice Prov, Grad Ed)	112 HA	7464
Larry A. Finkelstein (Dean, Comp & Inf Sci)	202 WVH	2462
Christopher Hopey (VP & Dean, SPCS)	295 RY	2412
Mohamad Metghalchi (Int. Dean, Engg)	230 SN	2152
Thomas E. Moore (Dean, CBA)	101 HA	3239
Susan G. Powers-Lee (Vice Prov, UG Stu.)	112 HA	2842
Mark L. Putnam (Chief Planning Officer)	526 CP	5038
James R. Stellar (Dean, CAS)	100 ME	5173
Stephen R. Zoloth (Dean, Bouvé)	215 BK	3323

* Term expires June 30, 2007

** Term expires June 30, 2008

2006-07 Faculty Senate by College

Arts & Sciences	Criminal Justice
Neil O. Alper (Econ)*	James A. Fox (CJ)**
Christopher J. Bosso (PoliSci)**	
Dennis R. Cokely (ASL)**	Engineering
Thomas R. Gilbert (Chem&ChemBio)**	
Robert L. Hall (AAS, History)*	Eric W. Hansberry (SET)*
Gerald H. Herman (His)**	Stephen W. McKnight (Elec&CompE)**
Malcolm D. Hill (Earth&EnvironSci)**	Ali Touran (Civil&EnvirE)**
Leon C. Janikian (Music)*	Ronald Willey (ChemE)*
Stuart S. Peterfreund (Eng)*	Law
Stephen Reucroft (Physics)*	
Thomas O. Sherman (Math)**	Richard A. Daynard**
Thomas Starr (VisArts)**	
Phyllis R. Strauss (Bio)*	Administrators
Bruce A. Wallin (PoliSci)*	
Alan J. Zaremba (Communic)**	Ahmed T. Abdelal (Provost)
	Luis M. Falcon (Vice Prov, Grad Ed)
Bouvé	Larry A. Finkelstein (Dean, Comp & Inf Sci)
	Christopher Hopey (VP & Dean, SPCS)
Carol A. Glod (Nursing)**	Mohamad Metghalchi (Int. Dean, Engg)
John R. Reynolds (Pharm Practice)**	Thomas E. Moore (Dean, CBA)
Tracy L. Robinson (Couns&ApplPsys)**	Susan G. Powers-Lee (Vice Prov, UG Stu.)
William Sanchez (Couns&ApplPsych)*	Mark L. Putnam (Chief Planning Officer)
	Srinivas Sridhar (Vice Prov, Rsch)
Business Administration	James R. Stellar (Dean, CAS)
	Stephen R. Zoloth (Dean, Bouvé)
Sharon M. Bruns (Acctg)*	
Ganesh Krishnamoorthy (Acctg)*	
Joseph W. Meador (Fin&Ins)**	
Jonathan B. Welch (Fin&Ins)**	
Computer & Information Science	
Carole D. Hafner (CCIS)*	
Co-op	
Stephen M. Kane (Coop-Engg)*	

* Term expires June 30, 2007

** Term expires June 30, 2008

2006-07 Senate Agenda Committee Members

Professor Carol A. Glod (Nursing), Chair
Professor Stuart S. Peterfreund (Eng), Secretary
Professor Sharon M. Bruns (Acct)
Professor James A. Fox (CJ)
Professor Stephen McKnight (Elec&CompEngg), Vice Chair
Professor Tracy L. Robinson (Couns&ApplPsys)

Senate Committee List 2006-07

As of 6-14-07

Senate Standing Committees

Special Committee on Academic Policy

Professor Malcolm D. Hill, Chair (Earth & Environmental Sciences)
Professor William J. DeAngelis (Philosophy & Religion)
Professor Thomas Starr (Visual Arts)
Professor Ali Touran (Civil & Environmental Engineering)
Professor Alan J. Zaremba (Communication)
Director Maureen E. Kelleher (University Honors Program)
Director Valerie Randall-Lee (Office of Student Conflict & Conflict Resolution)
Professor Sharon M. Bruns, SAC Liaison (CBA-Accounting)

Special Committee on Enrollment and Admissions Policy

Professor Christopher J. Bosso (Political Science)
Professor Laura Morgan Greene (English)
Professor Vanessa Johnson (Counseling & Applied Educational Psychology)
Professor Bradley M. Lehman, co-chair (Electrical & Computer Engineering)
Professor Peter K. Manning (Criminal Justice)
Professor Samuel J. Matthews, co-chair (Pharmacy Practice)
Professor Mitchell Wand (Computer & Information Science)
Professor Jonathan B. Welch (Finance & Insurance-CBA)
Vice Provost Luis M. Falcon (Graduate Education)
Professor Stephen McKnight, SAC Liaison (Electrical & Computer Engineering)

Special Committee on Faculty Development

Professor Thomas Sherman, Chair (Mathematics)
Professor Dennis R. Cokely (American Sign Language)
Professor Thomas R. Gilbert (Chemistry & Chemical Biology)
Professor Michael R. Lipton (Philosophy & Religion)
Professor Donna Qualters (Education)
Professor Betty Salzberg (Computer & Information Science)
Vice Provost Susan G. Powers-Lee (Undergraduate Studies)
Mr. Michael J. Paradiso (SGA)
GPSA Representative (TBA)
Professor Tracy L. Robinson-Wood, SAC Liaison (Counseling & Applied Educational Psychology)

2007 Special Senate Committee for Faculty Development:

Professor Thomas Sherman, Chair (Mathematics)
Professor Thomas R. Gilbert (Chemistry & Chemical Biology)
Professor James Fox (Criminal Justice)
Professor Steven A. Morrison (Economics)
Professor Louis Kruger (Counseling & Applied Psychology)
Professor Shiawee Yang (CBA)
Dean Thomas Moore (CBA)

Committee on Financial Affairs

Professor Sharon M. Bruns, Chair (CBA, Accounting)
Professor Neil O. Alper (Economics)
Professor Ganesh Krishnamoorthy (CBA, Accounting)
Professor Louis J. Kruger (Counseling & Applied Educational Psychology)
Professor Yiannis A. Levendis (Mechanical & Industrial Engineering)
Professor Carol A. Glod, SAC Liaison (Nursing)

Committee on Information Technology Policy

Professor Timothy J. Rupert, Chair (CBA, Accounting)
Professor Leon C. Janikian (Music)
Professor Ronald Mourant (Mechanical & Industrial Engg)
Professor Neal J. Pearlmuter (Psychology)
Director Glenn L. Pierce (IS Strategy & Research, Criminal Justice)
Dean Christopher E. Hopey (School of Professional & Cont. Studies)
Director Leslie Hitch (Academic Technology Services)
Professor James A. Fox, SAC Liaison (Criminal Justice)

Committee on Research Policy Oversight

Professor Ahmed Busnaina, Chair (Mechanical & Industrial Engineering)
Professor Hortensia D. Amaro (Inst. On Urban Health Research)
Professor Barry Bluestone (Center for Urban & Regional Policy)
Professor Paul M. Champion (Physics)
Professor Matthias Felleisen (Computer & Information Science)
Professor Alexandro Makriyannis (Pharmaceutical Sciences)
Professor Joanne Miller (Psychology)
Professor Carey Rappaport (CenSSIS, Electrical & Computer Engineering)
Professor Michail Sitkovsky (Pharmaceutical Sciences)
Professor Srinivas Sridhar (*ex officio*) (Physics)
Professor Stephen McKnight, SAC Liaison (Electrical & Computer Engineering)

Ad Hoc Senate Committees

Ad Hoc Committee on the Quality of Campus Life

Professor William Sanchez, Chair (Counseling & Applied Educational Psychology)
Professor Daniel D. Burkey (Chemical Engineering)
Professor Stephen M. Kane (Coop-Engineering)
Professor Susan J. Roberts (Nursing)
Professor Phyllis R. Strauss (Biology)
SGA Rep (TBA)
GPSA Rep (TBA)
Professor James A. Fox, SAC Liaison (Criminal Justice)

Ad Hoc Committee to Review Student Handbooks

Professor Gerald H. Herman, Chair (History)
Professor Stephen M. Kane (Cooperative Education)
Professor Ronald Willey (Chemical Engineering)
Glenn C. Hill (Dir., IS Operations & Solutions)
Professor Edward L. Jarroll (Arts & Sciences)
Emily F. Kales (CAS, Asst. Academic Specialist)
Director Valerie J. Randall-Lee (Office of Student Conflict & Conflict Resolution)
Professor Stuart S. Peterfreund, SAC Liaison (English)

Ad Hoc Committee for General Education Implementation

Professor M. (Pete) Gilmore, Chair (Mathematics)
Professor Malcolm Hill (Earth & Environmental Sciences)
Professor Vanessa D. Johnson (Bouvé)
Professor Stephen M. Kane (Cooperative Education)
Professor Kathleen Kelly (English)
Professor Nancy Kindelan (Theater)
Professor Richard Rasala (CCIS)
Professor Thomas C. Sheahan (Engineering)
Professor Simon I. Singer (Criminal Justice)
Professor Edward Wertheim (CBA, Human Resources Management)
Dean Jack R. Greene (Criminal Justice)
Nina LeDoyt, Sr. Associate Registrar
Michael J. Paradiso, SGA Representative
Vice Provost Susan G. Powers-Lee (Undergraduate Studies)
Associate Dean Richard J. Scranton (Engineering)
Dean Stephen R. Zoloth (Bouvé)
Professor Carol A. Glod, SAC Liaison (Nursing)

Administrator Evaluation Oversight Committee and individual Evaluation Committees

Administrator Evaluation Oversight Committee

Professor Wallace W. Sherwood, Chair (Criminal Justice)
Professor Peter D. Enrich (School of Law)
Dean Larry A. Finkelstein (Computer & Information Science)
Professor Elizabeth P. Howard (Nursing)
Professor Karin N. Lifter (Counseling & Applied Educational Psychology)
Professor Carol A. Glod, SAC Liaison (Nursing)

Committee to Evaluate Janet L. Bobcean, Chair, Theatre

Professor Harlow L. Robinson (Modern Languages)
Professor Edwin C. Andrews (Visual Arts)
Professor Rhea T. Eskew (Psychology)
Professor Linda J. Ferrier (Speech, Language Pathology & Audiology)
Professor Robert E. Gilbert (Political Science)
Professor Peter D. Enrich, AEOC Liaison (School of Law)

Outcome: **committee did not meet**; administrator resigned as chair

Committee to Evaluate Paul J. Bolster, Coordinator, CBA-Finance & Insurance

Professor Shelia M. Puffer, Chair (International Business & Strategy)
Controller William E. Kneeland, Jr. (Controller)
Professor Donald R. King (Mathematics)
Professor Steven A. Morrison (Economics)
Professor Francis C. Spital (CBA-Human Resources Management)
Professor Peter D. Enrich, AEOC Liaison (Law)

Outcome: Report released to unit

Committee to Evaluate Joan Fitzgerald, Director, Law Policy & Society

Professor Natasha A. Frost, Chair (Criminal Justice)
Professor Thomas H. Koenig (Sociology & Anthropology)
Professor Emanuel J. Mason (Counseling & Applied Educational Psychology)
Professor Robert C. McOwen (Mathematics)
Professor David M. Phillips (Law)
Professor Elizabeth P. Howard, AEOC Liaison (Nursing)

Outcome: Report released to unit

Committee to Evaluate Peter G. Furth, Chair, Civil & Envir E

Professor Max Diem, Chair (Chemistry & Chemical Biology)
Professor Hamid Nayeab Hashemi (Mechanical & Industrial Engineering)
Professor Malcolm D. Hill (Earth & Environmental Science)
Professor Miriam E. Leeser (Electrical & Computer Engineering)
Professor Richard D. Porter (Mathematics)
Professor Karin N. Lifter, AEOC Liaison (Counseling & Applied Educational Psychology)

Outcome: Report released to department

Committee to Evaluate Meredith H. Harris, Chair, Physical Therapy

Asst. Dean George R. Atkinson, Chair (School of General Studies)
Professor Margaret Christensen (Nursing)
Professor Debra Lynn Franko (Counseling & Applied Educational Psychology)
Professor Richard L. Marsh (Biology)
Professor Gerald E. Schumacher (Pharmacy Practice)
Professor Peter D. Enrich, AEOC Liaison (Law)

Outcome: Report released to department

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 Elizabeth P. Howard, AEOC Liaison (Nursing)

Committee to Evaluate Thomas E. Moore, Dean, CBA

Professor Christopher J. Bosso, Chair (Political Science)
Professor Ali Abur, (Electrical & Computer Engineering)
Professor Daniel J. Givelber (School of Law)
Professor Daryl A. Hellman (Economics)
Dean Paul M. Zavracky (School of Technological Entrepreneurship)
Professor Wallace W. Sherwood, AEOC Liaison, (Criminal Justice)

Outcome: Report released to College

Committee to Evaluate Edward Warro, Dean, University Libraries

Professor William Fowler, Chair (History)
Professor Arvin Grabel (Electrical & Computer Engineering)
Professor Kathy M. Howlett (English)
Dean Mohamad Metghalchi (Interim Dean, College of Engineering)
Associate Dean Mary Loeffelholz (Graduate Education)
Professor Wallace W. Sherwood, AEOC Liaison, (Criminal Justice)

Outcome: Committee released

Search Committees

Biology Chair Search Committee (External)

Professor Kim Lewis, Chair (Biology)
Professor Dana H. Brooks (Electrical & Computer Engineering)
Professor Paul M. Champion (Physics)
Professor Richard L. Marsh (Biology)
Professor Geoffrey C. Trussell (Biology)
Professor Carol Glof, SAC Liaison (Nursing)

Outcome: In process

College of Engineering Dean Search Committee (External)

Associate Dean Yaman Yener, Chair (Graduate Programs, Engineering)
Professor Daniel D. Burkey (Chemical Engineering)
Professor Miriam E. Leeser (Electrical & Computer Engineering)
Professor Ali Touran (Civil & Environmental Engineering)
Trustee George Chamillard
Professor Barry L. Karger (Chemistry & Dir., Barnett Institute)
Mr. Saul Kurlat (Alumnus)
Dean Stephen R. Zoloth (Bouvé)
Mr. Chris Stivers (SGA Representative)
Mr. Florent Boico (GPSA Representative)
Professor Stephen W. McKnight, SAC Liaison (Electrical & Computer Engineering)

Outcome: [David Luzzi appointed Dean.](#)

Communication Studies Chair Search Committee (External)

Professor Anthony P. De Ritis (Music)
Professor Murray W. Forman (Communication Studies)
Professor Daniel J. Givelber (School of Law)
Professor Joanne Morreale (Communication Studies)
Professor Alan J. Zarembo (Communication Studies)

Outcome: in process

Health Sciences Chair Search Committee (External)

Professor Mary E. Watson, Chair (School of Health Sciences)
Professor Hortensia D. Amaro (Health Sciences)
Assistant Dean George R. Atkinson (General Studies)
Professor Carol Ewing Garber (Cardiopulmonary Sciences)
Associate Dean William J. Gillespie (UG Academic Affairs, Bouvé)
Professor Tracy L. Robinson-Wood, SAC Liaison (Counseling & Applied Educational Psychology)

Outcome: in process

Mathematics Chair Search Committee (Internal)

Professor Terrence J. Gaffney, Chair (Mathematics)
Professor Alain S. Karma (Physics)
Professor Thomas O. Sherman (Mathematics)
Professor Gilead Tadmor (Electrical & Computer Engineering)
Professor Andrei V. Zelevinsky (Mathematics)
Professor Tracy L. Robinson-Wood, SAC Liaison (Counseling & Applied Educational Psychology)

Outcome: Professor David Massey was appointed chair

Pharmacy Dean Search Committee (Internal)

Professor Richard C. Deth, Chair (Pharmaceutical Sciences)
Professor Louis J. Kruger (Counseling & Applied Educational Psychology)
Professor Slava S. Epstein (Biology)
Professor Mary Jo Ondrechen (Chemistry & Chemical Biology)
Professor Jennifer Trujillo (Pharmacy Practice)
Professor Mary E. Watson (Interim Chair, School of Health Sciences)
Sr. Clinical Specialist Thomas J. Williams (Physician Asst Program)
Ms. Katherine Reny (SGA Representative)
Ms. Shraddha Babaria (GPSA Representative)
Professor Carol A. Glod, SAC Liaison (Nursing)

Outcome: Professor Jack Reynolds was appointed Dean.

Physics Chair Search Committee (Internal)

Professor George O. Alverson, Chair (Physics)
Professor Frederick C. Davis (Biology)
Professor Jacqueline A. Isaacs (Mechanical & Industrial Engg)
Professor J. Timothy Sage (Physics)
Professor Tomasz R. Taylor (Physics)
Professor Stephen W. McKnight, SAC Liaison (Electrical & Computer Engineering)

Outcome: Professor Srinivas Sridhar was appointed Chair

Psychology Chair Search Committee (Internal)

Professor Joanne L. Miller, Chair (Psychology)
Professor Richard H. Gramzow (Psychology)
Professor Neal J. Pearlmutter (Psychology)
Professor Carmen G. Armengol (Counseling & Applied Educational Psychology)
Professor Frederick C. Davis (Biology)
Professor Stephen W. McKnight, SAC Liaison (Electrical & Computer Engineering)

Outcome: Professor Rhea Eskew was appointed Chair

School of Social Science, Urban Affairs & Public Policy Dean Search Committee (Internal)

Professor Thomas H. Koenig, Chair (Sociology & Anthropology)
Professor Joan Fitzgerald (Law, Policy & Society Program)
Professor Robert J. Kane (Criminal Justice)
Professor John H. Portz (Political Science)
Professor George H. Thrush (Architecture)
Professor Stephen W. McKnight, SAC Liaison (Electrical & Computer Engineering)

Outcome: Professor Barry Bluestone was appointed Dean

Sociology & Anthropology Chair Search Committee (External)

Professor Daniel R. Faber (Sociology & Anthropology)
Professor Michael J. Handel (Sociology & Anthropology)
Professor Ineke Haen Marshall (Sociology & Anthropology)
Professor Susan Setta (Philosophy & Religion)
Professor Simon I. Singer (Criminal Justice)

Outcome: In process

Speech, Language Pathology & Audiology Chair Search Committee (External)

Professor Michael J. Epstein, Chair (Speech, Language Pathology & Audiology)
Professor Dana H. Brooks (Electrical & Computer Engineering)
Professor Linda J. Ferrier (Speech, Language Pathology & Audiology)
Professor Emanuel J. Mason (Counseling & Applied Educational Psychology)
Professor Marjorie L. North (Speech, Language Pathology & Audiology)
Professor Tracy L. Robinson-Wood, SAC Liaison (Counseling & Applied Educational Psychology)

Outcome: Professor Rolf Schlosser was appointed Chair

Other Senate Committees

Graduate Council

Vice Provost Luis M. Falcon (Graduate Education)
Professor Akram Alshawabkeh (Civil & Environmental Engineering)
Professor Joan Fitzgerald (Law Policy & Society)
Professor David Forsyth (Chemistry & Chemical Biology)
Professor Phil He (Criminal Justice)
Professor Barbara R. Kelley (Nursing)
Professor Ralph H. Loring (Pharmaceutical Sciences)
Sr. Associate Dean Stuart Peterfreund (SPCS)
Professor Tim Rupert (CBA, Accounting)
Associate Dean William Wakeling (Libraries, Collections)
Professor Mitchell Wand (CCIS)
Associate Dean Yaman Yener (COE, Graduate Programs)

UUC (University Undergraduate Curriculum Committee)

Associate Dean Chester L. Britt III (Criminal Justice)
Associate Dean Peggy L. Fletcher (Undergraduate Program, CBA)
Associate Dean William J. Gillespie (Undergraduate Affairs, Bouvé)
Associate Clinical Specialist Ann C. Golub-Victor (Physical Therapy, Bouvé)
Professor Malcolm D. Hill (Earth & Environmental Sciences)
Assistant Academic Specialist Leroy S. Jackson (School of General Studies)
Sr. Associate Dean Stuart S. Peterfreund (Academic & Faculty Affairs)
Vice Provost Susan G. Powers-Lee (Undergraduate Studies)
Professor Viera K. Proulx (CCIS)
Associate Dean Bruce E. Ronkin (Undergraduate Affairs, Arts & Sciences)
Associate Dean Richard J. Scranton (COE)

University Committees

Committee on Community Harmony and Inclusion

Professor Dennis Cokely (American Sign Language)
Vice Provost Luis M. Falcon (Graduate Education)
Professor James Hackney (School of Law)
Professor Robert Hall (African-American Studies)
Professor Debra Kaufman (Sociology and Anthropology)
Professor Jack Levin (Sociology and Anthropology)
Associate Dean Mary Loeffelholz (Graduate Education)
Professor Gordana Rabrenovic (Sociology and Anthropology)
Professor Tracy Robinson-Wood (Counseling & Applied Psychology)
Professor Alan West-Durán (Modern Languages)
Professor Ibrahim Zeid (Mechanical & Industrial Engineering)
Associate Director Jan Anderson (Disability Resource Center)
Director Shelli Jankowski-Smith (Spiritual Life)
Dean Donnie Perkins (Affirmative Action)
Director Peter Roby (Center for the Study of Sport in Society)
Associate Director Cheryl Whitfield (Human Resource Management)
Simal Gaglani (Student)
Ms. Margaret Kamara (Student)
Ms. Katherine Palermino (Student)
Devin Phillip (Student)
Marines Piney (Student)

Excellence in Teaching Awards Judging Committee

Professor Ibrahim Zeid, Chair (COE-Mech and Indus E)
Professor Daniel J. Givelber (Law)
Professor Meredith H. Harris (Bouvé-Physical Therapy)
Professor Jack Levin (CAS-Sociology and Anthro)
Professor Guy L. Rotella (CAS-English)
Professor Timothy J. Rupert (CBA-Acctg)
Professor Tomacz R. Taylor (CAS-Physics)

Klein Lectureship Selection Committee

Professor Carol A. Glod, Chair (Nursing)
Vice Provost Luis M. Falcon (Graduate Education)
Professor Alain S. Karma (Physics)

Outcome: Professor Sanjeev Mukerjee, 2007 Klein University Lecturer.

University Standing Appeals Committee on Tenure

Elected:

Professor Gene D. Cooperman (CCIS), 2008
Professor Geoffrey Davies, Co-Chair (CAS), 2007
Professor Vincent G. Harris (COE), 2008
Professor Carl W. Nelson (CBA), 2009
Professor David M. Phillips (Law), 2009
Professor Simon I. Singer (Criminal Justice), 2008
Professor Robert A. Schatz (Bouvé), Co-Chair 2008
Professor Alan Zaremba (CAS), 2009

Appointed:

Professor Sangit Chatterjee (CBA), 2009
Professor Alan M. Klein (Sociology & Anthropology), 2008
Professor Alexandru Suciu (Mathematics), 2009
Professor Mohammad E. Taslim (MIE), 2009
Professor Barbara L. Waszczak (Bouvé), 2008

2006-2007 Special Senate Committee for Enrollment and Admissions Policy Final Report 2006-2007

Members:

B. Lehman and S. James Matthews, Co-Chairs
Christopher Bosso
Laura Green
Vanessa Johnson
Peter Manning
Mitch Wand
Jonathan Welch
Luis Falcon

The 2006-2007 Enrollment and Admissions Policy Committee (EAPC) was asked to study the current graduate admissions process in the University and make recommendations where necessary for changes to a) standards and guidelines for admissions, b) advertising and marketing for potential graduate students, and c) organization and structure of graduate admissions . The committee was also asked to consider the role of graduate coop in the University.

The following methodologies were used to gather data for the report:

1. Review of literature on effective graduate student recruitment;
2. Inquiries to faculty at other universities that were deemed “matchmates” to specific colleges. These were done over the phone or by email by committee members to colleagues known to them;
3. Formal written survey to graduate Deans of Colleges at Northeastern University. Since the survey respondents represented seven different disciplines, many offering more than one graduate program, it was not possible to reduce the responses themselves to a summary. Therefore, extracts and the entire survey responses from the questionnaire are included in the Appendix. The survey addressed Committee charges numbers 1-4 (see charges in the Appendix).
4. Discussion among committee members, who each brought experience from running graduate programs in their department.

Recommendations

- The university should continue to keep control over admission criteria, standards, and decisions for graduate students within the individual colleges. All admission decisions should be determined by these individual units.
- The centralization of the application process was seen as a great advance by committee members if it serves to support quality enrollments. The committee anticipates that the transition to a university-wide online application system will further streamline the admissions process.
- Graduate Student Fellowships should be made available to outstanding Ph.D. applicants. These fellowships would provide some period of stipended support without expectation of teaching or research duties.

- Most research universities use such fellowships, on a competitive basis, to attract top students. The University Excellence Fellowship being offered for the first time this year is a welcome step in the direction of fellowship support directed to recruiting top students, but it does not offer any period of non-teaching or -research support and in that sense does not change the profile of our financial support.
- Maintain SGA packages that are competitive with other Boston area universities (in both salary and benefits). The committee welcomes the decision to include health insurance with the new SGA's.
- Increase the NUTA and Dean's Scholarships allotment for M.S. students
- The university should continue and where necessary expanded support for graduate programs to help recruit high quality students:
 - Continue the web page support to assure that material that is important to graduate student recruitment is up to date within all colleges and departments, including but not limited to: up-to-date course offerings, individual faculty web pages, financial aid information, cost of getting a graduate degree, etc.
 - Financial and manpower support for the recruitment of outstanding graduate students, especially those from international countries. The university already supports graduate student recruitment in the U.S., but it is appropriate for Northeastern University to provide support to help colleges recruit international students more effectively. Expediting the I-20 application process should be a goal
 - Graduate program coordinators should be notified of the availability of software and other tools, such as for creating e-letters, podcasts, on-line chats, etc. Training in the appropriate use of these recruitment tools should be made available.
 - Software for online application and data base management. We understand that this is already in the works.
- A strategy to create more affordable graduate student housing units in both the immediate and long term is needed.
- The committee requests that the Northeastern University CFO conduct an analysis to determine the resources and costs (direct and indirect) spent on graduate student recruiting and admissions, scaled by inquiries, applicants, admitted and enrolled students per year. These expenses should be compared to resources allocated to undergraduate admissions.
- Whether a Coop option should be offered by a unit will depend on a thoughtful assessment of the value and feasibility of the experiential offering by the respective program.

Factors that influence a graduate student's decision to attend a university

In general, literature suggests that part time and full time students are influenced by different factors when deciding where to enroll in graduate school. There is limited research on the topic, and results vary depending on discipline. However, in general primary influences are:

For Full-time Students

- Reputation of program, particularly of a research program
- Reputation of faculty
- Attractiveness of financial (fellowship and other) support offer
- Positive contact/friendliness with faculty and/or staff during and after the admission process

For Part-time Students

- Location
- Availability of week-end, on-line and evening classes and/or ability to continue to work
- Faculty quality
- Flexibility of program

The literature suggests that the web site has become the number one factor that influences a student to apply to a particular university for graduate school. One survey noted that about 70% of graduate students felt the university web site was important in their decision to attend graduate school followed in descending order by personal faculty contact (57%), department literature (48%), and graduate school fairs (6%).

The literature also suggests that effective graduate school web sites are structured differently than web sites geared towards the recruitment of undergraduates. Specifically, content and organization are seen as more important than simple visual appeal. It is therefore vital that the following material is easily found on every graduate program site:

- Program concentrations/majors
- Course class/catalog
- Necessary contact information
- Extensive faculty information/web pages
- Application criteria and procedures.

The EAPC has surveyed all the graduate program web pages at Northeastern University, and we note that there is a need for a overhaul of graduate schools' websites. Some programs need only minor web site improvements, while others need major redesign.

References

Ng, C. K., Parette, P., and Sterrett, J., "Evaluation of graduate school web-site by graduate assistants," *College Student Journal*, June 2003, pp. 242 - 259.

Poock, M. C., "Characteristics of an effective web site in educational leadership," *College Student Journal*, Vol.4(4), 2006, pp. 785 – 791.

Poock, M. C. and Lefond, D., "Characteristics of effective graduate school web sites: Implications for recruitment of graduate students," *College and University Journal*, Vol. 78(3), 2003, pp. 15-19.

Poock, C. M. and Love, P. G., "Factors influencing the program choice of doctoral students in higher education administration," *NASPA Journal*, Vol. 38(2), 2001, pp. 203-223.

Poock, M. C. and Lefond, D., "How college-bound prospects perceive university web sites: Findings, implications, and turning browsers into applicants," *College and University Journal*, Vol. 78(3), 2003, pp. 15 - 21.

Graduate Program Survey Participants

Mary Loeffelholz	Interim Associate Dean for Faculty and Director of the Graduate School, College of Arts and Sciences
Suzanne Greenberg	Associate Dean and Director of the Graduate School, Bouvé College of Health Sciences
Evelyn Tate	Director, Graduate Recruitment and Admissions, College of Business Administration
Stephen Gibson	Associate Director, College of Engineering
Agnes Chan	Associate Dean and Director of the Graduate School, Computer and Information Science
Sara Sayess	Associate Dean of Administration and Planning, School of Law
Jack McDevitt	Associate Dean for Research and Graduate Studies, Criminal Justice

We wish to acknowledge our great appreciation for the time and effort that went into completing this survey.

2006-07 Special Senate Committee on Faculty Development Report and Resolutions

0607-17 FDC Report on Teaching Course Evaluations, Resolution #1-(TCEP) replaced by (TRACE)

BE IT RESOLVED That the Faculty Senate accept the 2006-2007 Faculty Development Committee (FDC) recommendation to replace the Teacher Course Evaluation Program (TCEP) with the Teacher Rating and Course Evaluation (TRACE), as contained in the FDC report of February 2007, no later than the 2008-09 academic year.

(26-0-0)

Action by the President: Rec'd 4/10/07, Approved; BoT approval not required.

0607-18 FDC Report on Teaching Course Evaluations, Resolution #2-Evaluations administered online

BE IT FURTHER RESOLVED That the teacher/course evaluations be administered online.

(19-4-2)

Action by the President: Rec'd 4/10/07, Approved; BoT action not required.

0607-19 FDC Report on Teaching Course Evaluations, Resolution #3-Ad Hoc Committee appointed for (TRACE) implementation

BE IT FURTHER RESOLVED That the Senate Agenda Committee appoint an ad hoc committee charged with gathering a compendium of best practices and desirable features of online evaluation programs elsewhere for the implementation of TRACE, based on that compendium, and with monitoring and making such recommendations as may be necessary.

(24-0-0)

Action by the President: Rec'd 4/10/07, Approved; BoT approval not required.

TRACE

Teacher Rating And Course Evaluation: A New Student Survey of Teaching and Learning

Prepared by the **2006-07 Faculty Development Committee**

Professor Thomas Sherman, Chair (Mathematics)

Professor Dennis R. Cokely (American Sign Language)

Professor Thomas R. Gilbert (Chemistry & Chem. Biology)

Professor Michael R. Lipton (Philosophy & Religion)

Professor Donna Qualters (Education)

Professor Betty Salzberg (Computer & Information Science)

Acting Vice Provost Susan G. Powers-Lee (Under. Studies)

Mr. Michael J. Paradiso (SGA)

1. Introduction

The Faculty Development Committee (FDC) herein proposes a new approach to assessing student satisfaction with their courses and instructors. Student surveys will be conducted on-line and will make use of multiple choice and open-ended answers to questions organized into four content areas:

*Course Features

*Self-Evaluation of Learning

*Instructor Effectiveness

*Instructor -Student Relationship

The content and format of the proposed survey questions were designed to:

- provide useful information to students about courses and faculty;
- help faculty become more effective teachers;
- give peer evaluators and administrators input from student ratings of faculty teaching.

To achieve these multiple uses, the proposed survey includes summative assessments of teaching and learning based on multiple-answer questions, and more formative assessments through open-ended questions. In designing the survey the FDC built upon the work of last years FDC and relied heavily on a survey developed by the Student Government Association (SGA). In addition, the faculty members of the committee wish to acknowledge the many thoughtful contributions of its SGA representative, Michael J. Paradiso.

2. Survey Questions

Course Features

Prompts:

- (1) The syllabus helped me to learn.
- (2) The textbook(s) helped me to learn.
- (3) The materials posted online, including Blackboard helped me to learn.
- (4) The out-of-class assignments and/or fieldwork helped me to learn.
- (5) The lectures helped me to learn.
- (6) The in-class discussions and/or activities helped me to learn.
- (7) The classroom technology helped me to learn.

Response: Multiple-choice (I strongly agree, agree, am undecided, disagree, strongly disagree)

Prompt: The strongest features of this course were:

Response: Open-ended

Prompt: The features of this course most in need of improvement were:

Response: Open-ended

Self-Evaluation of Learning

Prompt:

- (1) I learned a lot in this course.
- (2) I learned to apply course concepts and principles.
- (3) I developed additional skills in expressing myself orally or in writing.
- (4) I learned to analyze and evaluate ideas, arguments, and points-of-view.
- (5) I found this course intellectually challenging.

Response: Multiple-choice (I strongly agree, agree, am undecided, disagree, strongly disagree)

Prompt: The best way to increase learning in this course would be to:

Response: Open-ended

Instructor Effectiveness

Prompt: The instructor. . .

- (1) . . . possessed the basic communication skills needed to teach the course.
- (2) . . . clearly communicated ideas and information.
- (3) . . . clearly stated the objectives of the course.
- (4) . . . covered what was stated in the course objectives and syllabus.
- (5) . . . came to class prepared to teach.
- (6) . . . used class time effectively.
- (7) . . . provided sufficient feedback.
- (8) . . . fairly evaluated my performance.
- (9) . . . is a teacher I would recommend to other students.

Response: Multiple-choice (I strongly agree, agree, am undecided, disagree, strongly disagree)

Prompt: What is your overall rating of this instructor's teaching effectiveness?

Response: (almost always effective, usually effective, sometimes effective, rarely effective, almost never effective)

Prompt: Describe strengths of the instructor as a teacher.

Response: Open-ended

Prompt: Describe areas in which your instructor could improve as a teacher.

Response: Open-ended

Instructor -Student Relationship

Prompt: The instructor . . .

- (1) . . . treated students with respect.
- (2) . . . acknowledged and took effective action when students did not understand the material.
- (3) . . . was available to assist students outside class.
- (4) . . . displayed enthusiasm about the course.

Response: Multiple-choice (I strongly agree, agree, am undecided, disagree, strongly disagree)

Prompt: Additional comments on the relationship of the instructor and the students.

Response: Open-ended

3. Survey Administration

The FDC proposes that the questions be administered on-line, and sees several benefits to this approach:

- Shorter turn-around than paper surveys;
- Greater accuracy in recording the answers to open-ended questions (of which there are more in this questionnaire than in the current one);
- Greater potential for data mining, e.g., searching for key words in responses to open-ended questions; Reduced administrative costs.

Incidentally, an effective on-line presentation of these questions will probably require a slight modification of the format. For example, it may work best to present one cluster per page, and to position the prompts in a fashion that is slightly different from what one sees above. These changes would be cosmetic, not substantive.

There are perceived drawbacks to on-line surveys: a potential lower student participation rate, which could lead to

- responses skewed toward extremes of satisfaction and dissatisfaction, as one encounters in current on-line surveys, e.g., RateMyProfessor.com, and
- limited usefulness for tenure and other review purposes during transition to TRACE.

However, given the large number of universities that have successfully implemented on-line rating, and strong SGA support, the FDC is confident that these issues can be resolved. We recommend that the FDC work with the SGA, Information Services, and the Information Technology Policy Committee to come up with an implementation strategy.

The FDC considered several ways to address the potential for low participation rates including:

Extensive promotion by SGA of the new survey, emphasizing the important role played by students in its development and that they can play in shaping the quality of their education. (See the Appendix for an excerpt from an SGA memo.)

Extensive promotion by the faculty and the Provost.

4. Multiple Uses

As noted in the introduction there at least three purposes served by the proposed survey:

- (1) Accurately record and effectively disseminate student satisfaction with their educational experiences at Northeastern University. In addition, an enhanced sense of student involvement in evaluation may contribute to the desirable goal of having students take some responsibility in the long-term for the quality of their education.
- (2) Provide assessment information that will promote faculty development.
- (3) Provide peer and administrative evaluators with useful information as they consider faculty raises, tenure and promotion.

The first purpose was the historical driving force behind the current TCEP surveys. The FDC believes that the proposed on-line format coupled with a web-based distribution of selected responses enhance student access to information they seek when selecting courses.

The current TCEP format provides little information of value in helping faculty develop their teaching skills. The proposed survey was designed to meet this need. The FDC hopes that student survey responses, particularly to the open-ended questions, coupled with instructor-run mid-course evaluations, will provide quality assessments that significantly enhance teaching effectiveness in the future.

With respect to the third purpose, the FDC feels that the evaluation of faculty teaching should not be left entirely to students. Indeed a long-standing Senate policy, most recently affirmed and amended March 29, 2006 (see the Appendix), requires modes of evaluation in addition to student ratings, especially for probationary faculty. The FDC also feels that all faculty, and particularly new faculty, should be encouraged to observe each other and engage in collegial discussions of both content and content-based pedagogy.

5. Classrooms?

We considered the possibility of including questions about the classroom on the form. This was rejected on several grounds. First, it was felt that the main point of such questions would be to document to the leadership of the University the need for more and better classroom space. Whereas not long ago this would have been useful, it was felt that today this point has been accepted by the leadership.

Moreover, changing the number and quality of classrooms is out of the hands of the instructor or even the next few levels up in the university chain of command. If the president or trustees still need to be convinced, we should conduct a separate student-faculty survey on this point.

Finally it was felt that such questions increased the already substantial burden on the responder, without contributing to the main purpose of the questionnaire. Thus they would, on net, degrade the quality of the replies.

February 5, 2007

Appendix A. Senate Resolution of March 29, 2006

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 evaluation 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 kept on file in the Provost's office.

2006-07 Senate Committee for Financial Affairs Report and Resolutions

12/13/06 **0607-12 Proposed resolutions from the Senate Committee for Financial Affairs**

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 5.6% for continuing faculty in fiscal year 2007-2008.

Resolution #2

BE IT RESOLVED That the Faculty Senate supports the recommendation of the Financial Affairs Committee for an equity pool in fiscal year 2007-2008 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. At a minimum, the equity pool should be \$1 million.

Resolution #3

BE IT RESOLVED That the administration inform and seek the input of the Financial Affairs Committee as to the process and priorities used to distribute the equity pool.

BE IT FURTHER RESOLVED That the process include the distribution of salary matchmate data to faculty by rank and field.

(31-0-0)

Action by the President: Rec'd 4/10/07; Approved 3/17/07; BoT approval not required.

Report to the Faculty Senate
from the Financial Affairs Committee
December 13, 2006

Among the charges from the Senate Agenda Committee to the 2006-2007 Financial Affairs Committee is the following:

Based on current information and any other analyses that it may wish to undertake, the Committee is asked to make recommendations on appropriate merit and equity raises. In particular, working collaboratively with the Provost, the Committee is asked to review and recommend adjustments in the faculty salary raise process.

Background

This fall, consistent with the Senate Agenda Committee charge for our committee, we addressed the pressing issues of merit raises and equity adjustments with respect to the University's advanced status into the top-100 universities. We have also been meeting with Provost Abdelal and Mark Putnam of the Office of Institutional Research as part of a new university budgeting process. A report evaluating this new process will be forthcoming in the spring.

As a result of our analyses this fall, we offer the following resolutions concerning merit and equity raises:

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 5.6% for continuing faculty in fiscal year 2007-2008.

Resolution #2: Be it resolved that the Faculty Senate supports the recommendation of the Financial Affairs Committee for an equity pool in fiscal year 2007-2008 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. At a minimum, the equity pool should be \$1 million.

Resolution #3: Be it resolved that the administration inform and seek the input of the Financial Affairs Committee as to the process and priorities used to distribute the equity pool. Be it further resolved that the process include the distribution of salary matchmate data to faculty by rank and field.

Note: Historically, the term used to distribute funds aimed at alleviating market conditions has been called "equity" and we are using it here. However, the term "market adjustments" is used to describe these raises in the Provost's Office.

Discussion

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 increased 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 within the top-100. It is central to recruiting, retaining, and appropriately rewarding a top-notch faculty. As we improve as a university, the institutions with which we are directly competing for students and faculty are also of higher caliber. As Vice President Mantella noted in her report to the Faculty Senate in October, 2006, the schools with which we have the largest number of applications in common for students are increasing in stature. As we advance within the Top 100 universities, 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's 2005 co-authored report indicated that Boston had become the most expensive metropolitan area in the country, even surpassing San Francisco. The cost of living adjustments used by U.S. News and World Report for Boston area schools are exceeded only slightly by those used for schools in California, Hawaii, Chicago, and New York.

Table 1 shows the history of faculty compensation increases at Northeastern over the past ten years, and includes both merit and equity components compared to the Boston CPI. Lines 7 and 8 on this table show that Boston's ten year average CPI is 3.3% as compared to an average urban CPI of 2.0%. During that same period of time, merit increases for Northeastern University faculty have averaged 3.1% and equity adjustments 1.05%. Therefore, in inflation adjusted dollars, faculty salaries have increased at an average rate of less than 1% a year. Last year, the merit plus equity raise percentage fell short of the CPI increase. From July 2005 to July 2006 (the University's fiscal year), the Boston CPI increased by 3.6%.

Table 2 shows the 10 year history of various measures of excellence commonly used to evaluate universities. These include our increased rankings in U.S. News and World Report, the undergraduate acceptance rate and mean SAT scores for entering freshmen, the six year graduation rate, and research rewards adjusted for inflation. Note that that all of these measures have increased at a greater rate than faculty merit plus equity increases.

In addition to maintaining pace with inflation, it is necessary to reward the recognized increase in faculty productivity and outstanding merit at all levels that have contributed to the increasing measures of excellence. 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. This forms the basis for our recommendation of a 5.6% merit pool, consisting of the 3.6% CPI increase plus 2% for the true "merit" portion of the raise. Importantly, the mean inflation-adjusted annual increase in salary over the last ten years of .85% has severely lagged measures of university excellence, hence making it important that at least 2% over CPI be allocated both to "catch-up" for prior years and to compensate the faculty for their continued superior performance.

Equity

Given the intense competition to advance with the top-100 schools status, the compensation gap between Northeastern University and matchmate institutions looms as an impediment to our progress. 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.

The Financial Affairs Committee believes that the methodology of the matchmate process as described to us by the Provost Office is good. The methodology focuses on individual units, thus providing a robust estimate of the salary gap. Therefore Resolution #2 encourages the university to fully fund the estimated gap this year to avoid falling further behind.

In addition to the need to close the salary gap between Northeastern University and its competitors, equity money is also needed to address salary compression and, in some cases, salary inversion that exists within professorial ranks. In recent years, the most prominent concerns have been within associate and full professor levels. The Provost Office has indicated that the equity raises in the past year were almost exclusively used to address compression. Resolution #3 urges that the Provost Office work closely with FAC to monitor the distribution of equity monies in the coming year.

While we await the updated study of matchmate data from the Provost's Office, we were also interested in comparing how faculty salaries compare to other categories than individual department matchmates. The Office of Institutional Research provided us with a spreadsheet of measures used by U.S. News to rank universities. Whereas U.S. News and World Report appears to account for 50% of the COLA adjustment in their accounting of faculty salaries, NU has relied on an internal study which indicated that schools only account for about 25% of the COLA adjustment to calculate the equity gap. There is debate about what adjustment is appropriate, and FAC intends to address this issue in the spring. While this number can be debated, since it *has* been used by the Provost's Office and therefore we looked at how Northeastern's Salaries+Benefits adjusted by 25% COLA fared against other groups in the U.S. News rankings.

Table 3 shows these comparisons. This table indicates that Northeastern's adjusted salaries suffer in relation to most groups. The first line compares NU to all the schools in the top three tiers, and the second line is this group with those schools with medical schools eliminated. (There is a sense that medical faculty salaries skew salaries upward.) The next three rows look at NU in relation to approximately 25 schools ahead and behind us in the rankings. Ties account for the numbers of schools different from 25. The next row looks at NU as if we were in the top 75, our immediate aspirant group.

One interesting point to note is that there is correlation between higher salaries and higher ranks. This table shows that regardless of the comparison group, NU salaries do not ever reach the halfway point of the 50th percentile. Rough estimates can be made of the equity gap by multiplying the difference from the median by the number of faculty. For example, the lowest difference of \$2,181 times 600 faculty produces a gap of \$1.3 million. This appears to be a low estimate of the true equity gap and serves the basis of our recommendation that the equity pool be at least \$1 million.

Respectfully submitted:

The 2006-2007 Financial Affairs Committee

Professor Sharon Bruns, Chair

Professor Neil Alper

Associate Professor Louis Kruger

Associate Professor Ganesh Krishnamoorthy

Professor Yiannis Levendi

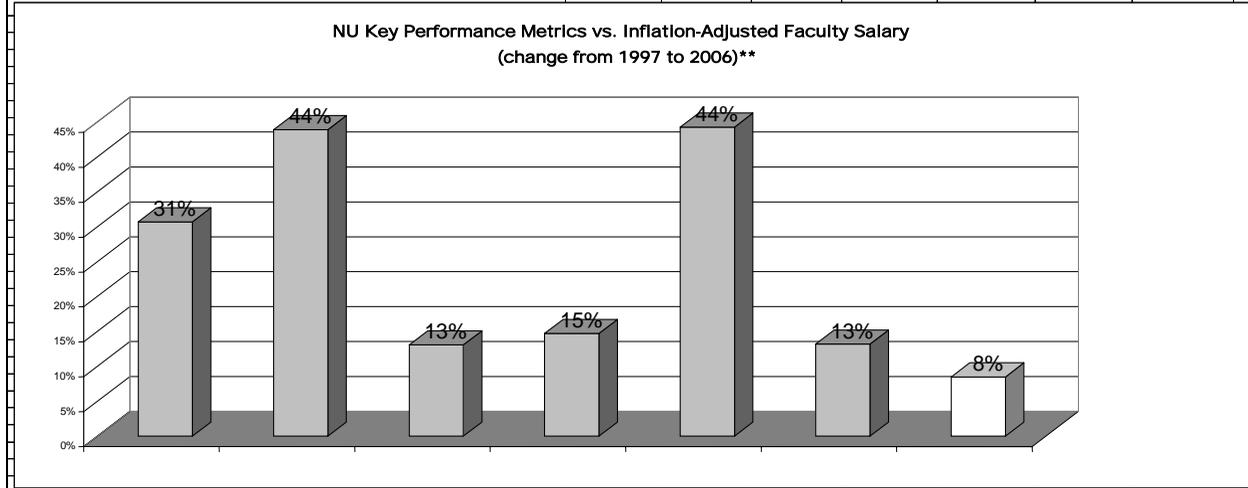
Table 1 - History of Faculty Compensation Increases
 [\$ Figures in thousands (000)]

	<u>FY199</u>	<u>FY199</u>	<u>FY199</u>	<u>FY200</u>	10						
	<u>7</u>	<u>8</u>	<u>9</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	years
Merit Pool (\$)		2,280	1,370	1,470	1,500	2,070	2,270	1,800	2,000	2,600	
Equity Pool (\$)		-	500	500	-	700	1,500	1,000	800	500	
Total Compensation Pool (\$)	0	2,280	1,870	1,970	1,500	2,770	3,770	2,800	2,800	3,100	
Merit Pool (%)	0.00%	5.0%	3.0%	3.0%	3.0%	4.0%	4.0%	3.0%	3.0%	3.0%	3.10 %
Equity Funding (%)	0.00%	0.0%	1.2%	1.0%	0.0%	1.5%	3.0%	2.0%	1.2%	0.6%	1.05 %
Total Compensation Pool (%)	0	5.0%	4.2%	4.0%	3.0%	5.5%	7.0%	5.0%	4.2%	3.6%	
Boston CPI	3.20%	2.29%	2.15%	3.60%	4.62%	2.95%	3.51%	3.47%	2.34%	4.90%	3.30 %
Average Urban CPI		1.70%	1.60%	2.70%	3.40%	1.60%	2.40%	1.90%	3.30%	4.70%	2.33 %
Merit-Boston CPI	-3.20%	2.71%	0.85%	-0.60%	-1.62%	1.05%	0.49%	-0.47%	0.66%	-1.90%	- 0.20 %
Merit+Equity - Boston CPI	-3.20%	2.71%	2.05%	0.40%	-1.62%	2.55%	3.49%	1.53%	1.86%	-1.30%	0.85 %

Table 2
NU Key Performance Metrics vs. Inflation-Adjusted Faculty Salary
December 2006

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Change
U.S. News Ranking (as of fall data, not edition year)*	160	162	138	138	150	142	127	120	115	98	N/Av	31%
Undergraduate Acceptance Rate (class entering)		79.8%	77.5%	71.4%	78.8%	62.8%	61.4%	47.5%	42.3%	47.0%	44.8%	44%
Mean SAT Scores (class entering)		1088	1092	1102	1110	1139	1152	1201	1211	1225	1230	13%
Freshman-Sophomore Retention Rate (as of 2nd fall)		78.2%	81.1%	79.6%	80.1%	83.5%	84.2%	87.7%	88.4%	89.5%	89.7%	15%
Six-Year Graduation Rate (as of 6th fall)		44.3%	46.1%	47.9%	49.6%	52.7%	56.2%	60.0%	59.8%	60.9%	63.9%	44%
Total Awards for Research (in millions, FYE), inflation-adjusted		\$ 32.1	\$ 36.1	\$ 36.7	\$ 32.8	\$ 36.6	\$ 40.8	\$ 33.6	\$ 32.5	\$ 36.4	\$ 36.3	13%
Fac. Salary (Merit + Equity - Boston CPI)		-3.20%	2.71%	2.05%	0.40%	-1.62%	2.55%	3.49%	1.53%	1.86%	-1.30%	8%

*Total number of schools ranked were 228 and 248 in 1996 and 2005 respectively; "Change" column reflects percentile change



Data Source for Performance Metrics: Office of Planning & Research
 ** U.S. News Ranking is for the period 1996-2005. Time period may vary slightly based on data item
 (e.g., Mean SAT scores relate to Fall of the year shown while Research \$ are for fiscal year July 1 to June 30).

TABLE 3 - Average Compensation Adjusted for 25% COLA							
Group Compared	Range		Median	NU No.	Diff. from Median	NU Rank	NU % tile
	Low	High					
Top 3 Tiers	56,814	150,373	93,085	88,042	5,043	120/188	36 th
Top 3 Tiers Minus Those w/med schools	56,814	133,146	92,182	88,042	4,140	71/122	42 nd
26 Schools Higher and 23 Lower + NU ¹	64,216	105,065	91,152	88,042	3,110	31/50	38 th
26 Schools Higher than NU + NU	64,216	100,770	92,051	88,042	4,009	21/27	22 nd
23 Schools Lower than NU + NU	74,647	105,065	90,223	88,042	2,181	13/24	46 th
Top 75 Schools ²	76,743	150.372	105,185	88,042	17,143	73/76	4 th

¹ NU shares the 98 ranking with 6 other schools. So, while sorting higher and lower schools on different variables, there will be some schools in the same rank in both of these categories. The intention is to reflect about 25 schools in each direction.

² NU ranks and percentiles are calculated “as if” NU had been in the top 75.

2006-07 SENATE COMMITTEE FOR FINANCIAL AFFAIRS FINAL REPORT

TO: Senate Agenda Committee Members

FROM: Financial Affairs Committee Members
Prof. Neil Alper
Prof. Sharon M. Bruns, Chair
Prof. Ganesh Krishnamoorthy
Prof. Louis Kruger
Prof. Yiannis Levendis

DATE: April 20, 2007

INTRODUCTION

The Financial Affairs Committee (FAC) conducts most of its business in the fall semester during the period when the university budget is being considered. Our major charge is to recommend the extent of both merit and equity raise pools for the coming year, based on our analyses of data provided by the University and other sources. Another part of our charge is to participate in the budgetary process of the university in whatever form that participation takes in any given year. We also are charged with evaluating how that process worked, both in terms of process and results. Subsidiary charges are to monitor any aspects of the university's policies that affect the financial well-being of the faculty and the university as a whole.

RECOMMENDING MERIT AND EQUITY POOLS

Based on extensive and rigorous analysis, we made the following recommendations with respect to merit and equity pools for fiscal year 2007-2008: (a) a merit raise pool of at least 5.6% for continuing faculty; (b) an equity pool 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, with a minimum equity pool of \$1 million; and (c) that the administration inform and consult with the FAC as to the process and priorities used to distribute the equity pool. The Faculty Senate, after significant debate and discussion, voted overwhelmingly in favor of these recommendations.

THE BUDGET PROCESS

We analyzed this year's budget process for its effectiveness in two major areas: participation of faculty in the process and whether the resulting budget reflected faculty concerns and priorities. Our conclusion is that the faculty's input into the budget process and priorities was diminished from the previous year, and this diminution is inconsistent with Northeastern University's proud history of shared governance. The reasons for this conclusion are discussed below.

Participation of Faculty in the Process

The budget process changed dramatically this year. In recent years, there have been different iterations of advisory committees with broad university-wide representation. The committees met frequently in the fall to hear budget issues and requests, and made recommendations concerning tuition increases, faculty and staff raises, and priorities for the budget committee to consider. This year's new process eliminated this advisory committee, substituting a two-person team (Provost Abdelal and Mark Putnam, Chief Planning Officer) to get feedback from interested parties and develop a budget.

On learning of the change in the budget process, the FAC strenuously protested having been excluded from active and meaningful consultations about the change. This exclusion was a troubling departure from the practice in previous years, when the FAC was consulted about any proposed changes in the budget process and was an active participant in improving the process. Provost Abdelal suggested that the FAC and the chair of the Senate Agenda Committee (SAC) meet frequently with Mark Putnam and him to discuss budget issues during the fall. The belief of the FAC was that we would become active participants in understanding and developing the budget, hearing priorities from other interested parties and providing input into decisions. We met eight times for this purpose.

The following table illustrates how participation in a process can be measured, with examples from this year's budget process.

Issue	Not Informed	Informed	Reactive	Proactive
Setting faculty priorities				x
Market/equity procedures			x	
Overall budget allocation decisions			x	
3 year initiative to hire senior faculty		x		
Matthews arena additions and renovations	x			
Stony Brook Initiative	x			

It is the consensus of this year's committee members that there were very few times when we proactively participated in the process. Particularly troubling was the fact that we were excluded from any meaningful consultations in regard to the issues that had the largest impact on the academic areas of the budget, such as the three-year initiative to hire senior faculty. While we were requested to come up with a list of faculty priorities, we were not able to set our priorities with knowledge of the priorities of all other parties in the university. We frequently asked for financial information, and were provided with some estimates of future incremental costs. We were not provided with comprehensive non-incremental budget figures, nor with other information we had requested. The FAC believes that in order to achieve the spirit of shared governance, future budget procedures should engage the FAC in a more proactive manner with more substantive input from the FAC with respect to the overall budget allocation decisions.

Satisfaction With the Resulting Budget

There are some positive things about the 2007-2008 budget. It appears that more funds are being allocated to academic areas, although it is difficult to confirm the extent of this increase without having been presented with a final budget with comparisons to past years. The significant new investment in faculty lines is generally considered a positive sign (although this was undertaken without input from SAC or FAC). The new budget includes increased funding for graduate students, one of the priorities recommended by FAC. It also includes a significant dollar amount to address equity shortfalls.

Less encouraging is the sense that faculty raises are set as residual figures after other priorities have been met. Despite significant analysis by FAC and others about matchmate salaries, salaries of similar schools in the Top 100, cost of living adjustments and historical comparisons to raises over a ten year period, we once again were presented with a "ritualistic" 3% figure for merit raises. To put this number into an appropriate context, it is important to note that the annual faculty survey by the AUUP indicated that nationwide, overall faculty salaries rose 3.8% during both 2005-2006 and 2006-2007. NU's faculty salaries, even with equity increases, rose at a slower pace than 3.8% for both years. Thus, although we live in one of the most expensive areas of the country and our national ranking continues to climb, we trail the rest of the country in faculty raises.

RECOMMENDATIONS FOR NEXT YEAR

1. The budget process should start earlier next year. The late start this year was understandable, given the circumstances, but decisions about how the faculty is to participate should be made in the summer. We recommend that SAC and the members of the 2006-2007 FAC meet with Provost Abdelal to discuss the budgetary process during the summer. We also believe that there needs to be a clearer understanding of President Aoun's perception of the appropriate role of faculty in the budgeting process. Without undermining Provost Abdelal's responsibility for the academic areas of the University, SAC should find an appropriate way to discuss this issue with President Aoun.

2. In the spirit of enhancing shared governance with respect to the budget process, we recommend that the two-person team approach to directing the budgeting process be expanded to three, with the chair of FAC joining the team headed by the Provost.
3. This year, Provost Abdelal changed the definition of equity raises to be market/equity raises with merit implications. This change may be in violation of the definition of equity in the Faculty Handbook and needs to be studied.
4. The Provost Office has relied on an internal study done in 2002 which estimated that universities take into account about 25% of differences in cost-of-living in setting faculty salaries. We recommend that this study be re-evaluated and updated to reflect current conditions. This new study should be undertaken by FAC or a subcommittee under the auspices of FAC. Therefore, the membership of FAC in 2007-2008 should include faculty with the expertise to conduct or oversee an econometric analysis of this type.

Report to the Faculty Senate 2006-2007 Senate Committee for Information Technology Policy

The Ad Hoc Committee on Information Technology Policy is charged by the Faculty Senate Bylaws as follows:

- a. The Committee shall be concerned with all questions relating to the development, maintenance, security, and availability of information systems and infrastructures;*
- b. The Committee will periodically review information systems priorities, policies, resources, and operations and, based on these reviews, make recommendations concerning activities that may improve operations or enhance the seamless flow of data and information to the communities that depend on it;*
- c. The Committee will also make recommendations to the Senate Agenda Committee, the administrative head of Information Systems, or to others in the administration (as appropriate) on matters concerning operations, resources, or policies.*

The 2006-2007 Committee was convened in November and presented with five specific areas on which its work should focus. Following are the reports on each of these charges:

Charge 1: Is Blackboard (including Turnitin) fulfilling faculty instructional needs? Are the resources adequate for assisting faculty in utilizing Blackboard and Turnitin—specifically the Help Desk and EdTech instructional workshops? Should the University seek an add-on technical contract with Blackboard?

To address this charge, the committee communicated with two groups of instructors: (1) full-time faculty who started their employment at the university this year, and (2) a group of faculty who use Blackboard and many of its features extensively (who we termed “power” users).

For the new faculty, we attempted to contact a sample of new faculty across the various colleges by phone and e-mail. The consensus among the new faculty who responded was that the resources that are provided to support the use of Blackboard are adequate. Most of the new faculty who we contacted had used either Blackboard or WebCT at their prior institution in their role as a faculty member, teaching assistant or student, so they were already familiar with this type of technology. While a few indicated that they had taken advantage of the workshops offered by EdTech and Information Services, others indicated that they had not yet had the time to take advantage of these resources.

In interviewing the power users, several had concerns about Blackboard, but these concerns largely centered around the functioning of specific features (e.g., problems with the administration of on-line quizzes and managing the gradebook function for large classes) rather than with the instructional support provided. Only one faculty member mentioned a problem with the responsiveness of an issue communicated to the Helpline, but this was a problem that had to be handled by the Blackboard support staff and the delay in response was at this level. The committee did not feel that an add-on technical contract with Blackboard would have helped to solve this type of problem more quickly.

Based on our interviews, the ITPC feels that the current resources that are available to support the use of Blackboard are adequate. The larger issue appears to be encouraging faculty to actually use the available resources. From the feedback that we received, this issue seems to center on two concerns. First, some of the faculty we interviewed indicated that they sometimes had trouble finding answers about some of the features in Blackboard (especially if they are trying to learn about these features without calling the Helpline). When the committee followed up on these issues, we found that the information was often available on either the Information Services or EdTech websites, but that it was sometimes difficult to find. However, both IS and EdTech are working to address this issue. During the spring semester, EdTech re-designed their website so that faculty can now more easily find both instructional material and workshop information, including information related to Blackboard. Similarly, IS is currently finalizing the development of a webpage that will consolidate the available information about Blackboard, its features, and the most common issues faced by faculty in using this technology. The committee recommends that next year's committee be charged with reviewing these changes to determine if they ease the difficulty of finding relevant information that some faculty have experienced in the past.

Second, faculty noted that given the demands on their time, sometimes it is difficult to attend a workshop offered by either IS or the EdTech center because they are unable to block out the specific time of the workshop. The committee recommends that next year's committee also be charged with examining ways to encourage faculty to more fully utilize the Blackboard resources that are available. One possible solution could be offering more of the workshops using alternative delivery modes other than in-person instruction. For example, webcast or tutorials that can be archived and viewed when it is convenient for the faculty member might alleviate the scheduling issues some faculty face.

Charge 2: Are there additional instructional technology (hardware or software) that the University should consider? The Committee is encouraged to survey contemporary instructional technology in order to determine what constitutes "best practices," and then compare Northeastern's resources against this benchmark.

Northeastern University's Information Services is developing a technology infrastructure to meet the pedagogical needs and technological expectations of today's students, staff and faculty. The service offers academic and administrative campus computing accessibility without

place, time or workstation limitation for students, staff and faculty. The objective is to ‘un-tether’ our campus community from campus-based technology, permitting ubiquitous availability. IS calls this service ‘Northeastern On Demand.’ As of this writing, a beta version is being tested in the colleges of Criminal Justice, Bouve, CBA and Arts and Sciences as myApps, and will be available through myNEU.

The On Demand strategy¹ joins robust identity management (e.g., providing secure authenticated access to Northeastern information resources) with established portal technologies; adds easily accessible storage; and then delivers applications through an emerging technology called virtualization. This unconventional approach to mobile education has profound pedagogical implications. For example, the services being developed at Northeastern will enable students, over time, to pursue various types of technical/statistical analyses, computer-based scientific modeling, library research, paper preparation/writing, preparation of course presentations and/or collaborative projects, etc. without the need to use computer labs or install particular software applications.

Information Services’ objective in the first iteration of the On Demand strategy is designed to deliver to faculty, staff and students, the same on-campus tools or applications authorized and necessary to do their work. Importantly, this is coupled with the capacity to store, retrieve, and share that work wherever they are and on whatever workstation is available. From a pedagogical perspective, the paradigm shift in the delivery of information technology services to students and faculty is more than a matter of access and convenience or, in the longer run, a potential cost saver (e.g., over the longer time the advent of On Demand services should reduce the need for computer labs). For example, the On Demand availability of computing, software, and storage resources means that many more classes can introduce students to the most current analytic methods and techniques in their subject areas. Equally important, since students will have access to the applications and data on an anytime/anywhere basis, they will undoubtedly spend more time-on-task with such methods than would normally be possible if computer labs were their primary resource (however, they will need high speed internet connection to access the NU On Demand facility). Time-on-task is a key ingredient in learning. It is the difference between providing students with a “passing familiarity” versus a proficiency in the various analytic methods. This in turn can yield fairly quick benefits in terms of student success on both co-op jobs and after graduation, and aligns directly with Northeastern’s commitment to experiential learning.

In the area of software distribution Northeastern University, as it relates to this project, must examine two sets of policies and procedures: academic software asset management and academic software assessment and adoption. In the area of academic software asset management, the university must remain compliant with varied software distribution and use

¹ Note: Portions this section that describe Northeastern’s On Demand Strategy were drawn or adapted from an article, *On Demand It’s About Time*, published in Educause Quarterly in 2006 and written by Bob Weir, Rick Mickool and Leslie Hitch. In addition, the overview of On Demand services contained in this section was reviewed by Information Services for accuracy.

terms and conditions even as it breaks new ground with this mode of distribution. Information Services continues to improve the University's capacity in this area, and the introduction of On Demand services will improve Northeastern's ability to monitor and manage software licensing and usage.

In support of this new initiative this committee recommends that the University should consider revising its current approach to software assessment, adoption and retirement. In an On Demand environment, faculty can be expected to integrate many more software supported analytic methods and techniques into courses, and students and employers can be expected to demand this type of pedagogical integration. What is needed is a policy that responds with much greater flexibility to increasing demands for deploying new software applications and/or more licenses (for existing applications) that is sure to arise in an active On Demand environment.

Currently, the University has a relatively fixed level of funding for academic software applications managed by Information Services. Requests for additional applications go either to Information Services (which has an essentially fixed budget for software) or to unit administrators (i.e., a chair or dean). A third method of acquiring such software applications is through funded research. Critically, none of these approaches can meet the expected increase in demand for these software applications when they are optimally integrated into our courses.

For academic software applications to be deployed in courses or research activities (above and beyond the licenses already deployed), a new faculty-based assessment and funding approach needs to be considered. Specifically, we propose establishing an Academic Software Application Assessment and Adoption Committee, chosen by the Provost and Deans Council in agreement with the SAC, for staggered terms of three years, with faculty comprising the majority of positions on the committee. All members of the committee are expected to have considerable knowledge of computers and software. The committee's decisions would be vetted through the Provost's Office.

Faculty need to be prominently involved in this process because they are the members of the university community closest to the pedagogical needs of the students. The goal of the Academic Software Application Assessment and Adoption Committee would be to create a venue by which the academic community can propose/request new applications for academic and/or research activities. This committee would review and approve proposals for new academic software applications or the expansion of additional licenses from the faculty. The committee would also consult with the appropriate technical personnel from IS and the colleges to determine whether proposed software applications could be properly deployed and/or managed with the On Demand service.

On an annual basis, applications funded through this committee would be reviewed in terms of university demand/usage which would be based on monitoring audits provided by Information Services. Based on usage statistics, the Committee would recommend reducing or dropping applications that showed decreased or no demand. This process would prevent a stagnant application environment and release funding for new applications. The ITPC suggests

that a budget for software be allocated for this purpose from existing academic software budgets and/or other sources if necessary.

Software asset management of the applications approved by the proposed Committee should remain with Information Services. This organization has the management tools and experience to monitor compliance and optimize the ability to negotiate favorable licensing arrangements with software vendors.

A critical success factor in implementing the proposed strategy will be the allocation of dedicated one-time and ongoing funds to support proposals approved by the Academic Software Application Assessment and Adoption Committee. At the moment there are no significant additional software funds available for this program. As noted, Information Services will continue to administer software licensing and manage the distribution and delivery of the software applications. However, Information Services does not have additional funding necessary to meet the expected increases in demand for software licenses associated with the delivery of On Demand services. Likewise College Deans and Departmental Chairs also are not likely to have the necessary funds. We propose that working with the Office of the Provost and Information Services, the Senate should develop some estimates for the funding necessary to support a pilot version of the proposed Software Application Assessment and Adoption program and also investigate potential revenues streams to support ongoing versions of the program. Acting now will provide Northeastern with a several year lead over most other universities.

Northeastern University is in an excellent position to meet the technological expectations and needs of students in the 21st Century. If we move expeditiously in the arena we can provide our institution with important competitive advantages over the next few years and more importantly, provide our students with enhanced educational experiences and career opportunities.

Based on the above report, the ITPC proposes that the following resolution be considered by the Faculty Senate:

BE IT RESOLVED that the Faculty Senate establish the Academic Software Application Assessment and Adoption Committee, as described in the 2006-2007 report of the ITPC, to review proposed academic software acquisitions for distribution through the Northeastern On Demand service or standard software distribution services. A budget for software should be allocated for this purpose from existing academic software budgets and/or other sources if necessary.

Charge 3: What policies, if any, should govern faculty and student usage of the University web-servers. Aside from content explicitly forbidden by law, what guidelines should be in place regarding commercial and non-commercial uses of the Web through University servers?

The University's Information Systems Appropriate Use Policy (AUP) currently provides general guidelines on these issues, but the ITPC consulted with Glenn Hill, the University's Director of Information Security and Identity Services, to develop a more specific set of guidelines covering University web servers in particular. Appendix A contains a suggested set of guidelines which Director Hill drafted and the committee discussed and supported.

The suggested guidelines prohibit commercial use of University websites, where "commercial" is defined as use for personal or private gain. The AUP applies to potential commercial activities involving other parts of the University's information systems, prohibiting such activities except "as permitted with explicit prior written approval of University Counsel and the Senior Vice President for Administration and Finance".

Formulating a more specific description of what would count as commercial versus non-commercial activities, and evaluating particular cases, will require feedback from University Counsel. The Committee contacted the office of the University Counsel several times but received no response.

Charge 4: Collaborate with the Faculty Development Committee of the Senate in its charge to examine the feasibility of adopting on-line course evaluations through Blackboard or some other means.

The committee met with Professor Tom Sherman, chair of the Faculty Development Committee, to discuss his committee's proposal to move the evaluations to an on-line format. The discussion of the ITPC centered around three issues: (1) the potential drop in response rate, particularly given the experiences of some other universities, (2) privacy issues for students (i.e., students will presumably need to log in to a system to complete their evaluations, but there also has to be a mechanism to then strip their identity from the comments as they are saved to the central system so that comments cannot be attributed to a specific student), and (3) consistency in the evaluation of all classes across the university as Professor Sherman indicated that his committee was recommending the new evaluation system only for undergraduate courses. The ITPC encourages the Faculty Senate to address these concerns as the new on-line evaluation system is implemented.

Charge 5: Continue monitoring the progress toward integrating electronic rosters with student photographs as well as the progress in making various registrar functions (e.g., pre-requisites and grade submission) electronically based. Consider whether real-time availability of classes for registration (rather than daily updates) is feasible. Continue monitoring the implementation of wireless access across the campus.

As of the end of the academic year 2006-2007, there was no further direct progress on pictures on the electronic rosters, pre-requisites or electronic grade submission awaiting Board of Trustee approval to initiate the process toward replacing the Registrar's student information system (SIS) as well as the current financial information system. That implementation has now

been approved. Further discussion regarding pictures on rosters, inclusion of pre-requisites and of electronic grade submission will occur within the context of the new SIS.

By the beginning of the Fall Semester of 2007, the Boston campus will be 100% wireless with the exception of residence hall rooms and apartments.

Additional Issues: In addition to the specific charges provided by the Faculty Senate, the committee also considered two additional issues that are outside of the original charge to this committee:

Availability of Word Processing Software

Word processing (most notably through Microsoft Word) is the most frequently used type of software by both students and faculty, as almost all courses require reports, and faculty use of word processing software is extensive. A lot of “word processing” work is done when a high-speed Internet connection is not available, i.e. when traveling on the commuter rail, in air planes, in hotel rooms, etc. Some committee members feel that it is important that every student and faculty member of Northeastern be provided with one free (or very low cost) copy of Microsoft Office (either PC or Mac version). Having such software locally on each student’s computer might substantially reduce the amount of traffic on the University’s network and also on our wireless networks. This is a very important consideration as the use of On Demand is expected to create much more network traffic.

Other committee members felt that providing free copies of the software to both students and faculty should not be a priority in the university’s information technology initiatives. Given the fact that students can use the software for free on any university computer, these committee members felt that the current policy of offering students the opportunity through e-Academy to purchase the Microsoft Office suite at a discounted price (less than \$100) for installation on their own computers and having free copies of the Office Suite available to faculty and staff, was adequate. However, these committee members feel that this program for free faculty/staff copies of Office and discounted purchases needs to be better advertised to the students, faculty and staff.

The InfoCommons Computer Laboratory

Some committee members feel that the InfoCommons facility, located on the first floor of Snell Library, is inadequate to meet student needs. Often students are seen waiting to access a computer. Because the current plans for On Demand include the distribution of word processing software, the need for the use of computers by students in InfoCommons would only increase. However, if word processing software were distributed to reside locally on students’ personal computers, the use of InfoCommons might decrease. Further, InfoCommons also has printers which are in great demand. These committee members suggest that printers be distributed at various campus locations and be accessible via wireless networks.

Other committee members note that while there may be some issues with InfoCommons at peak times (e.g., midterms and end of the semester) that Information Services is currently

trying to address those issues (see appendix B). More specifically, the Library is transferring, as of the date of this report, responsibility for the large computing labs on the first and second floors of Snell Library to Information Services. These two areas, plus a smaller IS training room on the first floor, will be dedicated solely to student use the week preceding and during final exam weeks in Fall and Spring. For mid-terms, the lab on the second floor and the IS lab will also be used solely for students for a two week period with the first floor lab reverting to student use in the evening. Additionally, several of the smaller study rooms will have a standing computer in them for group work. There will be additional printers in the two major labs as well. These committee members believe that the ITPC should continue to monitor the situation to determine if these changes adequately address the usage problems that have been experienced in the past.

Respectfully submitted,

2006-2007 Ad Hoc Committee on Information Technology Policy:

Professor Tim Rupert, Chair (CBA, Accounting)
Professor Leon Janikian (Music)
Professor Ronald Mourant (Mechanical & Industrial Engineering)
Professor Neal Pearlmutter (Psychology)
Principal Research Scientist Glenn Pierce (Criminal Justice)
Director Leslie Hitch (Academic Technology Services)

Appendix A

Website Usage Guidelines for Students, Faculty and Staff

Drafted by Glenn C. Hill, CISSP, IAM, CPP
Director, Information Security and Identity Services
and approved by the 2006-2007 ITPC

Introduction

University-owned websites are intended for use by students, faculty and staff in the exercise of academic and administrative work. While all use of computers and network resources at the University is governed by the Appropriate Use Policy (AUP), these guidelines seek to provide additional information specific to website use.

Authorization to operate a website in the NEU.EDU and/or NORTHEASTERN.EDU domain name structure

Faculty members and recognized student organizations may obtain and operate a University-owned and named website at their discretion. The content and function of University-owned and named websites shall be consistent with the legitimate academic and administrative roles of the individuals and organizations represented, and with the Appropriate Use Policy.

Registration and ownership of NEU.EDU and/or NORTHEASTERN.EDU domain names

All domain names consisting of “NEU.EDU” and/or “NORTHEASTERN.EDU”, along with all subdomain names and other domain names registered to the University, are owned by the University, and constitute intellectual property belonging to the University.

Ownership and registration of domain names

All domain names for University-owned websites are the property of the University. No private individual may register a domain name in the name of the University, except only as may be authorized by an officer of the University.

Commercial Use

University-owned websites may not be used for commercial purposes, except only as provided under the Terms of the Appropriate Use Policy. Commercial purpose is defined as uses designed for personal or private gain.

SSL Security certificates and code-signing certificates

All websites collecting or transmitting sensitive information shall be configured with a secure sockets layer (SSL) security certificate. Code-signing certificates may be used for sites offering software downloads. All certificates shall be obtained in the name of the University.

Acceptance of payments via websites

University-owned websites may not be used to collect or process payments of any kind, except only as may be coordinated and authorized through the Finance Department.

Solicitation of information from minors

University-owned websites may not be used to collect information from minors, except only as may be pursuant to bona fide academic work or scholarship sanctioned by the University.

Collection of the Social Security Number

University-owned websites may not be used to collect or store Social Security Numbers, except only as may be permitted under the terms of the SSN Collection, Handling and Use Policy.

Links to third party websites

Placement of a third party link on a University-owned website may require advance permission of the third party website or owner.

Links from third party websites to University-owned websites

Third parties desiring to link their website to a University owned website, are recommended to seek permission from the University in advance of posting.

Redirection from third party websites to University-owned websites

Third-party websites (e.g. those outside the University environment), may not redirect visitors to any NEU.EDU or NORTHEASTERN.EDU website, except only by advance written permission from an officer of the University.

Privately-owned web hosts and domain names

Websites where the host computer and domain name are privately owned by an individual, may not be operated from within the University network, except only where such website is used for the conduct of bona fide academic work, scholarship, or other work falling within the owner's scope of employment or role.

Use of University-owned brands, logos, service and trademarks

University-owned brands, logos, service or trademarks may be used only by members of the University community, in connection with bona fide academic work, scholarship, or other work falling within scope of employment or role. Use of University-owned brands, logos, service and trademarks by privately-owned websites is prohibited, except only as may be approved in writing by an officer of the University.

Appendix B

The following memorandum has been prepared by Information Services for distribution to the Northeastern Community on or about April 5, 2007.

To the Northeastern University Community

Exactly a year ago, Information Services conducted a Community Satisfaction Survey spanning faculty, staff and students. While your feedback was very positive, there were two additional services universally requested: extension of wireless coverage and remote access to desktop software. Additionally, faculty and staff requested desktop backup and recovery services and students focused on availability of workstations and reduction of the long printing queues at the InfoCommons. We are pleased to announce that this summer we will have fulfilled three of these requests and are well on the way to completing the fourth.

Work is underway now for **100% wireless coverage** of the main Boston campus in all areas except individual residence hall apartments and rooms (where each student has ResNet high speed Internet access). This wireless service, a dramatic expansion of our current NUwave service currently used by thousands of individuals each month, will provide both open Internet access and 'myNEU authenticated' access to internal systems for those individuals with myNEU userids and passwords. This project will be completed by the start of the Fall 2007 semester.

We are in the final testing phase of a **desktop backup and restore capability**. Called myBackup, it will be available to faculty and staff via myNEU for use with centrally-owned computers connected to our networks. Each individual will have up to 5 gigabytes of space for backup files and you will be able to select (with the exception of certain system files) what and when you would like to backup to our secure servers on campus. You will also be able to restore files from backup through a simple, self-service interface.

The current capacity of InfoCommons I&II in Snell Library is approximately 200 workstations. This number is sufficient during the semester but inadequate during mid-terms and in the last two weeks of each semester when significant lines can form as students press to complete their academic work. The Library has transferred management and support of two computer-enabled classrooms within Snell to IS. These rooms will continue to host Library classes, as well as those of other units, but will be available for 'over flow' from the InfoCommons during mid-terms and finals each semester. With the inclusion of an IS instructional computer lab in Snell Library, these rooms will **add nearly 100 workstations during the week before, and the week of, final exams beginning this semester.**

In the 2007 fall semester, students printed over 6 million pages in the InfoCommons, a level of demand impossible to meet at reasonable cost with responsive print delivery times. During the semester we added the now popular 'quick print, walk up and use' workstations with personal printers attached and will expand this number over the summer. Also, working with the Student

Government Association, this summer IS will be implementing robust print management capability in the InfoCommons where each student will receive an ample quota in terms of pages and be charged only for those pages printed over that quota.

Finally, we are readying the ability for faculty, **students and staff to access desktop software and applications remotely**. The original concept, called Northeastern On Demand, received awards from both ComputerWorld and CIO magazine and has been written up in Educause Quarterly for its innovation. This semester, several faculty and their classes in Criminal Justice, Bouve, SPCS and CBA have been piloting remote access through myApps, a segment of Northeastern On Demand available through myNEU. Throughout the summer and into next fall, IS will increase the pilot population and number of applications to continue to test this capability with the intention of full availability sometime next year. If your organization would like to participate in this expanded pilot, please contact Dr. Leslie Hitch (l.hitch@neu.edu).

We will communicate in depth when each of these services becomes fully available but wanted to share with you the progress made to date on each of these service requests.

From,

Bob Weir
Vice President
Information Technology

2006-2007 Report of the Faculty Senate General Education Implementation Committee

The General Education Implementation Committee (GEIC) met approximately every two weeks from September 19th until April 17th. The original Faculty Senate plan was to implement the General Education curriculum over two years, but this has been reduced to one year. The overall result is that most of the ingredients of General Education will be evolving over a period of several years. The overall plan is rather complicated to digest. The General Education structure which the GEIC is charged with implementing can be found at the Faculty Senate web site. It is in the report of the Academic Policy Special Committee of April 3, 2006.

The first task of the GEIC was to create a draft assessment document. This enabled the Committee to judge the appropriateness of courses for the General Education requirements. This was done in late September and early October. A copy is attached.

The GEIC sent a request for “Knowledge Domain” courses to all departments in the University in November, 2006. This was a most urgent task, given the need to publish courses for incoming 2007-2008 freshman students. At that point the GEIC discovered that having the departments digest this document and respond appropriately would take time and more pressure than a faculty committee could supply. Our representative from the Provost’s Office, Associate Provost Powers-Lee became a driving force in running workshops for department chairs and in obtaining sensibly short lists of courses to recommend to students. This process is ending in April, 2007. Appropriate lists of “Knowledge Domain” courses will soon be available for advisors in all departments.

As part of this process, all departments have gone through a check list of General Education requirements, supplied by Associate Provost Powers-Lee. Each department has in place a plan that will meet the General Education program requirements for their majors.

The DARS software is being upgraded to keep track of each student’s progress through their major and General Education requirements.

In this regard the departments must disseminate, for the advisors and students, exactly when the new courses which fulfill General Education requirements will first be offered. Examples are the capstone and intensive writing in the discipline courses. The GEIC was originally under the impression that this plan would be offered to the classes of 2012 and beyond. Clarification is needed if students graduating prior to 2012 could graduate under these requirements. If the latter is the case, the task of advising such students and ensuring that the appropriate courses are in place prior to a class of 2012 timeline will have to be implemented.

In its final meeting of the year, the GEIC discussed whether the University should designate a “point person” to field questions which advisors will surely have about their students and the General Education requirements. Nationally such a position exists on many campuses.

Frequently this person also does some local assessment of whether courses are meeting the General Education requirements, but that sort of task is still a few years away for us. Here we may have such a person college by college, but some definite assignment of this responsibility needs to be in place in time for summer orientation sessions in June.

With regard to “Learning Communities” which begin in the freshman year, the Provost’s Office held workshops this winter which were poorly attended. This will need more attention next year. Perhaps when faculty and student services advisors begin to implement the curriculum requirements , there will be a better response to these orientation activities.

With regard to the “Diversity” requirement, the definition in our founding document leaves the GEIC with no rationale by which to eliminate almost any social science course. The Provost’s Office is asking departments to help create a smaller list to help guide students in selecting courses to fulfill this requirement.

With regard to Intensive writing courses which must be implemented in all departments, workshops are to be planned for the fall semester of 2007. The English Department and Provost’s Office need to collaborate on this important task. However, it is clear to the GEIC that that these workshops are beyond a normal mandate for the English department, and resources need to be allocate to conduct such workshops. The courses referred to here are beyond the freshman year and so are not as urgent as the matters above.

The above three issues are singled out by the GEIC for more attention. There ought to be a wider University discussion of these issues in order to give more grass roots support to their understanding and implementation and possibly some change in the definition of “diversity.” These discussions would proceed with more vigor after the faculty have become engaged with the implementation problems.

Next year, the GEIC must move beyond our draft assessment statement to create a structure and a careful rationale by which the appropriateness of the various General Education courses will be rated. There should definitely be a continuation of the General Education Implementation Committee next year and its membership should have some overlap with this year's GEIC to provide essential continuity.

Respectfully submitted,

2006-07 Ad hoc Senate Committee for General Education Implementation

Professor M. (Pete) Gilmore, Chair (CAS)
Professor Malcolm Hill (CAS)
Professor Vanessa D. Johnson (Bouvé)
Professor Stephen M. Kane (Cooperative Education)
Professor Nancy Kindelan (CAS)
Professor Mary Loeffelholz (CAS)

Professor Viera K. Proulx (CIS)
Professor Thomas C. Sheahan (Engineering)
Professor Simon I. Singer (Criminal Justice)
Professor Edward Wertheim (CBA)
Dean Jack R. Greene (Criminal Justice)
Nina LeDoyt, Office of the Registrar
Michael J. Paradiso, SGA Representative
Acting Vice Provost Susan Powers-Lee (Undergraduate Studies)
Associate Dean Richard J. Scranton (Engineering)
Dean Stephen R. Zoloth (Bouvé)

Report, Recommendations and Resolutions of the 2006–2007 Administrator Evaluation Oversight Committee of the Faculty Senate

This document is presented in three parts:

- I. The committee's background and charges;
- II. The committee actions taken and recommendations on the charges;
- III. Proposed resolutions.

I. Background and Charges

To: 2006-07 Committee for Administrator Evaluation Oversight
Professor Wallace W. Sherwood, Chair (College of Criminal Justice)
Professor Peter D. Enrich (School of Law)
Professor Elizabeth P. Howard (School of Nursing)
Dean Larry A. Finkelstein (College of Computer & Information Science)
Professor Karin N. Lifter (Bouvé College of Health Sciences)

From: Carol A. Glod, Chair, SAC and Liaison

Re: Charge for 2006-07

Date: 6 September 2006

The Administrator Evaluation Oversight Committee (AEOC) is assigned several functions, which include the following:

i) This Committee oversees and receives for review evaluations of the Provost, academic deans and Unit chairpersons. These evaluations are conducted on a regular schedule determined by the expiration dates of the administrators' terms. The timetable for such evaluations shall be maintained by the Office of the Provost and shall be provided annually to the Committee. In addition the Committee periodically evaluates the heads and operations of such University Units as the Library, Information Systems, Admissions, Academic Assistance, Research Management, Financial Aid, Human Resources Management, Customer Service, Registrar, Physical Plant, Student Affairs, Purchasing and Accounts Payable. It does so in accordance to rules and procedures recommended by the Faculty Senate and approved by the President.

ii) This Committee appoints the faculty members who serve on the administrator evaluation teams, develops and provides evaluation guidelines, materials, and regulations for the teams, sets evaluation schedules and deadlines for the reports,

reviews the outcomes, and submits the reports to the Senate Agenda Committee for final review and appropriate distribution.

iii) Based on its reviews, the Committee may also make recommendations to the Senate Agenda Committee, to the Provost, or to appropriate Vice Presidents on changes in procedures and/or evaluation instruments as deemed necessary.

Over the years, most administrators' terms have become three years which has led to an increase in the subcommittees that carry out the individual administrator evaluations. As a result, the Senate Agenda Committee (SAC) respectfully requests that the 2006-07 AEOC review the current procedures in order to streamline the process and, specifically:

1. Review the evaluation process for possible simplification, i.e. downsizing of the members of the chair and unit head committees to three and devising a template for evaluation reports that allows for difference in ranks.
2. Review and evaluate the current content of surveys to assess their utility and potential shortening of the evaluation instruments. In addition, we ask that the Committee review procedures for the collection and compilation of data from various constituencies.
3. Review the evaluation process with an eye to the possibility of creating a "laddered" process, whereby the level of concern[s] determines the level of detail in the report submitted. For instance, should the first round of evaluations returned indicate no major concerns, there would be no need to interview people at various levels of the reporting structure or administer additional administrations, and an abbreviated report would be filed. If that first round indicated a high level of concern, then the evaluation committee would be constrained to compile a more detailed report, in the attempt to document and, if possible, account for that elevated level of concern.
4. Consider other issues that may arise related to the conduct and process of administrator evaluations to enhance the strengths of the existing system and improve efficiency.

Attached are the administrators whose evaluations are due for the 2006-07 academic year.

We respectfully ask that the committee submit a report to SAC no later January 15 with specific recommendations.

cc President Aoun
Provost Abdelal

II. Actions Taken and Recommendations of the Committee

The committee met regularly, sometimes weekly, sometimes bi weekly, and decided, as its first priority, to staff the individual evaluation committees with faculty volunteers and to assist them in setting up the evaluation processes. We staffed and/or oversaw all (ten) of the evaluation committees that the provost has asked us to set up and/or oversee minus the modifications due to resignations and other factors (three). We had seven ongoing committees conducting evaluation of deans and chairs. No final reports of any of these committees were expected before the end of the spring 2007 semester. As of May 22, 2007, we have received three final reports and three are at the final drafting stage.

- 1a. The committee reviewed the evaluation process for possible simplification, i.e. downsizing of the members of the chair and unit head committees to three and devising a template for evaluation reports that allows for difference in ranks. ***We recommend that the number of the individual evaluation committee members remain the same, at five.***

Rationale:

The Committee felt that the increase in workload may discourage faculty from volunteering to serve on the individual evaluation committees.

- 1b. ***The committee also considered using a template questionnaire in the evaluation process and does not recommend it.***

Rationale:

The better approach seems to be to add questions to the questionnaire bank and emphasize to the individual evaluation committees that they are to select from this bank the questions which are to be used in their evaluations and that they may use and recommend the addition of questions to the bank that they find to be helpful.

2. The committee reviewed and evaluated the current content of surveys to assess their utility and potential shortening of the evaluation instruments. In addition, we reviewed procedures for the collection and compilation of data from various constituencies. ***The committee found the procedures generally good, except, in cases where a large amount of data has to be tabulated, it recommends that some provision be with the Office of Institutional Research to consult on the questionnaire and for them to do the tabulation.*** There was also some low priority discussion of a future AEOC looking into tools for the evaluation of long answers in the collection of data.

Rationale:

These actions will increase the efficiency and accuracy of the process.

3. The committee reviewed the evaluation process with an eye to the possibility of creating a “laddered” process, whereby the level of concern[s] would determine the level of detail

in the report submitted. For instance, should the first round of evaluations returned indicate no major concerns, there would be no need to interview people at various levels of the reporting structure or administer additional evaluations, and an abbreviated report would be filed. If that first round indicated a high level of concern, then the evaluation committee would be constrained to compile a more detailed report, in the attempt to document and, if possible, account for that elevated level of concern.

The committee discussed this but did not take a formal position on it.

4. The committee considered other issues that arise in relation to the conduct and process of administrator evaluations that may enhance the strengths of the existing system and improve efficiency. We recommend:
 - a. that individual evaluation records and data, held by the faculty senate or its designee, be kept for one year and then destroyed. The evaluation report itself should be retained as long as the evaluatee remains employed at NU.
 - b. that the individual evaluation committees typically meet with their evaluatee at three times.

The purpose of the *first meeting* is for the committee to get acquainted with the administrator, to acquaint the administrator with the review process, to identify the unit's documents, and to identify other members of the University community with whom the administrator regularly interacts. The purpose of the *second meeting* is to give the administrator a copy of the draft of the report, after vetting by AEOC, and to discuss the initial findings in the report. The purpose of the *third meeting* is to allow the administrator to respond verbally and/or in writing to the discussion and draft of the report two weeks after receiving the draft report.

- c. that after the draft evaluation report of the individual evaluation committee is completed, and after it is vetted by the Administrators Evaluation Oversight Committee, the evaluatee shall be provided with a hard copy of the draft report for the sole purpose of responding, orally or in writing or both, to the draft, before the final report is completed. The words "DRAFT" and "NOT FOR DISTRIBUTION" should be prominently displayed (or embossed) under the text so no one can use it as a final report. The evaluatee shall have two weeks to respond after which the Committee shall schedule a meeting with the evaluatee to discuss his or her response. The Committee shall reconsider its draft report in light of the evaluatee's response and decide what changes, if any, are warranted in the final report. In any event, a copy or record of the evaluatee's response shall be appended to the final report upon the request of the evaluatee within one week of

the of the meeting. The AEOC shall also vet the final report and any appendices, after which the report shall be deemed complete.

The evaluatee shall have one year to append any new information to the report which is significant, was not available at the time of the report, and whose unavailability is not due to any action (fault) on the part of the evaluatee. This determination shall be made by the AEOC at the time the request is made. The AEOC shall also vet these materials.

- d. that no information that an evaluatee is being evaluated be published on the internet or otherwise published except to those who the faculty senate recognizes as a legitimate part of the evaluation process. In the event this recommendation is not accepted, we recommend that when the University or the Faculty Senate releases information about administrators evaluation it must be accompanied by a statement in the strongest possible terms that the evaluation is a routine three year process.
- e. that the individual evaluation committees consider issues from an individual's most recent evaluation provided they are relevant to the current evaluation issues and their consideration requested by the evaluatee.
- f. that the person being evaluated be given an electronic copy of the actual final report and have the ability to circulate the final report.

III. Resolution

BE IT RESOLVED That the Faculty Senate charge the 2007–2008 Administrators Evaluation Oversight Committee to implement the recommendations of the 2006–2007 Administrators Evaluation Oversight Committee on a temporary basis, for one academic year, and report its findings to the Senate Agenda Committee by May 15, 2008.

Respectfully submitted,

Professor Wallace W. Sherwood, Chair
Professor Peter D. Enrich
Professor Elizabeth P. Howard
Dean Larry A. Finkelstein
Professor Karin N. Lifter

2006-2007 Academic Policy Committee Report

April 7, 2007

Committee Members:

Prof. William DeAngelis, Philosophy & Religion

Prof. Malcolm Hill, Earth & Environmental Sciences (Chair)

Prof. Maureen Kelleher, Director, University Honors Program

Ms. Valerie Randall-Lee, Director, Office of Student Conduct and Conflict Resolution

Prof. Thomas Starr, Visual Arts

Prof. Ali Touran, Civil & Environmental Engineering

Prof. Alan Zaremba, Communication Studies

Charge: The Senate Agenda Committee's charge to the Academic Policy Committee (APC) was twofold:

- (1) To study the issues concerning academic honesty at Northeastern and make recommendations on ways to prevent or discourage cheating and academic dishonesty to provide a baseline guide for faculty; and
- (2) To review current NU practice and recommend best practices for students with academic difficulties.

APC Report on Academic Honesty

Address the perceptions of both students and faculty concerning the importance of academic honesty, both philosophically and procedurally. Identify any existing studies, particularly those involving NU students, which try to quantify the level of cheating, plagiarism, etc. Try to gauge, perhaps through a questionnaire, how faculty members feel about pursuing cases through the process.

The APC concludes that faculty and students at Northeastern both view academic honesty as a high priority.

Students: The Student Government Association (SGA) in 2006-2007 recommended modifications to the existing SGA statement on Academic Honesty, and while the Undergraduate Associate Deans note that there may be some issues of concern around implementation of parts of the statement, the fact that an Academic Honesty resolution was developed by students and is periodically reviewed and updated by the SGA demonstrates a level of concern and intent by students in this area. The text of the SGA resolution is provided in Appendix I.

A representative from the SGA met with the APC to discuss the proposal. We discussed pros and cons of including specific examples, as in the bulleted lists, but the SGA feels that providing specific examples is the best way to help students understand the range of activities that will be considered violations. They argued that including the statement "but not an all-encompassing definition" provides

faculty with appropriate latitude in determining what constitutes examples of academic dishonesty in their courses.

The APC believes that the SGA document provides a reasonable basis for a university-wide Academic Integrity policy statement, in that its examples and range appear to be appropriately inclusive. The SGA document, however, does not include guidance for faculty at the level of detail that is present in some universities' Academic Integrity statements. Two examples of Academic Integrity statements, from Northwestern University and The Pennsylvania State University, that do provide specific procedural guidance, are attached as Appendices II and III, respectively.

Faculty. As will be apparent in the following section of our report, it is likely that a large majority of faculty who encounter issues of academic dishonesty currently address them in the context of course-based penalties rather than referring cases to the Office of Student Conduct and Conflict Resolution (OSCCR). The fact that faculty have a range of options that includes referring cases to OSCCR should be highlighted in any university-level statement. A drawback in resolving an accusation privately between the faculty member or instructor and the student who has been accused, is that the institution then has no way to know if a student is being accused numerous times. The Northwestern University policy (Appendix II) provides both for faculty-level resolution (via grading decisions on assignments or the course grade) as well as university-level reporting and record-keeping.

A point to be clarified (or, affirmed) is the appeals procedure(s) for students who have been accused of violating the Academic Integrity policy. The APC believes that students who have been given a penalty within the context of the course, such as failing an exam or assignment, or failing the course, may appeal through the Academic Standing Committee (where this body exists) in the College that offered the course, after first trying to resolve the issue with the faculty member and department chair, as is the usual procedure in ASC appeals. Complaints by faculty to OSCCR are reviewed by the OSCCR procedure.

The Center for Academic Integrity. Northeastern is an institutional member of The Center for Academic Integrity, with headquarters at Duke University. The CAI website (<http://www.academicintegrity.org>) provides useful links to approaches to Academic Integrity at other institutions.

The link to Northeastern's academic integrity statement currently shows as being broken (the web location for our student handbook has apparently moved). The APC found the reviews of other university's approaches to be informative. Northwestern's academic integrity statement (<http://www.northwestern.edu/uacc/uniprin.html>) and Penn State's (<http://www.psu.edu/ufs/policies/>) both contain in-depth outlines that faculty and students would both find useful. In the Northwestern policy, note particularly the discussion of faculty options in Section D, Sanctions, and of institutional responsibilities in Section E, Faculty and Administrator Responsibilities. In the Penn State policy, section A (4) in Procedures recommends that, where possible, allegations of academic dishonesty should generally be settled between the student and the faculty member – which the APC believes is an accurate reflection of current faculty practice, and a desirable faculty role, at

Northeastern. The Penn State sanctioning guidelines (included as a web link only in Appendix III) go on to provide an in-depth schedule of recommended actions depending on whether the offense is categorized as “minor”, “moderate”, or “major” in their system, as well as whether it is a first or second accusation.

Identify and, if possible, evaluate the technological advances used to prevent plagiarism and other forms of cheating. This includes determining what programs faculty at Northeastern are presently using, and making recommendations as to whether there should be any standardized way for faculty to learn about or use these or other programs.

Faculty can run individual searches for a match with a block of text via Google or other search engines. For the past two years, the university has provided access to an automated search module within the Blackboard course management system, called “Turnitin”. Faculty may access this option by creating an assignment via the “Turnitin Assignment” option on the Blackboard Control Panel. See http://www.turnitin.com/static/videos/bb_vid.html for a tutorial on how to use this option.

Christopher Carrillo in Academic Technology Services provided the following information on current usage of Turnitin at Northeastern:

“Turnitin Plagiarism Detection is a great tool. As you know, it allows faculty to easily determine the exact source material students use for papers submitted electronically through Blackboard. Our instructors seem to like it and it has gotten a lot of usage, so I certainly hope it will be an ongoing offering.

There are a few other tools from the same company that we also use, primarily a service called "GradeMark" that allows instructors to mark up/grade papers electronically. We're just starting our evaluation of a tool called "Peer Review" which has promise for letting students review each other's papers under the management of the instructor.

Of the three tools, I think only the Turnitin Plagiarism Detection tool is clearly and directly related to minimizing academic dishonesty.

As far as usage, I have these fresh statistics:

Since September 1, 2006 (this past Fall semester) [to April 2007]:

Number of unique instructors who have used the Turnitin Plagiarism Detection feature in Blackboard: **234**

Number of unique students who have submitted papers to Turnitin: **4,925**

Number of papers submitted to Turnitin: **7,894”**

At the present time, if a faculty member doesn't already know that Turnitin is an available resource, it is not particularly easy to find out about it. We found a reference while browsing the ATS Blackboard blog at <http://www.ats.neu.edu/BbBlog/> (see the entry for September 19, 2006).

An issue to be aware of with Turnitin and similar technological approaches are privacy implications over their treatment of student work. One Turnitin option that Northeastern's Office of Legal Counsel determined we should *not* participate in, is a central (national/international) bank of student papers, that would make it possible to compare NU student papers with papers submitted by students at other universities. This raises issues of privacy both from the standpoint of student ownership and control of their own work, as well as privacy and FERPA issues related to student names and (perhaps) ID information automatically being entered in databases outside the university. Similar issues arise in the use of related technologies such as Classroom Performance Systems ('clickers') that some publishers make available to faculty and students using particular textbooks, if student names are held in databases maintained by textbook publishers or vendors of classroom performance systems. [Not all systems incorporate this feature.] The Office of Legal Counsel should be involved early in the review or planning of processes that might result in recording or transfer of student information outside the NU systems.

The ASC recommends that the availability of Turnitin as an option be highlighted on the appropriate web sites to a greater extent than is now done. The on-line tutorial that is available (once you find it) is quite clear and should be all that faculty need to learn how to use Turnitin effectively courses that involve submission of written work. Obvious places to highlight this information are the Educational Technology website and the Academic Technology website. Both sites currently show some information about Blackboard.

Evaluate the existing procedures for pursuing academic dishonesty cases through the Dean of Students Office. This evaluation should include looking at quantitative measures of how cases have been resolved in recent years. The APC should also try where possible to gauge student and faculty perceptions of the efficacy of the existing process and whether or not there should be changes in the procedures.

Valerie Randall-Lee, the Director of the Office of Student Conduct and Conflict Resolution, provided the ASC with data and insight into how cases are handled within the OSCCR system, as well as information about practice at other institutions.

From Sept. 1, 2005 through May 6, 2006, the Office of Student Conduct and Conflict Resolution dealt with 3,045 charges distributed across 56 different categories including noise disturbances, disorderly conduct, academic dishonesty, etc. In 1,905 of these cases (63%), the student was found to be "Responsible" (i.e., the charge was upheld). Only 32 of the OSCCR charges in that time (1%) were Academic Dishonesty charges. In 30 of the 32 Academic Dishonesty cases, the students were found to be 'Responsible' (94%). The penalty for being found Responsible for the first offense in an OSCCR proceeding is a deferred suspension, while the penalty for a second instance of being found Responsible for academic dishonesty is expulsion from the University.

A table showing the breakdown from 2003-2004 of students who were found to be Responsible follows:

Academic Dishonesty – Students Found ‘Responsible’ in OSCCR System	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
	N	%	N	%	N	%
Graduate & SPCS	1	5.6%	3	8.9%	3	10.0%
Senior	4	22.2%	7	20.0%	9	30.0%
Junior	3	16.7%	9	25.7%	10	33.0%
Middler	3	16.7%	10	28.6%	4	13.3%
Sophomore	3	16.7%	5	14.3%	1	3.3%
Freshman	4	22.2%	1	2.9%	3	10.0%
Total	18		35		30	

The data show that OSCCR cases of Academic Dishonesty are spread across all class years, with more juniors and seniors being reported than freshmen and sophomores in the last 2 years. There is year-to-year variation, reflecting a common variation in the statistics of small numbers like these. There was a doubling of Academic Dishonesty cases between 2003-04 and 2004-05.

Most APC members were surprised at the small total number of OSCCR Academic Dishonesty cases, but apparently the NU rate of faculty referral of cases to OSCCR (or, to bodies like OSCCR on other campuses) is more or less on par with the experience at other universities. Quantitative data from other universities is not easily available. Skidmore College’s Integrity Board reviewed 257 cases between 2001-2004; of these, 16 (6.7%) were Academic Violations, but the table suggests that at least some of these include cases where an in-course sanction was the method of resolution, rather than a university-level OSCCR-like sanction (D. Karp & S. Conrad, 2005, Restorative Justice and College Student Misconduct, in Public Organization Review: A Global Journal, v.5, p.315-333).

It is apparent to the APC that a large majority of academic dishonesty questions that Northeastern faculty face are being raised and resolved outside the OSCCR process, as it is surely too good to be true that there are only 30 accusations of academic dishonesty being made per year in a university of our size.

Reasons for this include:

- Faculty are not generally familiar with the details of an OSCCR review, and may be concerned about the time involved in sending a complaint to OSCCR as opposed to handling it within the context of their course. The Office of Student Conduct and Conflict Resolution has prepared a tri-fold 1-page brochure last year that would help clarify the process for faculty and provide links

for further information. The fire in the OSCCR office last Spring put such efforts on hold for the time being.

- Some faculty who do understand the penalties involved when a student is found ‘Responsible’ in an OSCCR complaint feel that it may not be appropriate to put the case permanently on a student’s record, or to expose them to the possibility of expulsion from the university, over the particular issue at hand. Some members of the committee expressed this opinion in their own experience, for example.
- Some faculty believe that their role as educators extends reasonably into helping a student learn from having made a poor judgement in at least some cases of academic dishonesty.
- Some faculty may not trust the OSCCR review process to support the faculty member’s conclusion. In fact, OSCCR supported virtually all faculty members’ accusations last year, although this may be due to faculty being highly selective in the complaints they send to OSCCR.

The APC believes that it is desirable to maintain the current ability (and apparent inclination) of faculty to actively confront and, where possible, resolve academic dishonesty issues within the context of their courses. The APC also affirms the value of providing a university-level approach, through OSCCR, for cases that are particularly egregious (perhaps along the lines of Penn State’s “minor/moderate/major” scale of offenses) or in cases where a student wishes to contest an accusation. Although our own value statement does not explicitly outline the range of sanctions that a faculty member or the institution may impose as clearly as Northwestern University’s (see Appendix II) does, our faculty currently make use of all or nearly all of the avenues specified in the Northwestern statement, starting with local, course-based grading decisions for the work in question or the grade for the entire course, up to (at the institutional, OSCCR level), potential for expulsion from the university. We feel that it is appropriate to continue to give individual faculty the responsibility, and latitude, to determine the most appropriate sanction in individual cases. If a sanction is applied within a course and a grade is awarded, students may appeal through the standard grade-appeal procedure in the College that offers the course, potentially going on to the university-level Appeals Resolution Committee. Students who are referred to OSCCR have their case reviewed within that framework.

The APC believes there are situations where dismissal from the university is likely to be the only reasonable course, and a central office like OSCCR with an established process at university level makes sense in passing judgment on such egregious cases.

Restorative Justice Concept. Some universities are beginning to deal with student misconduct by implementing an approach that focuses on re-integrating those who have committed a transgression back into the community. “Although restorative justice is a new concept, there are already dozens of empirical evaluations demonstrating its effectiveness in criminal justice... Participants tend to be more satisfied by their experiences with this process as compared with traditional court processes, and recidivism rates for offenders in restorative justice programs are lower than those who received traditional sentences... Restorative justice may be particularly well suited to campus communities because of their democratic and egalitarian ethos and educational mission.” (David R. Karp, *Introducing Restorative Justice to the Campus Community*; in, D.R. Karp & T. Allena, eds., Restorative Justice on

the College Campus, Charles C. Thomas Pub., 2004, p.3-15). A restorative justice approach would entail developing an expectation that students who are found ‘Responsible’ for violations would be expected to acknowledge what they did, and in some way actively work to ameliorate the harm that resulted from their action as a way to help them re-integrate with the community in a constructive way. A three-pronged approach that includes: Building Community; Earning Trust; and Repairing Harm underlies the restorative justice idea. Skidmore College’s experience is outlined in: D. Karp & S. Conrad, Restorative Justice and College Student Misconduct; 2005; in, Public Organization Review: A Global Journal, v.5, p.315-333. It may be of interest to track other universities’ experience with this approach.

Recommendations.

1. Expand upon the SGA resolution to include a more comprehensive statement about faculty options and institutional responsibilities, along the lines of Northwestern’s and/or Penn State’s statements.
2. Determine whether to establish a consistent central reporting mechanism (within OSCCR?) for all instances of academic integrity violations, including cases that are settled between a faculty member and a student directly. Would a student so referred be given the “standard” OSCCR sanction (deferred suspension) that would accrue from a review within OSCCR, or would it simply be a secure file, designed only to identify students who are accused in multiple instances, perhaps with automatic OSCCR review for students who accumulate multiple citations?
3. Develop a Restorative Justice “track” within the range of permitted approaches to resolving violations of the Academic Integrity policy.
4. Distribute a brochure to all faculty and instructors, outlining the university’s Academic Integrity policy and a link to the OSCCR website outlining the range of recommended approaches to it.
5. Include an Academic Integrity component in the programming for new faculty and TA’s each year.

End of the APC Report on Academic Honesty

APC Report on Best Practices for Students with Academic Difficulties

The 2006-2007 APC was also asked to review a number of questions relating to the experience of students for whom English is a second language (ESOL).

Determine if there are any units that have developed guidelines about time issues for ESOL students, and analyze how they have worked or if other issues have arisen. The APC should contact the units responsible for determining if ESOL students have the skills to compete in English and evaluate any concerns or inputs that they have for this issue.

We were unable to locate any NU units that have developed specific policies regarding increased time to complete exams or assignments for ESOL students. Dean's office advisors we polled did not report any consistent or recurring problems regarding ESOL students' English language abilities. While there are no doubt individual students who may experience ongoing difficulty, all of the feedback we received from the colleges, the English Department, and the International Student and Scholar Institute (ISSI) office all indicated that the current ESOL training that NU provides for incoming students seems to be working as intended in most cases.

Input that we received included:

Allison Moll, College of Criminal Justice Academic Advisors:

“We have very few international students in CCJ -- maybe two per class -- and therefore ESOL has not been much of a problem. Since we meet all students personally during Orientation, we can identify students who appear to have trouble with conversational English. We then recommend special sections of ESOL College Writing for these students. We haven't had ongoing problems since I've been here. Some students experience bumps during the first semester, but the immersion in classes seems to clear things up relatively quickly.”

Mary Mello, College of Arts & Sciences Academic Advisors:

“I asked the advisors in our staff meeting last Thursday and they didn't have any issues with the ESOL program. We actually don't have many students in that anymore.”

Prof. Kathleen Kelly, Department of English:

“I think the system in place is a good one, though there are holes:

Sometimes students elude our gaze if they come in with first-year credit from elsewhere. We, and they, might not realize that there is a problem until AWD [Advanced Writing in the Disciplines courses, ENG U 3xx].

We now have a policy in place that, once accepted at NU, students cannot take courses elsewhere. This is crucial when it comes to writing courses--but a problem sometimes for students on tight schedules who need ENG 101 and 102, or who fail a writing course.

So long as CAS continues to support running ESOL courses under the cap of 15 so that we will always have a place for ESOL students, no matter the numbers, we're ok. We have begun to run ESOL sections of AWD, and they fill quite nicely with students self-selecting--however, English would like a commitment to run those courses under the cap of 19 if necessary.

The institution of WI [writing intensive courses in the disciplines, part of the NU Core to be implemented for freshmen who enter in Fall 2007 and beyond] courses will have quite an impact on the ESOL population, as well as on any student struggling with writing (again, they may have AP credit, or credit from elsewhere; they may also squeak by ENG U 111 with a C, and this may catch up with them in a WI course). So, your committee might discuss this, and, I hope, be willing to make a recommendation or support efforts to deliver REAL WI courses with appropriate faculty training that will help faculty to spot and intervene in situations where students are not performing at par.

Supporting faculty development for WI courses in the disciplines will cost money. In fact, I think the appropriate price is a tenure-track line for a dedicated specialist who will also teach in the Department of English and contribute to our cluster of excellence in composition and rhetoric. Less satisfactory, but no less necessary, would be to furnish more support for our probationary faculty that frees them up to head up such faculty development efforts re WI.”

Salvatore Mazzone (International Student and Scholar Institute) provided the following input for the committee's consideration, based on the many conversations that ISSI has each year with both undergraduate and graduate students from other countries. He pointed out that, in addition to a question of English language ability, there can be cultural issues for some students that may affect their academic success even if they are quite proficient with English, and in some cases issues faced by graduate students are different from undergraduate student problems.

1. The current approach taken to enhance ESOL students' ability to succeed in an English-speaking environment when they arrive at NU seems to be working well in the large majority of cases; there does not appear to be a consistent problem that needs to be addressed. The view that ISSI has is that ability with English should be a given for viable candidates for admission; in some cases, we do need to provide added training upon entry. (This view supports the input we received from faculty and academic advisors on this question.)
2. Even for students who are as proficient with English as native speakers, there can be personal and cultural characteristics that can affect their inclination to participate in class. Some students are shy by nature, and may not be inclined to take opportunities to show that they understand what is being discussed, even if they understand a discussion perfectly. In some cultures,

students would never think to question what a faculty member says in a classroom. Instead, the faculty member's wisdom is to be accepted and learned. Students who grew up in a "K-12" system organized in this way can have a difficult transition to an American classroom where students must participate in class for a percentage of their grade, and getting students who approach education in this way to open up can be a difficult task. Students from other cultures may be much more used to a give-and-take approach, and have an easier time meeting (or exceeding) faculty expectations for class participation. Rather than being solely (or, given the apparent English skill of the majority of current NU international students, even primarily) an English-proficiency issue, ISSI feels it is best to see students as being arrayed differently along 3 or 4 dimensions: (a) English skill; (b) shyness/gregariousness or, at least, inclination to participate actively in classes; (c) cultural assumptions about what is proper behavior for a student in a class, and faculty/student roles; and (d) have personal, family or cultural/financial expectations about the level of success expected in their coursework. Clearly, a student who is "just" proficient in English may be able to succeed in a class that is primarily oriented around problem sets that permit substantial individual work outside class, whereas the same student who enrolls in a class that demands day-to-day active participation may be less successful until their English skills improve. A student who is "just proficient" in English, is "somewhat" shy, and is from a culture that discourages students from publicly questioning faculty or other student opinions in class, may not succeed or may actively dislike a class unless a faculty member is able or inclined to draw them into the flow of this style of learning. In our discussion on this topic, we wondered if it would be possible to include the home country (or home state for US students) on the class list that is sent to faculty who teach courses that are in the "Early Warning" system each semester. This information could provide an opening, if faculty found it helpful, to discuss how a student is doing in a course early enough to enable productive intervention. When we test for English proficiency upon entry as we currently do, we provide an important predictor of potential academic success at Northeastern, but this measure is not the only important characteristic for our students. How can we identify the students in whom 2 or 3 of these factors may be aligned against success in our courses, and help students make adjustments accordingly?

3. The Federal SEVIS regulations specify what students on J1 or F1 visas must do to remain in good standing. They stipulate that each student must maintain a full-time academic load to remain in the country. There are only a small number of permitted exceptions: (a) illness; (b) English proficiency, which, as noted above, is not generally an issue for Northeastern's international students; (c) style and method of teaching; and (d) wrong class due to advisor error. Inclusion of item (c) indicates that the Federal Government acknowledges that some students who come to US universities from other countries may initially have difficulty in adjusting to the US system, as noted in (2) above. If we developed a system to identify students who are experiencing initial academic difficulty on this basis, it might provide acceptable logic to formally move a student to a 12 SH (instead of 16 SH) load for a semester or two as they adjust to our courses.
4. ISSI notes that there can be differences between graduate students and undergraduate students in this area. They have a sense that a larger % of undergraduate international students than graduate students have completed English-language training either in the US or in their own

country, as part of a family expectation that they would track towards attending a US university, during their “K-12” approach to college in their country. A graduate student who decides to attend a US university may not have been thinking along those lines until they near completion of their undergraduate degree, so they may not in general have participated in as many (on average) English training experiences before applying. This is not to say that international graduate students mostly have issues with English proficiency – only that it is potentially a difference that could be explored further. International graduate students share other characteristics with all NU graduate students: (a) the lack of NU graduate housing means that all graduate students must live off campus in the community somewhere; students from overseas may have cultural issues to cope with in learning how to adapt to the flow of neighborhood life that US students may not have; (b) many graduate students have families, so they face pressures and challenges around making those parts of their life work, in addition to achieving academic success, that most undergraduates do not have to cope with.

Luis Falcon, Vice Provost for Graduate Education provided the following input:

“From the graduate standpoint, I think there are issues on this that are specific to the student’s own performance and to the work of some as Teaching Assistants. We still hear complaints now and then--particularly from the SGA undergraduates at the Provost’s forum -- about issues with the language skills of some TAs. I wish we had a slightly larger capacity in the language training area to do some assessments in mid-course that can be compared to the initial training they receive during orientation. Something that may be helpful would be to have a standard form to evaluate TAs in the same way we do faculty.

On the matter of the students in academic difficulty this is a program specific issue and I think the mechanisms are there to flag out those who are in trouble early on. Most programs do periodic reviews and so do the graduate schools.”

Study through a survey (or other means) how units or individual faculty deal with students with academic difficulties in terms of time or extra work policies.

Given time constraints after our initial focus on the Academic Dishonesty component of the APC charge, we did not poll faculty generally on this question. Based on APC members’ own experience, we note that faculty currently can choose to deal flexibly with students in their classes who face a range of challenges, whether these are temporary or short-duration in nature (the death of a family member; a student health problem that is resolved within a few days or a few weeks; etc.), or are of a longer-term, chronic nature, which could encompass protracted academic difficulties derived from imperfect knowledge of the English language, etc. This flexibility is expressed in various ways, including provision of extra time to finish an exam or an assignment (at a faculty members’ discretion); extra-credit assignments that some faculty may permit; etc. It is likely that such flexibility is easier for faculty to provide in small rather than large classes. For example, it may be that 25% of students would appreciate being given extra time on the midterm exam in a 120-student class, but there may not be a practical way to accommodate 30 students for an additional block of time. Faculty are encouraged to

treat students fairly and consistently – which we take to mean that any extra credit or extra time policy should be publicized to all students in a class, not just to a few who may be in academic difficulty. Finally, we note that this concept potentially raises an inherent conflict regarding equitable treatment of students in a class if some are held to due dates for assignments published in the course syllabus, while others in the class are not, at least on an ongoing basis throughout the course. Faculty who do not apply their published deadline criteria (if any) consistently across a class leave themselves open to a larger number of grade disputes once the class is over.

We received input from the colleges on other aspects of the “students in academic difficulty” question, which we include below:

Richard Rasala, College of Computer & Information Science:

“I have been doing a lot of talking with students in difficulty and in some cases with their parents as well.

When a student does not do well, there are several stages:

- a. They get mid-term warnings.
- b. They get D's or F's as final grades.
- c. They have conversations with me and similar advisors.
- d. They get warning letters and Dean's Blocks.
- e. They get placed on formal probation.
- f. They get withdrawn from the university.

The presumption of many of these stages is:

If a student is warned, he/she will change behavior.

This presumption is frequently not valid because often we do not get at the underlying causes of the problem. These are varied.

1. The courses taken may not be taught in a manner suitable for the student.
2. The student may have serious deficiencies in background, especially in mathematics and/or English.
3. The student may have psychological problems such as depression.
4. The student may have a learning disability that is either unknown or not compensated for.
5. The student may have interpersonal problems with other students on campus (particularly in the residence halls).
6. The student may be so introverted that he/she cannot connect.
7. The student's family may have serious health or financial problems.

As academics, our job is to address #1, that is, to review courses and make them better means for learning. We all try to do this but change does take time ... and insight.

To some extent, we attempt to remedy #2 by remedial courses but this is not always effective. For instance, I have seen many students who have had such bad learning experiences in mathematics [in K-12 classes] that one semester of MTH U121 is simply not enough to fix all of the problems.

On #3 to #7, we have responses but they are not very effective. I think we all "try" but the problems themselves are so hard and complex. I do

not think we know enough about these problems and I do not think we have enough resources institutionally BUT I am also not sure that resources alone are the issue. In some cases, the student must go off for a while and then either return to NU or attend another college.

I think there needs to be some really careful thought about #3 to #7, some honest self-assessment of what we can do resource-wise, and then an implementation of what can do with the resources we have to do it.

We must also accept the fact that in some cases it may be best for the student to leave NU and work through some of the difficulties in another setting. The institutional goal of retention is not always in the best interest of the individual student and we should graciously accept that.”

Allison Moll, College of Criminal Justice:

“Two systems which identify students experiencing difficulty are the Early Warning System [EWS – faculty/instructors in a selection of courses that typically enroll significant numbers of freshmen provide mid-term feedback electronically on students who appear not to be making satisfactory progress] and Academic Probation. Both systems have been wonderful tools. We follow up personally via email on every EWS notice. This identifies students in academic difficulty and gets them in for conversations. All Criminal Justice students on Academic Probation are required to meet with an Academic Advisor once per month for a progress report. This gives us a sense of students' individual challenges, whether they actually care about school, and also creates a relationship with someone "checking up" on them. Some students have commented that they find it helpful to be held accountable. (Other students ignore the meetings, but if we then dismiss them, we have documentation of reaching out to offer assistance on multiple occasions.) These two programs seem sufficient to the Criminal Justice advisors. But I strongly believe that a large part of what makes them successful is the outreach and follow-up we do here at the College.”

Mary Mello, College of Arts & Sciences Academic Advisors:

“On the identifying and monitoring of academic progress, we [Arts & Sciences Academic Advisors] do have some suggestions. Everyone agrees that there should be a review of how we review the progress of freshmen. They all feel that waiting until the end of the freshman year to put students on probation effective for the following fall is giving some students too much time before a warning is given. It means the earliest that students can be dismissed is the end of the sophomore year since they have to be on probation for two consecutive semesters [before dismissal becomes an option]. The feeling here is that there should be a point at which freshmen can be dismissed (e.g. if they have a 1.0 at the end of the freshman year). There was also some feeling that needing to have students on probation for two consecutive semesters is problematic. Students can be on probation,

rise just above it, then go back down again. Meanwhile they've just wasted a lot of money and remained on the border.”

Produce a handout which could be used as a guide or suggestion to new faculty as to how to determine policies for extra time/extra work, etc.

This is a difficult area in which to propose university-wide approaches. The only “simple” cases appear to be those students who are ‘officially’ under the Disability Resource Center’s (DRC) assistance policies, and who are able to present faculty with a DRC letter at the beginning of the semester, documenting a need for particular flexibility in that student’s case. Students in this category have been reviewed by professionals who follow systematic screening principles.

Students who do not fall under DRC procedures may also benefit from added time on exams or assignments, or alternative methods of meeting assignments, but we see no sure way for individual faculty to evaluate which students should, and which should not, be given special considerations that are not, in general, going to be made available to students in the class at large. Because of the great range of class sizes and differences among departments and individual faculty on policies for attendance, participation, and evaluating late or incomplete work in different courses, it seems that any proposed statement, beyond a generic “try to be accommodate individual student needs, but implement policies that are consistent across all students...” would run counter to policies established to ensure consistency in treatment of students generally in the course. Although leaving the decision to individual faculty likely would mean that some students would receive the benefit of extra time (etc.) while the same student, in another course, might not, we see no obvious way to make a universal recommendation in this area.

Recommendations for future study.

1. Review the current approach to tracking students’ academic progress, and determine whether current policies should be modified. Should there be a minimum GPA threshold (1.000 suggested above), below which a student completing their freshman year could be dismissed without being placed on Academic Probation for 2 additional semesters?
2. Prof. Rasala’s statement (included above) indicates that in many cases, our ability to “fix” a student’s difficulty in their academic program will be limited if the focus remains solely on adjustment of course-related matters like time to complete exams, study habits, etc. Are there productive ways that other universities have developed to address the “whole student”, whose outcome would be an improved ability to cope with the academic expectations of the student’s program? Particularly in the wake of the April 16, 2007 shootings at Virginia Tech, it is likely that universities will be looking for ways to ensure that all members of the community have support across a wide spectrum of issues that people face.
3. With the growing interest from students, faculty and administrators in participating in and providing enhanced international experience, the university might at some point in the future review the mirror image of the charge given to this year’s APC: do our students (and faculty)

who pursue study or work opportunities in international settings find that they are adequately prepared in the language to succeed in that setting?

End of ASC Report on Students in Academic Difficulty

Appendix I. Student Government Resolution to Revise the Academic Integrity Policy

SGA Resolution SR-FA-06-102

A SENATE RESOLUTION ENDORSING THE ACADEMIC INTEGRITY POLICY

WHEREAS, the Student Government Association wrote and the Faculty Senate ratified the Academic Honesty and Integrity Policy, found in the Undergraduate Student Handbook, in Spring of 1999; AND

WHEREAS, the current policy too narrowly defines the violations of academic integrity and ambiguously states the consequences for students who are accused of breaking the policy; THEREFORE BE IT

RESOLVED, that Northeastern University endorse the attached Academic Integrity Policy; AND BE IT FURTHER

RESOLVED, that the current Academic Honesty and Integrity Policy be replaced with the attached Academic Integrity Policy in all University publications and online resources; AND BE IT FURTHER

RESOLVED, that upon ratification by the Faculty Senate, the Office of Student Conduct and Conflict Resolution enforce this Policy and take the actions necessary to comply with the amended judicial procedure.

Northeastern University Academic Integrity Policy

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

The following is a broad overview, but not an all-encompassing definition, of what constitutes a violation of academic integrity.

A. Cheating

The University defines cheating as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. When completing any academic assignment, a student shall rely on his or her own mastery of the subject.

Examples:

- Unauthorized use of notes, text, the Internet, or other aids during an examination.
- Copying from another student's academic work.
- Unauthorized communication during an examination.

- Handing in the same paper for more than one course without explicit permission from the instructor(s).
- Intentionally viewing a test before it is administered.
- Storing notes in a portable electronic device for use during an examination.

B. Fabrication

The University defines fabrication as intentional and unauthorized falsification, misrepresentation, or invention of any information, data, or citation in an academic exercise.

Examples:

- Inventing data or facts for an academic assignment.
- Altering the results of a lab experiment or survey.
- Citing a source in a bibliography that was not used.
- Stating an opinion as a scientifically proven fact.

C. Plagiarism

The University defines plagiarism as intentionally representing the words, ideas, or data of another as one's own in any academic exercise without providing proper citation. The following sources require citation:

- Word-for-word quotations from a source, including another student's work.
- Paraphrasing (using the ideas of others in your own words).
- Unusual or controversial facts not widely recognized.
- Audio, video, digital, or live exchanges of ideas, dialogue, or information.

Students unclear on whether or not a source requires citation should speak with their professor or consult the Writing Center in 412 Holmes Hall.

D. Unauthorized Collaboration

The University defines unauthorized collaboration as instances when students submit individual academic works that are substantially similar to one another. While several students may have the same source material, the analysis, interpretation, and reporting of the data must be each individual's independent work.

Examples:

- Sharing a take-home assignment, case write-up, lab report, or any other assignment with a peer without expressed permission from the instructor.
- Completing an academic exercise with the aid of a peer, but unfairly crediting all work to oneself.

E. Participation in Academically Dishonest Activities

The University defines participation in academically dishonest activities as any action taken by a student with the intent of gaining an unfair advantage.

Examples:

- Misrepresenting oneself or one's circumstances to an instructor.
- Stealing an examination.
- Purchasing a pre-written paper.
- Selling, loaning, or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts.
- Destroying, altering, stealing or forging another student's work, library materials, laboratory materials, academic records, course syllabi, or examination/course grades.
- Intentionally missing an examination or assignment to gain an unfair advantage.
- Forging information or signatures on official University documents.

F. Facilitating Academic Dishonesty

The University defines facilitating academic dishonesty as intentionally or knowingly helping or attempting to violate any provisions of this policy.

Examples:

- Doing academic work for another student.
- Making available previously used academic work for another individual with the intention of resubmitting the work for academic credit.

Guidelines

All members of the Northeastern University community share a role in upholding the Academic Integrity Policy. Any member of the community who witnesses a violation of the policy should report it to the appropriate faculty member or the Office of Student Conduct and Conflict Resolution.

Cases referred to the Office of Student Conduct and Conflict Resolution will be investigated and if sufficient evidence is presented, the case will be referred to the University's Student Judicial Hearing Board. If a student is found responsible for violating any of the preceding items, a minimum sanction of deferred suspension will follow. A second violation will meet with expulsion from the University.

Students who violate Northeastern University's Academic Integrity Policy may also be subject to individual course penalties. This can result in, but is not restricted to, failing the course, in addition to any University penalty. All instructors must reference academic integrity in their syllabi.

If a student feels that he or she has been falsely accused of violating the Academic Integrity Policy, the student has the right to appeal the charge to the body that first issued the sanction.

Appendix II. Northwestern University's Academic Integrity Statement

<http://www.northwestern.edu/uacc/uniprin.html>

University Principles and Safeguards

Northwestern University

Principles Regarding Academic Integrity

The principles set forth below arise from consultations carried out since 1990 with students, faculty, academic deans, the University General Counsel, and the Office of the Provost. Ratified by the Faculty Senate on May 13, 1992, they are the framework within which policies of the undergraduate and graduate schools of the University operate.

Academic integrity at Northwestern is based on a respect for individual achievement that lies at the heart of academic culture. Every faculty member and student, both graduate and undergraduate, belongs to a community of scholars where academic integrity is a fundamental commitment.

This statement broadly describes principles of student academic conduct supported by all academic programs and faculties of the University, both undergraduate and graduate (post-baccalaureate). More detailed standards of academic conduct, procedures, and sanctions are set forth by each of the schools. It is the responsibility of every member of the academic community to be familiar with the specific policies of his or her own school, and to bear in mind relevant policies governing activities not directly addressed herein, such as internships, specific graduate programs, and University research.

A. Basic Standards of Academic Integrity

Registration at Northwestern requires adherence to the University's standards of academic integrity. These standards may be intuitively understood, and cannot in any case be listed exhaustively; the following examples represent some basic types of behavior that are unacceptable:

1. Cheating: using unauthorized notes, study aids, or information on an examination; altering a graded work after it has been returned, then submitting the work for regrading; allowing another person to do one's work and submitting that work under one's own name; submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

2. Plagiarism: submitting material that in part or whole is not entirely one's own work without attributing those same portions to their correct source.

3. Fabrication: falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data and failing to include an accurate account of the method by which the data were gathered or collected.

4. Obtaining an Unfair Advantage: (a) stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor; (b) stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use; (c) unauthorized collaborating on an academic assignment (d) retaining, possessing, using or circulating previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination; (e) intentionally obstructing or interfering with another student's academic work or (f) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.

5. Aiding and Abetting Academic Dishonesty: (a) providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above, or (b) providing false information in connection with any inquiry regarding academic integrity.

6. Falsification of Records and Official Documents: altering documents affecting academic records; forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, or any other official University document.

7. Unauthorized Access to computerized academic or administrative records or systems: viewing or altering computer records, modifying computer programs or systems, releasing or dispensing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

B. Due Process and Student Rights

In accordance with University Statutes, the enforcement of academic integrity lies with the faculties of the University's individual schools, and shall be in accordance with the procedures and provisions adopted by each individual school.

In all cases involving academic dishonesty, the student charged or suspected shall, at a minimum, be accorded the following rights:

1. Prompt investigation of all charges of academic dishonesty, to be conducted, insofar as possible, in a manner that prevents public disclosure of the student's identity. Such investigation may include informal review and discussion with an official of the school prior to bringing a charge, provided that such review does not compromise the rights of the student in the formal process.

2. Reasonable written notice of the facts and evidence underlying the charge of academic dishonesty and of the principle(s) of academic integrity said to have been violated.
3. Reasonable written notice of the procedure by which the accuracy of the charge will be determined.
4. Reasonable time, if requested, within which to prepare a response to the charge.
5. A hearing or meeting at which the student involved may be heard and the accuracy of the charge determined by a neutral decision-maker.
6. Review of any adverse initial determination, if requested, by an appeals committee to whom the student has access in person. Generally, implementation of sanctions will be suspended until all appeals made by the student have been exhausted.
7. Final review of an unsuccessful appeal, if requested, by the Provost or an advisory committee designated by the Provost.

C. Procedures

Suspected cases of academic dishonesty should be reported to the course instructor, the administration of the school under whose jurisdiction the suspected offense took place, or to any student authorized by that school to receive such complaints. Students charged with academic dishonesty may not change their registration in a course in which the charge is pending, or in which a finding of academic dishonesty has been made. Procedures of investigation, adjudication, and appeal may vary from school to school, subject to safeguards contained in Section B above.

D. Sanctions

All proven cases of academic dishonesty should be penalized as appropriate under the circumstances. Sanctions other than a reduced or failing grade should be imposed by the school in which the student is enrolled. The imposition of any sanction other than a private reprimand should include a statement of reasons supporting its severity. A student may appeal any finding or sanction as specified by the school holding jurisdiction. Sanctions may include but are not limited to:

1. Reduced or failing grade.
2. A letter of reprimand.
3. A defined period of probation, with or without the attachment of conditions.
4. Withdrawal of University funding.
5. A defined period of suspension, with or without the attachment of conditions.
6. Exclusion from the University.
7. Notation on the official record.

8. Revocation of an awarded degree.
9. Any appropriate combination of 1-8 above.

E. Faculty and Administrative Responsibilities

In order to implement these principles of academic integrity, it is necessary for the administration and faculty to take certain steps that will discourage academic dishonesty and protect academic integrity. Those steps include:

- 1. Examination security.** Each school or department should institutionalize procedures that will safeguard examination security. In no event should students other than graduates employed as teaching assistants or proctors be given custody of, or other responsibility over, examinations prior to their administration.
- 2. Examination seating.** Where feasible, efforts should be made to place students in alternate seats during examinations. In circumstances where it is known in advance that this will not be possible, other measures, such as the use of alternating examination formats, should be used.
- 3. Availability of past examinations.** Prior to every examination the instructor should determine whether or not the examination is to be placed on file (in either the library or with the departmental secretary) for availability to students in the future. Examinations that are to be placed on file need not be collected following administration. In cases where examinations are not to be placed on file, the examination should be appropriately labelled and efforts should be made to collect and destroy them.
4. Instructors should inform students of the academic requirements of each course. Such information may appropriately include (a) notice of the scope of permitted collaboration, if any; (b) notice of the conventions of citation and attribution within the discipline of the course; and (c) notice of the materials that may be used during examinations and on other assignments.
5. Each school should establish a consistent policy with regard to the proctoring of examinations.
6. Faculty members must ensure that their teaching assistants understand and are able to carry out the policies set forth herein.
7. All suspected cases of academic dishonesty should be reported to a central authority in the office of the dean of the school offering the course in which the suspected offense took place.

Adopted by the University Senate May 13, 1992

(end of text from Northwestern University website)

Appendix III

Pennsylvania State University's Policy on Academic Integrity

(See PSU Faculty Senate website, <http://www.psu.edu/ufs/policies/> and a table of Sanctioning Guidelines at <http://www.psu.edu/dept/oue/aappm/G-9.pdf>)

G-9: ACADEMIC INTEGRITY

Policy: click to access Senate Policy 49-20, Academic Integrity

Introduction:

Recognizing the importance of academic integrity to the Penn State community, the University Faculty Senate adopted a new Academic Integrity policy, Spring 2000. The shared conviction, represented in the procedures that follow, is that academic integrity is best taught and reinforced by faculty as an element of the teaching and learning process. Only in the limited instances in which faculty believe that disciplinary, as well as academic, sanctions are called for should the process move to the Office of Judicial Affairs.

Each campus or academic college at University Park, shall interpret and apply Academic Integrity Procedures consistent with University policy.

Campus or college Academic Integrity Committees shall maintain guidelines on ranges of appropriate sanctions for given types of infractions. Academic sanctions range from a warning to removal from the academic program.

Procedures:

A. When Academic Dishonesty is Suspected:

1. The faculty member informs the student of the allegation while taking into account the confidential nature of the information and the goal of maintaining an environment that supports teaching and learning.
2. When evidence suggests that an academic misconduct has occurred, the faculty member will enter the charge and the academic sanction on the campus or college's Academic Integrity Form, will sign the form, and then convey the charge and sanction to the student for his or her signature (in person or through other methods if necessary).
3. After reviewing the allegation of academic misconduct with the student, the faculty member may provide the student with an additional period of time (determined by the campus or college procedures) before the student has to make a decision and sign the Academic Integrity Form as to whether or not to accept the academic sanction. A student's failure to sign and return the Academic Integrity Form, by the specified deadline, consistent with campus or college procedures, will be construed as not contesting the charge or sanction.
4. Normally, it is preferable to settle issues between faculty and students, relying on the assignment of grades and course or program-related sanctions to support the learning process, rather than requesting additional University-level *disciplinary* sanctions. However, where integrity violations are considered to be extreme, the faculty member may also opt to pursue a

disciplinary action in conjunction with both the campus or college Academic Integrity Committee and the Office of Judicial Affairs. A more detailed and comprehensive listing of the types of sanctions faculty may assign to students on the Academic Integrity Form can be found in the document [Sanctioning Guidelines for Academic Integrity Violations](#).

5. Throughout the academic integrity process, the authority to administer academic sanctions remains the responsibility of the instructor (or AI Committee) when the case is managed and closed at the campus or college level. In situations where the allegation is referred to the Office of Judicial Affairs, the application of academic sanctions will be carried out by Judicial Affairs, but only in consultation with the campus or college Academic Integrity Committee.

6. Once a student has been informed that academic dishonesty is suspected, the student may not drop the course during the adjudication process. Any drop or withdrawal from the course during this time will be reversed. A student who has received an academic sanction as a result of a violation of academic integrity may not drop or withdraw from the course at any time. These drop actions include regular drop, late drop, withdrawal, retroactive late drop and retroactive withdrawal. Any such drop action of the course will be reversed. This drop policy may be superseded in exceptional circumstances with the approval of Judicial Affairs (i.e. trauma drop).

NOTE: The following statement shall appear on all campus and college Academic Integrity Forms:

"You may not drop or withdraw from this course to avoid a sanction for a violation of academic integrity. Any such drop action of the course will be reversed. If, after notification of a violation of academic integrity, you fail to sign this form, the academic integrity adjudication process will go forward as defined by campus or college procedures."

7. If, after notification of a violation of academic integrity, a student fails to sign the Academic Integrity Form by the specified deadline, the adjudication process will go forward as defined by campus or college procedures.

B. If the Student Accepts Responsibility for the Violation and the Proposed Academic Sanction:

1. The faculty member asks the student to sign the campus or college's Academic Integrity Form, then forwards the form to the campus or college Academic Integrity Committee Chair or Coordinator (at University Park) or to the appropriate designee at other campuses or colleges.

2. In all cases, before submitting the Academic Integrity Form to the Office of Judicial Affairs for recording, it is the responsibility of the campus or college to determine through consultation with Judicial Affairs if the student has prior academic integrity violation(s).

3. If a prior recorded violation is discovered after the student has admitted responsibility and accepted the academic sanction(s), a new academic sanction will be considered by the campus or college Academic Integrity Committee while affording the student his or her institutional rights (including the right to contest the violation and/or new academic sanctions). Information concerning prior academic misconduct may not be used as a basis for judging a student's guilt, but it may be used as a basis for imposing additional *academic* sanctions or deciding whether *disciplinary* action is *also* warranted.

4. When a prior record of academic misconduct is discovered, the campus or college Academic Integrity Committee, in consultation with Judicial Affairs, may consider also recommending University-level disciplinary sanction(s). If University-level sanction(s) do apply, the Academic

Integrity Form, along with other relevant documents, will be sent to Judicial Affairs for review and case management.

5. If the faculty member recommends University-level disciplinary sanctions, and the campus or college Academic Integrity Committee is in agreement, then he/she will inform the student that the case will be referred to Judicial Affairs. If the case is referred to Judicial Affairs, jurisdiction for assigning all sanctions, *academic and disciplinary*, is the responsibility of that office, after consideration of the recommended *academic* sanction of the faculty member and of the campus or college Academic Integrity Committee.

6. Upon final disposition of the case, Judicial Affairs will communicate the outcome to the campus or college Academic Integrity Chair and/or appropriate Associate Dean or designee at the campus or college.

C. If the Student Does Not Admit Responsibility for an Academic Integrity Violation:

1. The faculty member asks the student to sign the campus or college's Academic Integrity Form indicating that the charge or sanction(s) is being contested and then forwards the form to the Academic Integrity Committee Chair or Coordinator (at University Park) or to the appropriate designee at other campuses or colleges.

2. It is the responsibility of the campus or college to determine through consultation with Judicial Affairs if the student has prior academic integrity violation(s).

3. When disciplinary sanctions have **not** been recommended, and the student does not have a record of previous academic integrity violations, the campus or college Academic Integrity Committee will conduct a review in accordance with their respective procedures.

During the review, if the campus or college Academic Integrity Committee finds that the student violated standards of academic integrity the Committee may elect to: uphold the original charge(s) and sanction(s); uphold charges, but modify sanction(s); apply no sanction(s).

4. When the instructor and campus or college Academic Integrity Committee are in agreement that a *disciplinary* sanction(s) may be warranted, or the campus or college Academic Integrity Committee finds that a prior recorded violation of academic misconduct is present, then the case is forwarded to the Office of Judicial Affairs.

When this occurs, the Academic Integrity Committee will **not** manage the case, but will simply conduct a preliminary review before referring the case to the Office of Judicial Affairs. All formal fact-finding and hearing procedures will be conducted by Judicial Affairs in accordance with normal University operating procedures.

At the conclusion of the case, in which the student is found responsible for violating the Academic Integrity Policy, the Office of Judicial Affairs may assign University-level *disciplinary* sanctions and contact the Academic Integrity Committee at the campus or college for the assignment of any recommended *academic* sanctions.

D. Disciplinary Sanctions:

1. Faculty may assign a wide range of sanctions to a student found responsible for violating academic integrity. Most faculty may choose to utilize *academic* sanctions (the modification of grades due to misconduct), but when referring cases to Judicial Affairs, faculty have the option to also recommend a full range of *disciplinary* sanctions available to Judicial Affairs such as: Disciplinary Warning; Disciplinary Probation; Temporary, Indefinite or Permanent Expulsion; or the "XF" transcript notation (see: [Sanctioning Guidelines for Academic Integrity Violations and Explanations for Disciplinary Sanctions](#)).
2. "XF" sanctions are assigned only after consultation with the instructor, the campus or college Academic Integrity Committee, and Judicial Affairs. Assigning an "XF" notation to a student's transcript should be a rare occurrence and is reserved for the most serious breaches of academic integrity which may include repeat misconduct.
3. In any instance in which the instructor believes an "XF" sanction is warranted, whether or not the student has admitted responsibility, the case is forwarded to the campus or college Academic Integrity Committee which will determine in consultation with the involved faculty member, whether the case should be referred to the Office of Judicial Affairs for appropriate fact finding and judgment.
4. The campus or college Academic Integrity Committee must include, with any recommendation to Judicial Affairs for an XF grade, those conditions (if any) under which it would approve the removal of the "XF" sanction from the transcript. Judicial Affairs will consider this recommendation when deciding upon the length of time that the "XF" notation will remain on the student's transcript. When the conditions are met for removal of the "XF", an academic "F" will remain on the transcript. Such conditions must reflect both the circumstances of the individual case and consultation among the instructor, the campus or college Academic Integrity Committee, and the Office of Judicial Affairs.

E. Schreyer Honors College Students:

1. For honors courses, as with all other courses, the campus or college delivering the course maintains responsibility for reviewing and issuing academic sanctions and/or referring cases to the Office of Judicial Affairs.
2. When a college finds that a Schreyer Honors College student has committed an academic misconduct, the Schreyer Honors College will be notified.
3. The Schreyer Honors College maintains authority over alleged breaches of academic integrity for its students in all cases in which the violation concerns Schreyer Honors College work, such as thesis research, but in which the student is not enrolled in a course.

F. Students Involved in Other University Related Academic Activities or Programs:

Students involved in other University related academic activities or programs (e.g. World Campus, Cooperative Education, internships, study abroad programs, etc.) are subject to the University Academic Integrity Policy as implemented by the appropriate campus or college responsible for delivering the program or course/activity.

G. Record Keeping:

1. The appropriate Associate Dean or designee is responsible for forming Academic Integrity Committees and seeing that students and faculty have ready access to such bodies. They are also responsible for seeing that all cases are reported to Judicial Affairs. The specific information reported to Judicial Affairs should include: a) a copy of the signed Academic Integrity Form, and b) other supporting documents that were established or reviewed while managing the case.
2. Judicial Affairs alone is responsible for the central record keeping and disclosing of student discipline records at the University, including academic dishonesty cases. Judicial Affairs will disclose student disciplinary records of academic dishonesty to third parties when those records include *University-level disciplinary sanctions* assigned by the Office of Judicial Affairs. Judicial Affairs will disclose student discipline record information to third parties in accordance with federal law (FERPA) and the University policy on managing Student Discipline Records (http://www.sa.psu.edu/ja/pdf/stu_dis_records.pdf).

Approved: ACUI (1-5-78)

Revised: ACUI (5-19-83)

Revised: ACUI (3-29-84)

Revised: ACUE (7-26-96)

Revised: ACUE (11-2-00)

Revised: ACUE (7-5-01)

Revised: ACUE (1-8-04)

Revised: ACUE (9-1-05)

Revised: ACUE (11-3-05)

Pennsylvania State University Sanctioning Guidelines for Academic Integrity Violations

(see pdf online at <http://www.psu.edu/dept/oue/aappm/G-9.pdf> for complete document)

SANCTIONING GUIDELINES for ACADEMIC INTEGRITY VIOLATIONS

This document is designed to aid faculty in their consideration of sanctions for academic integrity violations. These are guidelines only. The University's academic integrity policy provides for two types of sanctions: academic and disciplinary.

Academic sanctions range from a warning or reduced grade on a single assignment to removal from the student's academic program. Academic sanctions are recommended by the instructor and assigned by the instructor in accordance with the College Academic Integrity Committee.

Disciplinary sanctions are recommended by the instructor, the College Academic Integrity Committee, or the Associate Dean, but are assigned exclusively by the Office of Judicial Affairs. Disciplinary sanctions range from disciplinary warning or disciplinary probation to permanent expulsion. For more information, see section VIII of [Procedures for the Discipline](#)

System. Note that the XF grade is a disciplinary sanction that is assigned only with the concurrence of the instructor, the College Academic Integrity Committee, and the Office of Judicial Affairs. In accordance with University policy G-9, the XF grade should be reserved for the most serious breaches of academic integrity.

In recommending a proposed sanction for an academic integrity violation, one should take into account the severity of the infraction. The chart below contains guidelines that faculty may find useful as they determine their recommended sanctions. The chart uses the terms “minor,” “moderate,” and “major” as related to offenses. The definitions listed below for these terms were originally developed by Behrend College, and are used here with their permission:

MINOR OFFENSES: In general, minor offenses involve errors in judgment without a clear intent by the student to violate academic integrity.

student paraphrases or copies a sentence (or two) without citing the source, or provides an improper citation.

student copies part of the work of another student exactly on an assignment on which collaboration is allowed but copying is not.

MODERATE OFFENSES: In general, moderate offenses are unpremeditated dishonest acts that directly affect only one student.

student cheats, or facilitates the cheating of another, on an examination (in cases where there is no evidence of premeditation).

student tries to gain an advantage in an exam by removing reserved materials from a lab or library to have additional study time at home.

student fabricates a false reason to miss an exam, report deadline, or other academic obligation.

MAJOR OFFENSES: In general, major offenses are premeditated dishonest acts or dishonest acts that directly affect the grade of other students.

student poses as, or facilitates another posing as, someone else during an exam.

student cheats or facilitates the cheating of another on an examination in a way that is premeditated (e.g., using a cheat sheet, a prearranged system of sharing answers, or some similar method that was planned in advance).

student places his/her name on a written assignment he/she did not write. This includes copying old assignments such as term papers and lab reports that were written by others in previous years.

11/14/2006

(The PSU pdf document continues with 5 pages of table and text providing recommended sanctions for first and second offenses in each of the academic integrity areas.)

Senate Resolutions of Note

11/15/06 0607-08 Acts of racism and bigotry

BE IT RESOLVED THAT, In response to recent and multiple occurrences of racism and acts of bigotry directed against one individual and several groups on the basis of racial, religious, gender and sexual identities, the Northeastern University Faculty Senate deplores these instances.

BE IT FURTHER RESOLVED THAT The Faculty Senate support Northeastern's efforts to bring the perpetrator or perpetrators to justice, and pledges to work collectively with administration, faculty, staff, and students to continue and strengthen the University's commitment to creating a climate that values and celebrates the diversity that must and should prevail in any setting which exists for the purpose of cultivating all forms and constructive uses of knowledge.

BE IT FURTHER RESOLVED THAT The Faculty Senate urge President Aoun to form a special committee to study the impediments posed by University policies themselves to the advancement and success of all members of the Northeastern University community, especially women and under-represented populations, and to make recommendations for the removal of those impediments.

(31-0-0)

Action by the President: Rec'd 4/10/07; approved 3/17/07; BoT approval not required

3/28/07 0607- 26 Proposed Faculty Senate Bylaws amendment #1

BE IT RESOLVED That the Faculty Senate Bylaws be amended with the following language regarding the composition of the Faculty Senate to replace the first paragraph of section I.A.2.a. of the Faculty Handbook, effective for Faculty Senates convening in 2007-08 and thereafter:

The membership of the Faculty Senate will consist of thirty faculty members elected from the College faculties.

(27-1-1) (Faculty referendum: 245 ballots received—185 voted for amendment; 60 opposed amendment)

Action by the President: Approved by Pres/Provost; BoT approved 6-8-07.

0607- 27 Proposed Faculty Senate Bylaws amendment #2

BE IT RESOLVED that the Faculty Senate Bylaws be amended by substituting the following language for the respective sections in the Faculty Handbook, effective for Faculty Senates convening in 2007-2008 and thereafter.

Section I.A.2.c: Only Professors, Associate Professors, and Assistant Professors from the College faculties, who are actively engaged at the University as full-time teaching and research personnel as defined in V.B.2.a and who do not have academic appointments which make them eligible for appointment as administration members, shall be eligible for election from their college to the Faculty Senate and shall have the right to vote in the election.

Section I.A.2.e: The thirty faculty members of the Senate from the colleges shall be elected proportionately from the degree-granting colleges and the School of Law. Each of these units shall have at least one Senate representative, but those with larger faculties shall have correspondingly more representatives.

Section I.A.2.f: Elections to the Faculty Senate shall be conducted by each college by the tenth week of the spring semester in accordance with the following procedures and regulations:

Section I.A.2.f.2)b): Each Teaching Faculty member of a college may cast one nominating vote for each college Senate vacancy.

Section I.A.2.f.3)a): Each Teaching Faculty member of a college may vote for one person for each college Senate vacancy to be filled.

Section I.A.2.f.4)b): The Deans of the colleges will provide their respective faculties, one week prior to elections, with a list of those faculty members eligible to vote, indicating those who are not eligible to be elected as defined in A.2.c.

(27-1-1) (Faculty referendum: 245 ballots received—185 voted for amendment; 60 opposed amendment)

Action by the President: Approved by Pres/Provost; BoT approved 6-8-07.

Guest Speakers and Presentations made to the 2006-07 Faculty Senate

President Joseph Aoun

On October 18, 2006, the Senate welcomed Northeastern University's new President, Joseph Aoun, who shared his impressions concerning the future and noted an eagerness among faculty and staff to assume ownership and responsibility for the destiny of this institution. President Aoun told the Senate that a fundamental principle of all Northeastern's activities is that those activities will be driven by academic priorities identified by the academic planning process, to be co-chaired by Provost Abdelal and Chief Planning Officer Mark Putnam.

The President assured the Faculty Senate that faculty will be integrally involved in deciding where the University should be going and assessing the risks of getting there. He noted that there should be no instances wherein the Senate Agenda Committee Chair must call the Provost to point out that something was not agreed upon and does not fit with the academic priorities of the faculty.

President Aoun noted the spirit of collegiality that he has observed at Northeastern which generates interdisciplinary projects that should be leveraged to maximum effect. He proceeded to answer questions concerning the importance of general education requirements, the importance of Coop as a differentiator, and employee benefits.

Minutes of the October 18, 2006 Senate meeting are available at:

http://www.facultysenate.neu.edu/meetings/200607/documents/minutes10_18_06.pdf

Senior Vice President of Enrollment and Admissions Wilhelmina Mantella

On November 1, 2006, the Senate was pleased to welcome Senior Vice President of Enrollment and Admissions Wilhelmina Mantella who spoke on areas of importance and future challenges. She explained how and why factors such as SAT scores, cost of attendance, and family incomes have changed over the years and have influenced the enrollment picture.

The Senior Vice President pointed out that there are more alumni engaged in the Alumni & Admissions program than ever before, with regional chairs in eight regions across 18 states. She discussed Northeastern's market, the rise in applicants, SAT scores, acceptance and retention rates, applicants' decision-making process, the importance of Coop, and the graduation rate. In addition, Senior Vice President Mantella described such future challenges as price, student debt, the need for an additional message of academic quality, international students, and consumer-generated media.

Minutes of the 11/1/06 Senate meeting may be found at:

http://www.facultysenate.neu.edu/meetings/200607/documents/agenda11_01_06.pdf

Provost Ahmed Abdelal's Budget Report to the February 14, 2007 Senate.

The Provost spoke of “Opportunities without Boundaries” which refers to disciplinary, departmental and college boundaries; the lack of boundaries between classroom and workplace learning; and the boundaries constituting the university, the urban community, and the global community. He explained the composition of the net new recurring revenue for 2008, such as salaries and benefits and how faculty salaries will be determined; academic priorities and new faculty positions; operational departmental budgets; summer offerings; and start-up funding.

He also explained that non-recurring revenue, such as that generated by accepting more than 2800 students, will be used for one-time expenditures from a Presidential reserve. He was pleased to announce that twenty new graduate assistantships will be allocated to the Colleges based on enrollment growth. In addition, 25 University Graduate Fellowships at \$5K each will be available in order to attract high-caliber applicants on the Ph.D. track. He also assured the Senate that enhancement of academic facilities is a high priority.

Minutes of the February 14 Senate meeting may be found at:

http://www.facultysenate.neu.edu/meetings/200607/documents/minutes02_14_07.pdf

Faculty Senate Resolutions & Outcomes 2006-2007

09-20-06 **0607-01 Information Technology Policy Committee Resolutions 1, 2, and 3**

1. WHEREAS the Faculty Senate believes that there should be more faculty input in the planning, purchasing and placement of new classroom technology,

BE IT RESOLVED That at least three (3) faculty members serve on the University Classroom Advisory Committee (UCAC).

2. WHEREAS Northeastern University is in need of a plan to equip and support 100% of the appropriate registrar-scheduled classrooms with audio-visual instructional technology, including a suitable review, maintenance, replacement and upgrade schedule,

BE IT RESOLVED That the University approve a one-time allocation to equip the remaining registrar-scheduled classrooms on the Boston main campus in accordance with the “classroom technology standard” as defined by Information Services.

3. BE IT RESOLVED That it is the sense of the Senate that Information Services provide the Faculty Senate with an annual report on the technological fitness and readiness of Northeastern University’s classrooms. This report, which covers the previous academic year, shall be delivered by September 30.

(34-0-0)

Action by the President: Approved 3/17/07; BoT approval not required.

10-04-06 **0607-02 2005-06 Senate Standing Committee on Financial Affairs resolution**

Whereas the University Fiscal Advisory Committee should receive access to all relevant fiscally related information before annual operating budget recommendations are made,

BE IT RESOLVED That the University Fiscal Advisory Committee, or its successor, receive information about revenues and expenditures from auxiliary, independent and other operations that affect the University's operating budget.

BE IT FURTHER RESOLVED That the University Fiscal Advisory Committee receive information about proposed major expenditures for buildings and renovations.

BE IT FURTHER RESOLVED That faculty be involved in an advisory capacity with respect to major building and renovation plans by means of either the University Fiscal Advisory Committee or a separate committee devoted to developing and reviewing such plans.

(31-0-0)

Action by the President: Rec'd 4/10/07 "Informational, no action required" by AA; BoT approval not required.

10-18-06

0607-03 2005-06 Senate Ad hoc Committee on Library Policies and Operations resolution #1, NEU Library inclusion in academic initiatives

WHEREAS there are many academic requests, needs, and expectations indirectly involving the library when new academic initiatives are initiated.

BE IT RESOLVED That academic initiatives involving significant library resources or personnel include consultation with the Dean of Libraries or his/her designee and collaboration to identify and secure those resources.

(21-2-3)

Action by the President: Rec'd 4/10/07; Approved; BoT approval not required.

0607-04 2005-06 Senate Ad hoc Committee on library Policies and Operations resolution #2, Open Access in Scholarly Publication

WHEREAS Northeastern University's longstanding commitment to the free and open publication, presentation and discussion of research advances the interests of the scholarly community, the faculty individually, and the public, and

WHEREAS the costs of scholarly journals are continually rising at rates greater than the rate of inflation and higher than the rate of University budget increases, and

WHEREAS the activities of these publishers directly depend upon the continued participation of faculty at Northeastern University and similar institutions acting as editors, reviewers, and authors, and

WHEREAS a lasting solution to this problem requires not only interim measures but also a long range plan, and

WHEREAS publication in open access journals and repositories is an increasingly effective option for scholarly communication,

The Northeastern University Faculty Senate:

- a. Encourages faculty to become familiar with the pricing and business practices of journals and journal publishers in their specialty, and to support journals and publishers whose pricing and accessibility policies promote broad and continuing access to scholarship.
- b. Urges faculty, especially tenured faculty, to exert a positive influence on the direction of scholarly publishing through the choices they make in the submission of papers, the commitment of time to refereeing activities, and participation in editorial work.
- c. Encourages faculty and the University to support new models for scholarly publishing, including open access journals and archives, disciplinary and institutional repositories and other approaches that enhance the broad dissemination of knowledge while preserving peer review and excellence in scholarship.
- d. Urges faculty to maintain control of their scholarly work by retaining intellectual property rights, in order to allow them greater freedom to disseminate their work and thereby maximize the impact of their scholarship.
- e. Calls upon the faculty and University administration to support these changes by providing incentives and assistance to for those advancing alternative models.

[Note: Nothing in this resolution is intended to detract from recognition of the link between journal quality and scholarly benefits to individuals, departments and the University, or to undermine the central role of the peer review process in academic publication. Rather, the goal is to encourage publication in open-access sources where these goals will not be compromised, to increase the range and

quality of open access journals and archives, and to encourage journal editors and publishers to support open access goals.]

(20-0-4)

Action by the President: Rec'd 4/10; Approved 12/4/06; BoT approval not required.

11/1/06

0607-05 Bachelor of Arts Dual Major in Modern Languages and LLACS

BE IT RESOLVED That the Faculty Senate approve the proposed Bachelor of Arts Dual Major in Modern Languages (Spanish) and LLACS (Latino/a, Latin American & Caribbean Studies) as approved by the University Undergraduate Curriculum Committee in April 2006.

(34-0-0)

Action by the President: Apr 12/4/06; BoT approval not required.

0607-06 Program elimination – Community Health MS Specialization

BE IT RESOLVED That the Faculty Senate approve the proposed elimination of the Community Health MS Specialization in the School of Nursing as approved by the Graduate Council on 10 October 2006.

(33-0-2)

Action by the President: Rec'd 4/10/07; Approved 12/4/06; BoT approval not required.

0607-07 Certification of Advanced Graduate Study in Psychology, Education & the Community

BE IT RESOLVED That the Faculty Senate approve the proposed Certificate of Advanced Graduate Study in Psychology, Education & the Community in the Department of Counseling and Applied Educational Psychology, Bouvé College, as approved by the Graduate Council on 10 October 2006.

(34-0-0)

Action by the President: Rec'd 4/10/07; Approved 12/4/06; BoT approval not required.

11/15/06 **0607-08 Acts of racism and bigotry**

BE IT RESOLVED THAT, In response to recent and multiple occurrences of racism and acts of bigotry directed against one individual and several groups on the basis of racial, religious, gender and sexual identities, the Northeastern University Faculty Senate deplores these instances.

BE IT FURTHER RESOLVED THAT The Faculty Senate support Northeastern's efforts to bring the perpetrator or perpetrators to justice, and pledges to work collectively with administration, faculty, staff, and students to continue and strengthen the University's commitment to creating a climate that values and celebrates the diversity that must and should prevail in any setting which exists for the purpose of cultivating all forms and constructive uses of knowledge.

BE IT FURTHER RESOLVED THAT The Faculty Senate urge President Aoun to form a special committee to study the impediments posed by University policies themselves to the advancement and success of all members of the Northeastern University community, especially women and under-represented populations, and to make recommendations for the removal of those impediments.

(31-0-0)

Action by the President: Rec'd 4/10/07; approved 3/17/07; BoT approval not required.

11/29/06 **0607-09 Program elimination – Bachelor of Science in English**

BE IT RESOLVED That the Bachelor of Science in English be discontinued from among the programs offered at Northeastern University as approved by the Undergraduate Curriculum Committee on November 9, 2006.

(32-0-0)

Action by the President: Rec'd 4/10/07; Approved 3/17/07; BoT approval not required.

Arts

0607-10 Bachelor of Fine Arts with the School of the Museum of Fine

BE IT RESOLVED That the Faculty Senate approve the proposed Bachelor of Fine Arts in the College of Arts and Sciences in collaboration with the School of the Museum of Fine Arts as approved by the Undergraduate Curriculum Committee on November 9, 2006.

(32-0-0)

Action by the President: Rec'd 5/08/07, approved. Approved by BoT 3/2/07

0607-11 Master of Fine Arts in Studio Arts with the School of the Museum of Fine Arts

BE IT RESOLVED That the Faculty Senate approve the proposed Master of Fine Arts in Studio Arts in the College of Arts and Sciences in collaboration with the School of the Museum of Fine Arts as approved by the Graduate Council on November 14, 2006.

(32-0-0)

Action by the President: Rec'd 5/08/07, approved. Approved by BoT 3/2/07

12/13/06

0607-12 Proposed resolutions from the Senate Committee for Financial Affairs

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 5.6% for continuing faculty in fiscal year 2007-2008.

Resolution #2

BE IT RESOLVED That the Faculty Senate supports the recommendation of the Financial Affairs Committee for an equity pool in fiscal year 2007-2008 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. At a minimum, the equity pool should be \$1 million.

Resolution #3

BE IT RESOLVED That the administration inform and seek the input of the Financial Affairs Committee as to the process and priorities used to distribute the equity pool.

BE IT FURTHER RESOLVED That the process include the distribution of salary matchmate data to faculty by rank and field.

(31-0-0)

Action by the President: Rec'd 4/10/07; Approved 3/17/07; BoT approval not required.

01/17/07 0607-13 Proposed Bachelor of Science in Environmental Science

BE IT RESOLVED That the Faculty Senate approve the proposed Bachelor of Science in Environmental Science in the College of Arts and Sciences as approved by the Undergraduate Curriculum Committee on December 14, 2006, with concomitant suspension of the B.S. in Geology, B.S. in Environmental Geology and B.A. in Earth Science (as previously approved by the CAS Council).

(29-0-0)

Action by the President: Approved 3/17/07; BoT approved 6/8/07.

0607-14 Proposed Bachelor of Arts in Religious Studies

BE IT RESOLVED That the Faculty Senate approve the proposed Bachelor of Arts in Religious Studies in the College of Arts and Sciences as approved by the Undergraduate Curriculum Committee on December 14, 2006.

(30-0-0)

Action by the President: Approved 3/17/07; BoT approved 6/8/07.

01/24/07 **0607-15 Suspension of the French major**

BE IT RESOLVED That the French major in the Department of Modern Languages be suspended until such time as the Department submits a proposal to reinstate that is supported by the Dean of the College of Arts and Sciences (as previously approved by the Department of Modern Languages and the CAS Council).

(25-0-0)

Action by the President: Rec'd 4/10/07; Approved 3/17/07; BoT approval not required.

0607-16 2007 Tenure Clock Extension Policy

BE IT RESOLVED That the Faculty Senate adopt the tenure clock policy proposed by the Office of the Provost.

(23-0-1)

Action by the President:

02/28/07 **0607-17 FDC Report on Teaching Course Evaluations, Resolution #1-(TCEP) replaced by (TRACE)**

BE IT RESOLVED That the Faculty Senate accept the 2006-2007 Faculty Development Committee (FDC) recommendation to replace the Teacher Course Evaluation Program (TCEP) with the Teacher Rating and Course Evaluation (TRACE), as contained in the FDC report of February 2007, no later than the 2008-09 academic year.

(26-0-0)

Action by the President: Rec'd 4/10/07, Approved; BoT approval not required.

0607-18 FDC Report on Teaching Course Evaluations, Resolution #2-Evaluations administered online

BE IT FURTHER RESOLVED That the teacher/course evaluations be administered online.

(19-4-2)

Action by the President: Rec'd 4/10/07, Approved; BoT action not required.

0607-19 FDC Report on Teaching Course Evaluations, Resolution #3-Ad Hoc Committee appointed for (TRACE) implementation

BE IT FURTHER RESOLVED That the Senate Agenda Committee appoint an ad hoc committee charged with gathering a compendium of best practices and desirable features of online evaluation programs elsewhere for the implementation of TRACE, based on that compendium, and with monitoring and making such recommendations as may be necessary.

(24-0-0)

Action by the President: Rec'd 4/10/07, Approved; BoT approval not required.

3/28/07

0607- 20 Proposed MS in Electrical and Computer Engineering Leadership

BE IT RESOLVED That the Faculty Senate approve the MS in Electrical and Computer Engineering Leadership in the College of Engineering as approved by the Graduate Council on 13 February 2007

(30-0-0)

Action by the President: Approved. BoT approved 6/8/07.

0607- 21 Name Change for Department of Visual Arts:

BE IT RESOLVED That Faculty Senate approve the name change of the Department of Visual Arts to the Department of Art and Design as approved unanimously by the Department of Visual Arts and the College Council in the College of Arts & Sciences.

(30-0-0)

Action by the President: Approved; BoT approved 6/8/07.

0607- 22 Proposed Program Changes in the Department of Visual Arts:

Resolution #1 *Approved by Pres/Provost; BoT approval not required.

BE IT RESOLVED That the Faculty Senate approve the proposed Bachelor of Arts in Art major in the College of Arts and Sciences as approved by the University Undergraduate Curriculum Committee in February 2007, with the concomitant suspension of the Bachelor of Science in General Art (as previously approved by the CAS Council).

Resolution #2 *Approved; BoT approved 6/8/07.

BE IT RESOLVED That the Faculty Senate approve the proposed Bachelor of Fine Arts in Digital Art major in the College of Arts and Sciences as approved by the University Undergraduate Curriculum Committee in February 2007, with the concomitant suspension of both the Bachelor of Science in Art with a Concentration in Animation and in Photography (as previously approved by the CAS Council).

Resolution #3 *Approved; BoT approved 6/8/07.

BE IT RESOLVED That the Faculty Senate approve the proposed Bachelor of Fine Arts in Graphic Design major in the College of Arts and Sciences as approved by the University Undergraduate Curriculum Committee in February 2007, with the concomitant suspension of the Bachelor of Science in Graphic Design (as previously approved by the CAS Council).

Resolution #4 *Approved by Pres/Provost; BoT approval not required

BE IT RESOLVED That the Faculty Senate approve the proposed Bachelor of Science Dual Major in Multimedia Studies and Digital Art in the College of Arts and Sciences as approved by the University Undergraduate Curriculum Committee in February 2007, with the concomitant suspension of both the Bachelor of Science Dual Major with Concentration in Animation and Media Studies and in Photography and Multimedia Studies (as previously approved by the CAS Council).

Resolution #5 *Approved by Pres/Provost; BoT approval not required

BE IT RESOLVED That the Faculty Senate approve the proposed Bachelor of Science Dual Major in Computer Science and Digital Art in the College of Arts

and Sciences as approved by the University Undergraduate Curriculum Committee in February 2007.

(30-0-0)

Action by the President: *See above

0607- 26 Proposed Faculty Senate Bylaws amendment #1

BE IT RESOLVED That the Faculty Senate Bylaws be amended with the following language regarding the composition of the Faculty Senate to replace the first paragraph of section I.A.2.a. of the Faculty Handbook, effective for Faculty Senates convening in 2007-08 and thereafter:

The membership of the Faculty Senate will consist of thirty faculty members elected from the College faculties.

(27-1-1) (Faculty referendum: 245 ballots received—185 voted for amendment; 60 opposed amendment)

Action by the President: Approved by Pres/Provost; BoT approved 6-8-07.

0607- 27 Proposed Faculty Senate Bylaws amendment #2

BE IT RESOLVED that the Faculty Senate Bylaws be amended by substituting the following language for the respective sections in the Faculty Handbook, effective for Faculty Senates convening in 2007-2008 and thereafter.

Section I.A.2.c: Only Professors, Associate Professors, and Assistant Professors from the College faculties, who are actively engaged at the University as full-time teaching and research personnel as defined in V.B.2.a and who do not have academic appointments which make them eligible for appointment as administration members, shall be eligible for election from their college to the Faculty Senate and shall have the right to vote in the election.

Section I.A.2.e: The thirty faculty members of the Senate from the colleges shall be elected proportionately from the degree-granting colleges and the School of Law. Each of these units shall have at least one Senate representative, but those with larger faculties shall have correspondingly more representatives.

Section I.A.2.f: Elections to the Faculty Senate shall be conducted by each college by the tenth week of the spring semester in accordance with the following procedures and regulations:

Section I.A.2.f.2)b): Each Teaching Faculty member of a college may cast one nominating vote for each college Senate vacancy.

Section I.A.2.f.3)a): Each Teaching Faculty member of a college may vote for one person for each college Senate vacancy to be filled.

Section I.A.2.f.4)b): The Deans of the colleges will provide their respective faculties, one week prior to elections, with a list of those faculty members eligible to vote, indicating those who are not eligible to be elected as defined in A.2.c.

(27-1-1) (Faculty referendum: 245 ballots received—185 voted for amendment; 60 opposed amendment)

Action by the President: Approved by Pres/Provost; BoT approved 6-8-07.

4/11/07

0607-23 Proposed Dual Major in Jewish Studies and Religion

BE IT RESOLVED That the Faculty Senate approve the Dual Major in Jewish Studies and Religion in the College of Arts and Sciences as approved by the University Undergraduate Curriculum Committee in February 2007.

(32-0-0)

Action by the President: Approved by Pres/Provost; BoT approved 6-8-07.

0607-24 Proposed Tuition Waiver for Online Courses

BE IT RESOLVED That the Faculty Senate recommend that the Northeastern University Tuition Waiver Program (under Employee Benefits) include Northeastern-based online courses.

(31-0-0)

Action by the President:

0607-25 Report of the 2006-07 Senate Committee for Enrollment and Admissions Policy

BE IT RESOLVED that the Faculty Senate accept the report of the 2006-07 Enrollment and Admissions Policy Committee.

(26-2-3)

Action by the President: Rec'd 5/14/07 "Informational, no action required" by AA; BoT approval not required.

4/25/07

0607-28 M.S. in Comparative Criminal Justice

BE IT RESOLVED That the Faculty Senate approve the Master of Science in Comparative Criminal Justice joint degree in the College of Criminal Justice as approved by the Graduate Council on 10 April 2007.

(34-0-0)

Action by the President: Approved by Pres/Provost; BoT approved 6-8-07.

0607-29 Proposed Academic Calendar Change #1

BE IT RESOLVED That, beginning with the fall 2007 semester, classes will not be scheduled on the Wednesday prior to Thanksgiving Day.

(29-0-2)

Action by the President: Rec'd 6/5/07, approved. BoT action not required

0607-30 Proposed Academic Calendar Change #2

BE IT RESOLVED That, beginning with the spring 2008 semester, the University adopt the academic calendar changes, as proposed by the Office of the Registrar, with the exception that the grade due date will remain Monday, April 28, 2008.

(24-7-2)

Action by the President: Rec'd 6/5/07, approved. BoT action not required.

0607-31 Proposed Master of Public Health

BE IT RESOLVED That the Faculty Senate approve the Master of Public Health in the Department of Health Sciences as approved by the Graduate Council on 10 April 2007.

(32-0-0)

Action by the President: Approved by Pres/Provost; BoT approved 6-8-07.

0607-32 Proposed M.S. in Nonprofit Management in SPCS

BE IT RESOLVED That the Faculty Senate approve the Master of Science Degree in Nonprofit Management in the School of Professional and Continuing Studies as approved by the Graduate Council on 10 April 2007.

(30-1-0)

Action by the President: Approved by Pres/Provost; BoT approved 6-8-07.

0607-33 Proposed dual degree in Law & Law, Policy & Society (dual JD/MS) in the College of Arts & Sciences and the School of Law

BE IT RESOLVED That the Faculty Senate approve the dual degree (MS/JD) with the Law, Policy and Society Program in the College of Arts and Sciences and the School of Law as approved by the Graduate Council on 10 April 2007.

(30-0-0)

Action by the President: Rec'd 6/5/07, approved. BoT action not required.

0607-34 Name Change of the School of Education in the College of Arts & Sciences to Department of Education

BE IT RESOLVED That the School of Education in the College of Arts and Sciences be renamed the Department of Education as approved by the College of Arts and Sciences Faculty Council on 4 April 2007.

(30-0-0)

Action by the President:

0607-35 Establishment of a School of Education in SPCS

BE IT RESOLVED That a School of Education be established in the School of Professional and Continuing Studies.

(29-1-1)

Action by the President:

0607-36 Proposed transfer of the suspended Doctor of Education from A&S to School of Education within SPCS

BE IT RESOLVED That the Doctor of Education degree, suspended by the College of Arts and Sciences (CAS) in 1991, be transferred to the School of Education within the School of Professional and Continuing Studies (SPCS) to be brought forward subsequently.

(26-0-1)

Action by the President:

0607-37 Proposed MS in Project Management in SPCS

BE IT RESOLVED That the Faculty Senate approve the Master of Science in Project Management in the School of Professional and Continuing Studies as approved by the Graduate Council on 17 April 2007.

(16-4-7)

Action by the President: Approved by Pres/Provost; BoT approved 6-8-07.

Appendix 1

Report of the 2005-06 *Ad Hoc* Senate Committee on Library Policies and Operations 11 April 2006

Executive Summary

The *Ad Hoc* Committee on Library Policies and Operations (LPOC) was charged on 2 Dec 2005 and met seven times during the Spring Semester 2006. The committee received 4 charges from the Senate Agenda Committee.

The first charge asked us to follow the status of the enhanced funding and upgrades passed in two 2004-05 resolutions as related to the Northeastern Library system. Regrettably, as of April 11, 2006, the promised enhanced funding (\$325,000) for 2005-06 has not yet reached the library operating budget. A portion of this amount (\$150,000) is scheduled to be transferred to library operating budget on April 18th. The committee has monitored the status of this transfer in consultation with both Ed Warro, Dean and Director of University Libraries, an ex officio member of the committee, and Sri Sridhar, Vice-Provost for Research, who visited the committee on March 21st. Dr. Sridhar explained to the committee that this funding is dependent on a revenue stream from the School of Continuing and Professional Studies that is in the process of undergoing accounting review, and that the University expects to meet this commitment when that review is complete.

The second charge was a report on the peer-tutoring system operating on the second floor of Snell Library. The program has a full-time staff member in charge, Roberta Schotka, Head, Tutoring Program. The 72 students who serve as tutors undergo comprehensive training for a minimum of 4 hours. These students tutored 1,332 of their peers over the course of the 2004-05 academic year. The program is certified by the College Reading and Learning Association, <http://www.crla.net/>. This certification insures a degree of quality control. The program is one of two programs on campus certified. Last year 20 tutors were certified at the Regular Level (12 hours of training plus 25 hours of practice) or at the Advanced Level (23.5 hours of training plus 50 hours of practice). An additional 21 tutors are on track for Regular Certification this year. The goal is to reach the Master Level with some tutors (an additional 10 hours of training). The operating budget, supplied from University resources, is around \$130,000 annually. Additional operating costs (about 60% of the total operating budget) are covered by the Federal Work Study Program. Shown below are photographs taken in Feb 2006 of the physical space used for peer tutoring.

But the library's peer-tutoring program is just one of a number of tutoring programs—some of these peer-tutoring programs—operating at Northeastern. We believe that the issue of peer tutoring should be examined by a group with broader oversight than the Ad Hoc Committee on Library Policies and Operations. As Senate resolution expressing this conviction appears below as Resolution 3.

Our third charge took the form of a request from the Dean of Libraries, Edward Warro, to the Senate Agenda Chair, Carol Glod. He explained the need for enhanced communication

between the library and the rest of the academic sector. We discussed this request at length. A Senate resolution in response to Dean Warro's request appears below as Resolution 1.

The fourth charge was also initiated by Dean Warro, who asked Chairperson Glod for a faculty endorsement of open access. We have listened to information about this request, and have met with Will Wakeling, Associate Dean, Library Collections. A Senate resolution in response to Dean Warro's request appears below as Resolution 2.

In summary, next year's committee must continue to track the resource issue. In tight financial times the library's funding needs seems to receive a low priority in the distribution of resources, and when better times return it is difficult for the library to rebound. Yet library resources are at the heart of any strong academic institution.

Proposed Resolutions

Resolution 1

Resolution on library involvement for inclusion in academic initiatives

WHEREAS there are many academic requests, needs, and expectations indirectly involving the library when new academic initiatives are initiated.

BE IT RESOLVED that academic initiatives, directly or indirectly involving library resources or library personnel, include consultation with the Dean of Libraries or his/her designee. This representative should be made aware of specific resources the initiative requires in terms of library resources and that the input from the library has been integrated into the final initiative that is moved through the University's policy and governance processes.

Resolution 2

Resolution on Open Access in Scholarly Publication (adopted from the University of Iowa Resolution: <http://www.uiowa.edu/~facsen/Agenda/Senate05-06/11-29-05/2-LibrariesResolution.htm>)

WHEREAS Northeastern University's longstanding commitment to the free and open publication, presentation and discussion of research advances the interests of the scholarly community, the faculty individually, and the public, and

WHEREAS the costs of scholarly journals are continually rising at rates greater than the rate of inflation and higher than the rate of University budget increases, and

WHEREAS the activities of these publishers directly depend upon the continued participation of faculty at Northeastern University and similar institutions acting as editors, reviewers, and authors, and

WHEREAS a lasting solution to this problem requires not only interim measures but also a long range plan, and

WHEREAS publication in open access journals and repositories is an increasingly effective option for scholarly communication,

The Northeastern University Faculty Senate:

1. Encourages faculty to become familiar with the pricing and business practices of journals and journal publishers in their specialty, and to support journals and publishers whose pricing and accessibility policies promote broad and continuing access to scholarship.

2. Urges faculty, especially tenured faculty, to exert a positive influence on the direction of scholarly publishing through the choices they make in the submission of papers, the commitment of time to refereeing activities, and participation in editorial work.
3. Encourages faculty and the University to support new models for scholarly publishing, including open access journals and archives, disciplinary and institutional repositories and other approaches that enhance the broad dissemination of knowledge while preserving peer review and excellence in scholarship.
4. Urges faculty to maintain control of their scholarly work by retaining intellectual property rights, in order to allow them greater freedom to disseminate their work and thereby maximize the impact of their scholarship.
5. Calls upon the faculty and University administration to support these changes by providing incentives and assistance to for those advancing alternative models.

[Note: Nothing in this resolution is intended to detract from recognition of the link between journal quality and scholarly benefits to individuals, departments and the University, or to undermine the central role of the peer review process in academic publication. Rather, the goal is to encourage publication in open-access sources where these goals will not be compromised, to increase the range and quality of open access journals and archives, and to encourage journal editors and publishers to support open access goals.]

Resolution 3:

WHEREAS peer tutoring is an important component within the Northeastern University structure, and that presently at least 11 peer tutoring services exist on the Boston Campus

Be it resolved that:

The Faculty Senate endorses the need for additional study and the issuing of recommendations regarding the current state of tutoring at the University. Such additional study shall be undertaken either by establishing an Ad Hoc Committee on Peer Tutoring or by charging a Standing Committee of the Senate.

Background

Significant discussion of the library resources and the University commitment has been reviewed by this committee in 2003-04 & 04-05. The links below takes the reader to previous reports. Three resolutions were passed by the Senate on 6 April 2005 as the result of this report. They were:

WHEREAS the overarching vision for Northeastern is to be ranked in the *U.S. News and World Report* as one of the top 100 institutions; and

WHEREAS Northeastern strives to become increasingly recognized as a national research university; and

WHEREAS the current library budget remains below the benchmarks set by Northeastern peer groups and significantly below institutions ranked among the top 100; and

WHEREAS the past history of library funding has precluded development of an adequate serials and monographs collection; therefore,

1. BE IT RESOLVED that the Faculty Senate urges that the recurring library budget be increased over the next three years (FY 2007-09) to reach at least the median of library budgets for institutions that are currently ranked between 50 and 100 in the *U.S. News and World Report*, and that the highest priority for the use of these new resources be monographs, print and full-text electronic serials, and database subscriptions.

2. BE IT FURTHER RESOLVED that the Faculty Senate urges the provision of one-time and development funding to bring the print and electronic serials and monograph collection to a level comparable with said institutions.

3. BE IT FURTHER RESOLVED that the Faculty Senate urges the immediate upgrading of technology to ensure full electronic access from library facilities as well as from remote stations in the academic units. (31-0-0)

Action by President: Approved 6/21/05: "I strongly share the impulse to enhance library resources. Specific budget allocations must be part of the university budget process." Per Board Secretary, Trustee approval not required (received in Senate Office 8/04/04).

Links to the main report and resolutions offer by 2003-04 and 04&05 LPOC:

http://www.facultysenate.neu.edu/committees/20042005/committee_library/documents/LibPols2BOpsCmtRep102303.pdf

Long term Budget plan developed by the previous LPOC:

http://www.facultysenate.neu.edu/committees/20042005/committee_library/documents/LibPols2BOpsCmtRep20705.pdf

Very recently, the Vice Provost for Research shared the most recent comparison of library expenditures in several key areas compared against a selected group of peer institutions in the top 100 universities. The results show that total library expenditures are 30% below the mean of

average of these peers (8.6 million versus a mean of 12.1 million). This table is attached as the last page of this report.

Later the Provost Office announced that an additional boost in library acquisition funds (\$325,000) would be occurring in early 2006 and this would be base budgeted into the library operating budget.

Respectively submitted on behalf of the 2005-06 library policies committee:
22 March 2005,

Ronald J. Willey, Chairman

2005-06 Ad Hoc Committee on Library Policies and Operations:

Professor Ronald J. Willey, Chair
Professor Mansoor M. Amiji
Professor Arun Bansil
Professor Laura Morgan Green
Professor Harlow L. Robinson
Professor David E. Schmitt
Professor Wallace W. Sherwood
Dean Edward Warro, *ex officio*

TO: 2005-06 *Ad Hoc* Committee on Library Policies and Operations:
Professor Ronald Willey, Chair
Professor Mansoor M. Amiji
Professor Arun Bansil
Professor Laura Morgan Green
Professor Harlow L. Robinson
Professor Wallace W. Sherwood
Professor David E. Schmitt
Dean Edward Warro, *ex officio*

FROM: Carol A. Glod, Chair, Senate Agenda Committee,
and Stuart A. Peterfreund, SAC Liaison

SUBJECT: Charge for 2005-06

DATE: 2 December 2005

In 2003, the Faculty Senate approved the creation of a new standing committee of the Senate – the Committee on Library Policies and Operations. Its scope and charge was approved by the Senate as:

- a) *The Committee will consist of seven faculty members from across the University who collectively utilize the range of Library resources and services. In addition, the Dean and Director of the University Libraries shall serve as an ex officio member. To facilitate continuity of policies and responsiveness to faculty needs with respect to information resources, delivery, and utilization across the University, the Committee shall also establish continuing liaison with the Senate's Standing Academic Policy, Information Systems Policy, and Research Policy Oversight Committees.*
- b) *This Committee shall be concerned with policy issues involving libraries' strategic planning, infrastructures and resource adequacy, collections development and maintenance, program and service development, and other matters of concern to the faculty as the institution strives to achieve and retain status as a top one hundred teaching and research university.*
- c) *This Committee shall also act as a forum for discussion on matters related to the Libraries and may act as an advocate for the University Libraries.*

While the President has approved our recommendation, such a change also requires a vote of the faculty at large, and this is planned for later this academic year when all relevant changes to the Faculty Handbook are completed. In the interim, therefore, the Senate Agenda Committee has decided to establish this Committee as an *ad hoc* committee of the Senate but pursuing its scope of operations as defined above.

In recent years, investments in our academic operations have been limited. For example, the total operating budget for the University rose by 39%, from \$282 million in fiscal 1998 to \$393 million in fiscal 2003. During this period, though, the library budget increased by just 9%, total basic college budgets rose by only 27.5%, but all other budgets rose by an average of 45%. Last year, the Senate worked closely with the Provost and the Deans to rectify this and the outcome was the creation of the Academic Investment Plan, which has already provided new resources for the Library.

This year, SAC is again focusing on academic policy, research, and educational issues that can assist the University towards its quest for top-100 status, and clearly the further enhancement of the Library is vital to this effort.

The Senate Agenda Committee, therefore, respectfully requests that the *Ad Hoc* Committee on Library Policies and Operations address the following two-part charge and prepare a report, in both hard copy and electronic form, on both parts of the charge.

1. Last April 6, by a unanimous vote of 31-0, the Faculty Senate passed legislation to increase funding for library monograph acquisitions during the period FY 07-09 to at least the median amount for the universities ranked 50-100. A second resolution “urge[d] the provision of one-time and development funding to bring the print and electronic serials and monograph collection to a level comparable with said institutions.” A third and final resolution “urge[d] the immediate upgrading of technology to ensure full electronic access from library facilities as well as from remote stations in the academic units.” The *Ad Hoc* Committee on Library Policies and Operations is hereby charged to report on the status of the funding and the upgrade proposed in the second and third resolutions and to detail the progress made to date in upgrading the quality of Northeastern’s library system.
2. For some time Snell Library has operated a peer-tutoring system, under the auspices of which students who are struggling in the courses can receive tips, practical assistance, and one-on-one tutoring from their more successful fellow students. Tutors themselves are students who apply for the positions available. While laudable in its fulfillment of the University’s commitment to being a student-centered and practice-oriented institution, the peer-tutoring system’s relationship to the rest of the University’s undergraduate academic operations seems relatively undefined. The Faculty Senate should be better informed about this program than it currently is

The *Ad Hoc* Committee on Library Policies and Operations is hereby charged to report on the status of the peer-tutoring system. In addressing the operation of this program, the report should be both descriptive and evaluative. Among the questions that the report should address are the following. What are the criteria for selecting tutor trainees? What does the tutors’ training consist of? What sorts of quality-control and supervision mechanisms are in place? What is the complaint-resolution process for students unhappy with the services they have received? What is the program’s success rate as measured by user evaluations, outcomes, or both? The report should also address the issue of resources. What is the annual operating budget for this program? How is this budget structured? Given the niche filled by the program, the number of people served by it, and the program’s success rate is this a wise investment of scarce resources, given the options?

The Committee is asked to provide its report on both of these charges by no later than March 1, 2006.

cc: President Freeland
Provost Abdelal

Additional Charges received from Senate Agenda Chair, Carol Glod:

Ron,

Thank you for your leadership of the Library Committee and the initiatives that you have been working on.

SAC discussed these issues (below) raised by Ed and asked that the committee take a closer look and report back.

Please let me know if you need any more information,

Thanks again,
Carol

To: Carol Glod/Health Sciences/NEU@NEU
cc:
bcc:
Subject: our meeting
Edward Warro

01/19/2006 05:18 PM

Carol -- It was really nice to get to know you better and to learn that we see eye to eye on so many issues. I look forward to working with you more. This brief email is to suggest 2 topics which the SAC might wish to consider as possible charges to the Library Committee.

The first is find ways to enhance communication between the library and the rest of the academic sector. I do have the Library Committee and we have an active program of liaison activities which is largely successful. But in my opinion, librarians need to be included much more regularly in university planning at various levels. I cite, for instance, the Gen Ed proposal which calls on the Library to make a greater contribution but did not include librarians in the discussion. Greater communication would foster a greater level of trust between faculty and the library.

The second is that I would like the Committee to take a closer look at the crisis in scholarly publishing and to recommend whether or not the faculty should take a stand on this issue. Faculty at many universities have voted to endorse principles of open access and to work toward reforms in their own institutions to provide for greater dissemination of faculty research and writings and to help curb the rampant inflation of prices which has continued for the last 30 years and has made many periodicals impossible to afford. The issues here are complex and the Committee would need time to study the issues before making a recommendation.

I will be glad to provide more information or to help in any way I can.
Thanks for meeting with me.

Ed
Edward A. Warro
Dean, University Libraries