

January 12, 2005

## Faculty Senate meeting minutes: 01/12/2005

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*Northeastern University*

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TO: FACULTY SENATE  
FROM: CHARLES H. ELLIS, Jr., SECRETARY, FACULTY SENATE  
SUBJECT: MINUTES, 2004-05 FACULTY SENATE MEETING, 12 JANUARY 2005

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Present: (Professors) Alper, Bannister, Blank, De Ritis, Ellis, Futrelle, Glod, Hansberry, Heiman, Herman, Kruger, Lowndes, Margotta, Marshall, McKnight, Melachrinoudis, Morrison, Peterfreund, Powers-Lee, Reynolds, Robinson, Shafai, Sherman, Vaughn, Wray  
(Administrators) Abdelal, Falcon, Finkelstein, Hill, Moore, Onan, Soyster, Spieler, Stellar, Zoloth

Absent: (Professors) Bansil, Bobcean, Krishnamoorthy, Schaffer, Sherwood, Wiseman  
(Administrators) None

Provost Abdelal convened the meeting at 11:55 a.m.

I. **Approval of Minutes.** The Senate approved the minutes of 17 November.

II. **SAC Report.** Professor Lowndes reported the following.

A. **SAC Meetings.** The Agenda Committee met three times in regular session since the last Senate meeting.

B. **Faculty Senate Bylaws.** The logistics of getting the revised Faculty Senate Bylaws to you for this meeting were not reasonable and so this issue will be on the agenda for the next meeting.

C. **Excellence in Teaching Awards Judging Committee.** Professors Meredith Harris and Geoffrey Davies have replaced Professors Cairns and Puffer.

D. **Graduate Certificate in Organizational Communication.** The Agenda Committee reviewed the proposal for a graduate certificate in Organizational Communication in the School of Professional and Continuing Studies and sent it on to President Freeland. The program was approved by the Graduate Council and the Academic Council for Lifelong Learning. In accordance with the approval process for non-degree and graduate certificate programs for graduate schools and the SPCS, formal Senate action is not necessary for implementation.

E. **New Search Committee.** Provost Abdelal has asked the Agenda Committee to initiate an internal search for the Chair of the African-American Studies department. A faculty election in the department is being scheduled.

F. **Next Meeting: Wednesday, January 19, in McLeod.**

III. **Provost's Report.** Provost Abdelal reported the following.

A. **2005 Enrollments.** Next fall's entering class size has been set at 2802 students.

B. **Budget.** The Budget Committee was to present its draft to the Committee on Funding Priorities later in the day.

IV. **Question and Discussion Time**

A. Professor McKnight asked if the entering class number for next fall was absolute. Provost Abdelal responded that he would prefer a different number, but 2800 has been ingrained in the culture of this institution, and, although he had advocated for some time that a higher number would better serve the interests of the University, the administration adhered to the number advocated by the Trustees. Provost Abdelal and the deans are concerned about populating across colleges in line with the capacities of colleges and majors in such a way as to enhance our efficiency in using current resources to further our aspirations.

It is clear that this needs further discussion over time and he could not predict the outcome.

- B. Professor Blank asked if faculty would be informed of any change in the number of entering freshmen. Provost Abdelal replied that the number this year would not change, but he expected that faculty would hear about any changes in the future.

Professor Herman noted that any change in the entering class number would have a significant effect on the College of Arts and Sciences' reconfiguring courses for freshmen. He urged that the Senate's Committee on Enrollment and Admissions Policy be involved in those discussions. Provost Abdelal agreed on the importance of the standing committee participation.

- C. Professor Herman recalled this year's confusion about whether certain holidays were to be observed by closing the University. Although this year's issue has been solved, he asked for a prediction on observing holidays in the future.

Provost Abdelal asked Vice Provost Hill to respond. Vice Provost Hill responded that the decision to categorize the holidays as full rather than floating had been made and announced, and we must live with it. Vice President Pendergast had received a number of complaints about the need to reschedule final exams, weekly graduate courses held on Mondays, and certification issues related to instruction hour minimums. Provost Abdelal added that this was a one-time confusion.

Professor Lowndes indicated that the confusion and inconvenience to everybody was entirely due to the administration. He pointed out that the administration does not have the authority to change the calendar without going through the Senate. The current calendar had been voted on by the Senate and the faculty during the semester conversion, had been approved by the President and the Trustees, and it had been in effect with Presidents' Day and Patriots Day as full holidays last year. It was extremely unfortunate that the Registrar had been instructed by senior vice presidents not to put them in as full holidays. Many members of the University community were not aware these holidays were not listed. Had the holidays not been maintained, it was likely that there would have been many complaints as people became aware of this. There is close equivalence between the fall and spring semesters with these two holidays included. The SAC first became aware that these holidays had been removed from the Registrar's calendar in the early fall and had raised this several times throughout the fall semester with senior administrators but with no resulting action until last week. The only reason given seemed to be with a few isolated graduate courses that meet only on Mondays, but substitute arrangements could surely be made for these without inconveniencing the whole University.

Related to the calendar but separate from the holiday issue, he added that the Agenda Committee has just received and will consider a request from the Registrar to consider starting the spring semester a week later starting next year. The request did not mention any change for the holidays. SAC will bring the matter to the Senate in due course. Professor Lowndes indicated his willingness to craft a resolution for Senate consideration.

Provost Abdelal concurred with the faculty's prerogative to determine the calendar.

- D. Professor Futrelle expressed concern about the structure of the summer session. Provost Abdelal replied that there is no consensus as yet. This may be an appropriate topic for a Senate standing committee. Vice Provost Hill will work with the colleges on summer offerings and toward streamlining. Professor Lowndes indicated that SAC is considering the establishment of University-wide special committee to look into changing from 4-credit to 3-credit courses and moving to a 50-minute sequence along with the rest of the country as well as all calendar and summer session issues.
- E. Dean Zoloth noted that this Senate meeting was being held simultaneously with the Martin Luther King, Jr. Convocation. He suggested that the Agenda Committee work with the President's Office next year to avoid future time conflicts. Professor Lowndes agreed and added that with the new calendar the Thursday afternoon Activity Period is viewed as less desirable than the one on Wednesday. He pointed out that the Senate schedule had been publicly announced last April. Nevertheless, he agreed that, in future years, SAC

and the President's Office should coordinate to try to avoid future conflicts with the Martin Luther King, Jr. Convocation.

- V. **Proposed Elimination of Master of Science in Rehabilitation Counseling.** Professor Peterfreund moved the following resolution and the motion was seconded.

**BE IT RESOLVED That the Faculty Senate approve the proposed elimination of the Master of Science in Rehabilitation Counseling as approved by the Graduate Council on 22 September 2004.**

Dean Zoloth reported that interest in this program had dwindled in recent years and that the department and the college had agreed to its elimination.

There being no objection, the Senate turned to a vote.

Vote: PASSED, 32-0-0.

- VI. **Proposed Bachelor of Science in Organizational Communication.** Professor Peterfreund moved the following resolution and the motion was seconded.

**BE IT RESOLVED That the Faculty Senate approve the proposed Bachelor of Science in Organizational Communication in the School of Professional and Continuing Studies as approved by the University Undergraduate Curriculum Committee on 12 November 2004.**

The floor was yielded to Professor Zaremba who informed the body that the proposed program was a response to student interest and marketability and, as such, would be of educational benefit and also lucrative.

Vote: PASSED, 32-0-0.

- VII. **Proposed Transitional Doctoral Degree in Physical Therapy.** Professor Peterfreund moved the following resolution and the motion was seconded.

**BE IT RESOLVED That the Faculty Senate approve the proposed transitional doctoral degree in Physical Therapy (tDPT) in the School of Professional and Continuing Studies as approved by the Graduate Council on 5 November 2004.**

The floor was yielded to Professor Harris, Chair of the Department of Physical Therapy, who presented a context for the proposal. A number of other institutions have this program, which is expected to last only about five years, until the clinical doctorate becomes the norm. Physical Therapy schools now have entry-level DPT programs, but current practitioners with bachelor's or master's degrees need to retool to be competitive in a field in which practitioners now have the clinical doctorate. NU alumni have shown strong interest in this program.

Professor Ellis indicated that he had had some concerns about the School of Professional and Continuing Studies (SPCS) offering a doctoral degree, since it had just been authorized to offer master's degrees. To the argument that this is a professional doctorate, he pointed out that the M.D., always offered in a full-time school, is also a professional doctorate. Another concern was in regard to the tuition rate and why Bouvé and the Physical Therapy Department should not receive the benefit as it offers the regular DPT. He also asked how many institutions offer the tDPT in their continuing education divisions instead of in the regular program. Vice President Hopey responded that UMass-Lowell and BU offer similar nontraditional programs in their continuing education areas. Our marketing is extensive but we can close the program quickly when the time comes. The SPCS will not keep the income; it will go to the department chair and the dean.

Dean Zoloth pointed out that the market for this program is unique in that practitioners can easily obtain the new degree by taking the courses in this program. Also, it will be more easily marketed in the SPCS than would be the case in the day school.

Professor Herman noted that the benefit to Bouvé of housing the program in SPCS would be greater because

revenue would go to the college instead of, as with other graduate programs, into central university funding.

Professor Marshall asked how the program would be accredited. Professor Harris responded that the director of the program will have a clinical doctorate and instructors will have the terminal degrees and training qualifications.

Provost Abdelal explained that, given our budgetary constraints, it is difficult to find the resources to initiate new programs in the colleges. All on the academic side of the issue have agreed that the best entrepreneurial approach would be to offer this program through the SPCS. Revenue sharing assures that college expenses will be reimbursed.

There being no objection, the Senate turned to a vote.

Vote: PASSED, 33-0-0.

- VIII. **Proposed Certificates of Advanced Graduate Study in Nursing.** Professor Peterfreund moved the following resolution, and the motion was seconded.

**BE IT RESOLVED That the Faculty Senate approve the proposed Certificate of Advanced Graduate Study (CAGS) programs for Acute Care Nurse Practitioner, Community/Public Health Nursing, Neonatal Nurse Practitioner, Nursing Administration, Nurse Anesthesia, Primary Care Nursing Adult Nurse Practitioner, Pediatric Nurse Practitioner, Family Nurse Practitioner, Psychiatric/Mental Health Clinical Nurse Specialist, and Psychiatric/Mental Health Nurse Practitioner in the School of Nursing as approved by the Graduate Council on 9 May 2004.**

The floor was yielded to Dean Hoffart who explained that the certificate program was really a semester conversion issue. The program had not met CAGS requirements under the quarter system, but under the semester system it does. It also has the same recruitment mechanisms and the same courses; it does not need additional resources.

Professor Glod noted that nurse practitioners who want a specialty would be interested in the program. Also, the certification will appear on transcripts and licensure documents.

There being no questions, the Senate turned to a vote.

Vote: PASSED, 33-0-0.

- IX. **2003-04 Faculty Development Committee Report.** Resolution #1, on the floor, read as follows:

**BE IT RESOLVED That faculty peer-assessment and self-assessment systems be set up in all academic units to promote faculty development and to provide a comprehensive framework within which to evaluate teaching effectiveness during tenure, promotion, and merit reviews.**

**BE IT FURTHER RESOLVED That the Faculty Senate urges the Provost to provide the Center for Effective University Teaching the resources to assist all academic units in setting up their assessment systems.**

Professor Herman's substitute motion, made at the previous meeting, and on the floor, read as follows:

BE IT RESOLVED That the Faculty Senate urges the Provost to provide the Center for Effective University Teaching (CEUT) the resources to develop effective models for assessment of teaching and report back to the Faculty Senate on these. Based on Senate mandates the CEUT shall assist all academic units in setting up their assessment systems.

BE IT FURTHER RESOLVED That, based on Senate-approved models and with CEUT assistance, faculty peer-assessment and self-assessment systems be set up in all academic units to promote faculty development

and to provide a comprehensive framework within which to evaluate teaching effectiveness.

Professor Herman noted that the substitute motion incorporated much of the wording in the original resolution but reorganized it so that as not to create an unfunded mandate. His intent was to ensure that CEUT had the resources to undertake the development of assessment models and that the Senate had a chance to review any proposals before they were mandated.

The floor was yielded to Donna Qualters, Director of CEUT, who indicated that the most effective way to conduct this kind of assessment is to approach it in a collegial manner. Evidence suggests the efficacy of having units work on the peer review process, but a good deal of solid literature also exists to support methods that have worked in the past. She felt that the department should have some latitude but also draw on proven instruction.

Professor Vaughn suggested substituting, in the second paragraph, “improve” for “evaluate” and this was accepted as a friendly amendment.

Dean Zoloth thought the wording was not clear as to the progression of steps to be taken. Professor Herman explained that CEUT would not simply sit on its resources. It would develop a set of standards that the Senate would then approve. The first paragraph assumes asking for assistance. The second paragraph says that, once these models are approved, all members of the University will participate. Because some units may be more in favor than others, we have to provide for CEUT to take the initiative where necessary.

Professor Lowndes was in support of the motion but expressed some concern that the Senate was urging the Provost to provide resources without specifying an amount. Professor Herman replied that funding would be relatively small at first. Discussion will be ongoing. As mandates are sent to units, there will be costs involved. To a certain extent this is a chicken-and-egg problem, but the resources must be in place in order to enable the gathering of material for the report on which the Senate can vote. Vice Provost Hill added that the resource amount would be equivalent to one graduate student’s TA allocation to CEUT effort for a full year, and then another year.

Dean Soyster noted that the intent of the committee was to make teaching quality in the classroom a number one issue. The gist of the proposal was to have the faculty leadership of the University make continuous improvement of teaching a primary issue. He was concerned that the modifications and amendments would emasculate what was a fairly simple statement.

Professor Peterfreund pointed out that the Senate does not function *in loco presidentis* in leadership activities—setting mandates and ordaining priorities—but rather as a faculty body whose first order of business is augmented with whatever the necessary resources are. The process has to be set going forward, but the first step should be to develop some models and options, and then for units to buy in as suits the meshed style between the unit, the discipline, and the option. It cannot be done for everybody, all of a sudden, in a one-size-fits-all manner. That would bring us to harm collectively, and perhaps create the opposite outcome of the one we are striving to attain.

Professor Ellis called the question on the motion to substitute.

There being no objection, the Senate turned to a vote.

Vote to substitute Professor Herman’s motion as amended: PASSED, 26-3-3.

Professor McKnight asked how the assessment systems would be set up. Professor Herman explained that his motion was intended to allay faculty concerns and to ensure that, when we ask faculty to do many things in different areas, we should be certain that the work is necessary and will have a positive outcome.

Professor Kruger suggested adding “and improvement” after “assessment” in the first paragraph, and adding “and improve” after “teaching” in the second paragraph. These changes were accepted as a friendly amendment. Also accepted was the substitution of “these Senate-approved mandates” for “Senate-approved models”.

Dean Stellar was in sympathy with Dean Soyster's and Professor Herman's frustration at the previous lack of focus on these matters, but he cautioned about the limited resources with which to implement them. He cited the inability of his college to find funds for coffee for the "teaching circles" discussion groups it had formed. For a variety of financial reasons, he favored a step-wise process and urged that the time be taken to get it right.

Professor Vaughn pointed out that many departments are concerned and are already taking steps to improve teaching effectiveness. He did not see where a great amount of extra resources was needed.

Professor Reynolds did not feel that the spirit of the resolution would restrict us to a particular model but rather would provide derivative individualized and flexible models for the different disciplines. As chair of the advisory board of the CEUT, he was in support of the efforts of its staff in developing models that would be useful to the different academic units.

Professor Lowndes also spoke in favor of the resolution, but he emphasized the importance of funding for the academic units as well as CEUT.

Professor Alper called the question.

Vote on cloture: PASSED, 32-0-1.

As amended, the substitute motion read as follows:

**BE IT RESOLVED That the Faculty Senate urges the Provost to provide the Center for Effective University Teaching (CEUT) the resources to develop effective models for assessment and improvement of teaching and report back to the Faculty Senate on these. Based on Senate mandates, the CEUT shall assist all academic units in setting up their assessment systems.**

**BE IT FURTHER RESOLVED That, based on these Senate-approved mandates and with CEUT assistance, faculty peer-assessment and self-assessment systems be set up in all academic units to promote faculty development and to provide a comprehensive framework within which to evaluate and improve teaching effectiveness.**

Vote on the motion as amended: PASSED, 29-0-3.

Adjourned at 1:23 p.m.

Respectfully submitted,

Charles H. Ellis, Jr.  
Secretary