

Northeastern University

Faculty Senate Meeting Minutes

Faculty Senate

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TO: FACULTY SENATE

FROM: STUART S. PETERFREUND, SECRETARY, FACULTY SENATE RE: MINUTES, 2006-07 FACULTY SENATE MEETING, 1 NOVEMBER

Present: (Professors) Alper, Bosso, Bruns, Cokely, Daynard, Fox, Gilbert, Glod, Hansberry, Herman, Hill, Janikian, Kane, Krishnamoorthy, Marshall, Meador, McKnight, Peterfreund, Reucroft, Reynolds, Robinson Wood, Sanchez, Sherman, Starr, Strauss, Touran, Welch, Willey, Zaremba (Administrators) Abdelal, Falcon, Hopey, Moore, Onan, Stellar, Zoloth

Absent: (Professors) Hafner, Hall, Wallin (Administrators) Finkelstein

Provost Abdelal convened the meeting at 11:56 AM

A. The minutes of 18 October were accepted as posted.

B. **SAC** report. Professor Glod reported that the Senate Agenda Committee met twice in regular session and once with Provost Abdelal where the strategic planning process was the main topic. The call for nominations for the Klein Lecturer is being sent on 1 November with a due date to the Office of the Faculty Senate of 1 December. The SAC has been asked to staff a committee for an internal search for the Chair of the Department of Physics. The search committee for the Chair of the Department of Health Sciences has been staffed with Professors Amaro, Atkinson, Watson, Garber, and Gillespie.

The 2006-07 Special Senate Committee for Faculty Development has been staffed and charged as follows. A complete text of the charges may be found at the Faculty Senate website. http://www.facultysenate.neu.edu/committees/20062007/special_faculty/

Members

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)

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

Mr. Michael J. Paradiso (SGA)

GPSA Representative (TBA)

Charge

- a. To review the 2005-2006 Special Faculty Development Committee report from May 8, 2006.
- b. To review the work done on the TCE questionnaire by the 2005-2006 Special Faculty Development Committee and make recommendations to the Senate Agenda Committee by December 1, 2006.
- c. To assess the timeliness of the TCEP and to recommend such changes to expedite processing.
- d. To investigate the feasibility of doing the TCEs on-line via Blackboard.
- e. Since the CEUT has been operating for over five years, we request that the Committee recommend ways to foster excellence in teaching and faculty development in the Center.

The 2006-07 Special Senate Committee for Academic Policy has been staffed and charged as follows. A complete text of the charges may be found at the Faculty Senate website. http://www.facultysenate.neu.edu/committees/20062007/special_committee/

Members

Professor Malcolm Hill, Chair, Earth & Environmental Science Professor William DeAngelis, Philosophy and Religion Professor Thomas Starr, Visual Arts Professor Ali Touran, Civil and Environmental Engineering Professor Alan Zaremba, Communication Studies Professor Maureen Kelleher, Director University Honors Program Ms. Valerie Randall-Lee, Director of OSCCR

Charge

The 2006-07 Special Senate Committee for Academic Policy (APC) is charged with addressing two particular areas of concern that deal with faculty interactions with students in the classroom.

Maintaining and encouraging academic honesty in our students is a constantly evolving task affected by new technologies, changing faculty and student expectations, societal mores, and faculty attitudes toward enforcement, among many other factors. The APC is therefore charged with studying the issues concerning academic honesty at Northeastern University, specifically addressing the following tasks and others the APC itself may identify as relevant: addressing the perceptions of both students and faculty concerning the importance of academic honesty; evaluating the technological advances used to prevent plagiarism and other forms of cheating; evaluating the existing procedures for pursuing academic dishonesty cases through the Dean of Students Office; and recommending ways to prevent or discourage cheating and academic dishonesty that could be used as a baseline guide to both new and existing faculty.

Best Practices for Students with Academic Difficulties:

Most faculty members have dealt with the student who fails to finish an exam in the time allotted and asks for extra time. Faculty are also familiar with the student who asks if there is some way that they can do extra work to get extra credit. The Senate Agenda Committee has no desire to encroach on individual faculty members' freedom to deal with each student in an optimal way. However, it would be useful to know if there are standardized ways that different units of the university deal with these issues, or if some recommended guidelines would be useful.

- C. **Provost's Report**. Provost Abdelal announced that the draft strategic planning process will be shared with SAC who will name faculty representatives for all envisioned teams. The process will begin immediately and end in the spring and will include a statement of mission and vision for the academic plan. The Provost explained that it had been thought that the accreditation process would begin next year, but he is now considering starting the self-study this spring at the conclusion of the strategic planning process. The Provost will work closely with the SAC and will communicate with the campus community for feedback by holding fora.
- E. **Enrollment and Admissions Presentation**. Provost Abdelal welcomed Senior Vice President Mantella to the Faculty Senate.

The Senior Vice President introduced the following areas of importance: the admissions message and medium, and alumni engagement; applicant dynamics; admitted students; profile of freshmen; retention; and enrollment management future challenges.

Senior Vice President Mantella reminded the Senate that the University is ever-changing. Factors such as SAT scores, cost of attendance, and family incomes have changed over the years and have influenced the enrollment picture. Northeastern has moved to more personalized relationships with prospective applicants versus mass mailings, and to web delivery rather than paper. Money previously spent on publications is being moved into other areas such as new alumni and admissions programs. Most recently, admitted students have been provided a portal to access information that would formerly have been mailed to them. In addition, Enrollment & Admissions is coming to grips with how many consumer-generated dialogues are out there where students are talking about us and how we might make use of them. Campus tours are now held hourly, Monday through Saturday, which allows more personal interaction. And we are bringing more people such as high school counselors to campus. College fairs and high school visits are being conducted by alumni in many cases and those that know us are not being visited every year so that resources may be delivered elsewhere.

Senior Vice President Mantella reported that there are now 898 alumni engaged in the Alumni & Admissions program with regional chairs in eight regions across 18 states. 30% of these program participants regularly engage in recruiting; approximately 600 have done so at least once. Those who do participate undertake a training program which not only provides updated information about the University, but enhances their involvement and provides small tokens of recognition for their work.

Northeastern's market is identified as falling into three groups: Primary, Secondary, and Tertiary. Those may be identified as maintenance, emerging, or introductory markets, depending on how well they know Northeastern. Our markets tend to be on the coast in urban centers. The University needs to go to the international market where applications showed a significant dip after 9/11/01. In response to a question, the Senor Vice President said that the discount rate for international students is in the single digits. The competition for international students is fierce.

Northeastern University had 27,000+ applications this year; the fourth largest number of applications for freshman admissions in the country among large private institutions. Looking at applicants per seat, Northeastern is number two, behind USC.

Some trends noted by the Senior Vice President are more web applications being received through Common Applications at http://www.commonapp.org/; interest from more high schools; earlier applications from more places. Colleges with the highest percentages of growth between 2001-06 are Bouvé, CBA, CAS, and COE. Senior Vice President Mantella said that there is a reduced incidence of Northeastern being the first choice school due to the rising quality of the schools we now compete against. However, many "second choice" applicants make the decision for Northeastern. Admissions growth has been largely in the top two SAT bands, and while we look at the entire individual when accepting students, there are fewer offers at the bottom SAT band. In response to Professor Janikian's question concerning the ACT, Director Ronne Patrick Turner of Admissions noted that the mean test score for applicants taking that test is 24-29.

Senior Vice President Mantella noted that one of the fastest growing applicant sources is California. NU has opened a small West Coast office, and it has made a major difference in the number of applicants from that locale.

Looking at cross-applicants, the Senior Vice President noted that the list has been changing with other institutions moving up or off of our list. This is an area of intense focus in terms of what Northeastern's head-to-head competition is doing in areas that can have substantive impact on recruitment. The Senior Vice President identified the areas where Northeastern lags in the decision-making process (cost of attendance, value for price, academic reputation, personal attention, and

environment of academic achievement) and those where Northeastern ties or leads (special academic programs, coop, availability of majors, extra curricular activities, quality of academic facilities, surroundings, quality of social life). She noted that the percent of applicants for whom Coop is very important has decreased but the yield (48%) from those who believe it is very important is double that of those to whom it may not be important. It is essential, then, to have a message in tandem with the Coop message.

In terms of SAT scores, the entering class profile is 1230 compared to 1050 in 1996. The University has increased its numbers of minority students to 25% overall. International student applications declined after 2001 but show some recovery. Retention rates freshman-to-sophomore have increased each year since 1996 and freshmen-to-middler or upper class have jumped since 2000 so that a graduation rate of 74% is anticipated if survival rates hold. This year's graduation rate was 63% and so it remains a challenge. The University would like to see an 80% graduation rate.

Other future challenges are price, student debt, the changing position of Coop in the marketplace and the need for another message of academic quality, international students, and CGM (consumer generated media or the power of word-of-mouth). In this last area, Enrollment & Admissions is undertaking work in terms of how to responsibly respond without getting caught in the CGM flurry.

Senior Vice President Mantella opened the floor to questions.

Professor Welch asked whether there was sharing of resources between undergraduate and graduate recruiting. The Senior Vice President noted that Enrollment & Admissions' responsibility is primarily undergraduate recruiting but the department is happy to participate in graduate affairs and work together on websites, as has been done in the past.

Professor Strauss noted that the Matthews Professors are charged with assisting in recruiting and stand ready to do so. She said they have not been utilized in the past.

Professor Fox noted that alumni recruiters need to talk about what is happening now, not what happened to them. He suggested that the University think about a name change for Coop. The Senior Vice President responded that it was considered at one time but it is the term that has been adopted and, while some students can misunderstand it, it remains more recognizable than other terms at this point in time. Materials make use of both Co-op and Experiential Education.

Provost Abdelal added that the Colleges use both Co-op and Experiential Ed. For instance, Coop is perfect in the College of Engineering but the College of Arts and Sciences prefers Experiential Education, which is more appropriate to their programs. Each college can and should customize the terms.

In response to a question from Professor Fox, the Senior Vice President said that Enrollment & Admissions is working with the Provost's office to clarify the four- and five-year program options which, she noted, had been endorsed by the Senate several years ago. This is a critical issue for Northeastern's market.

Professor Peterfreund added that he has sent forth a plan to the Provost allowing for a four-year Coop for any major by utilizing distance learning.

Professor Glod noted that many universities are changing their policies concerning early decision and wondered if Northeastern is considering change. Senior Vice President Mantella noted that Northeastern is an early action school as opposed to early decision as the admitted student does not

have to commit. We are not moving away from that as it holds advantages in terms of the level of aid and in programming with the accepted student longer.

In response to Professor Willey's question, Director Turner explained that Common Applications is an organization of schools that have agreed to certain principles in the application process to allow students to apply to a range of schools using one application. Many have developed very short supplements that pertain to the specific institution.

Professor McKnight asked how Northeastern's discount rate of 32% compares to others. The Senior Vice President responded that our competitors are about 35%. The Professor then asked if semester conversion provided Northeastern with any advantage and the Senior Vice President responded that it doesn't come up either way.

Dean Hopey commented that the [admissions recruiting] staff is impressive and have brought Northeastern up to another level. The Senior Vice President agreed that the team is indeed remarkable and is proud to represent Northeastern University. She concluded by thanking her staff and asking the Senators to forward topics for discussion at the next annual presentation.

F. Professor Cokely offered the following motion, and it was seconded.

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.

Professor Cokely explained that the minor in LLACS currently has 36-40 students, a number of who would actively pursue this dual major. The proposed program requires no additional resources. Professor Cokely yielded the floor to LLACS Director West-Duran for questions.

Professor Sherman requested an explanation of why the program offers Latin American current politics & history when there is a Dept of History teaching Latin American history. Professor West-Duran explained that the program provides and understanding of the history of U.S. Latinos as well as South America.

Motion to vote the resolution was seconded.

<u>Vote to accept the proposed Bachelor of Arts Dual Major in Modern Languages and LLACS:</u> <u>PASSED unanimously, 34-0-0</u>

G. Professor Robinson Wood offered the following motion, and it was seconded.

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

Professor Glod moved to postpone the resolution to a date no later than 1 February based on additional information received which must be disseminated. The motion was seconded. There being no objections, the resolution was postponed to said date.

H. Professor Reynolds offered the following resolution and it was seconded.

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.

The floor was yielded to Professor [Susan] Roberts who explained that enrollments had ceased in 2003 as there is no market for the Masters in Community Health in nursing. There are currently no students enrolled and faculty are teaching in other programs or have left Northeastern.

Motion to vote the resolution was seconded. There being no objection, the Senate moved to a vote.

Vote to eliminate the Community Health MS Specialization: PASSED, 33-0-2

I. Professor Sanchez offered the following motion, and it was seconded.

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.

Professor Sanchez explained that it is a program intended to allow graduate students to specialize across disciplines and added that there are two other CAGS in the Department. Professor Peterfreund further explained that this program was approved during the semester conversion but was overlooked. The Graduate Council discussed whether the program and its contents were still current and concluded it was and so this resolution puts it into practice after a five-year delay.

Motion to vote the resolution was seconded. There was no objection.

<u>Vote to approve the proposed Certificate of Advanced Graduate Study in Psychology, Education and the Community: PASSED, 34-0-0</u>

J. Professor Hill offered the following motion, and it was seconded.

BE IT RESOLVED That the University adopt the sequencing model proposed in the Calendar Committee Report of 10 April 2006, for implementation beginning in the fall semester, 2007, subject to further modifications that may result from a Registrar-initiated study of its impacts.

Professor Hill noted that Registrar Allen and Professors Alper and Herman from the 2005-06 Calendar Committee were also present. He acknowledged a rebuttal of this proposal that was sent to all Senators from CBA. Professor Hill explained the background of the proposal using the information in the Calendar Committee Report of 10 April 2006. He noted NEASC standards and the general principles of delivering programs, and the report's argument that current classroom usage is unacceptable. He pointed out that average utilization exceeds 90% in some cases and a growing number of classrooms are at 100%. The report proposes converting administrative space in the central campus into twenty additional classrooms as well as converting two 100-minute sequences to 65-minute sequences, gaining an additional 100-minute sequence by moving away from the long-standing policy against simultaneously scheduled blocks of time for 100-minute classes and 65-minute classes. Professor Hill referred the Senators to tables on pages 13, 14 and 15, pointing out sequencing and the distribution of classes, as well as retention and the number of sections and section size.

Professor Fox asked if the Calendar Committee had considered scheduling 65-minute sequences on M-W-F and 100-minute sequences on T-Th since Friday is a difficult day. He noted that University athletes are not on campus many Fridays and wondered if it could be tried for a year.

Professor Herman responded that the Committee had discussed this at length and had concluded that, as far as student satisfaction and faculty research time, what is gained on one side is lost on another. Therefore, since the negatives were as great as the positives, a decision was made to stay with the known quantity.

Professor Peterfreund expressed concern about the manifest inequality of some faculty teaching two days versus those teaching three days per week. He stated his preference for the M-W-Th and T-F model.

Dean Zoloth suggested that the debate focus on whether the proposal solves the problem or creates more problems. He stated that a M-W-F, T-Th schedule is logical, gives maximum flexibility, and does not disadvantage research, as evidenced by national research institutions that operate on that schedule. Noting that every institution in the United States is attempting to address the Friday problem, he strongly suggested reevaluation of the M-W-F, T-Th model.

Dean Hopey noted that the issue was one of supply and demand and posed the question of how to build incentives to change the supply/demand ratio. He proposed that classroom decisions should be decentralized to the Colleges as the issue is too complex for one model. He expressed concern that this proposal did not go far enough and proposed deferring the debate until more analysis and another solution could be introduced.

Professor Bosso noted that the Political Science Department is deeply concerned that curtailing the activities period to 65 minutes creates more difficulties as Northeastern is now a residential campus and demand for activities is greater than ever. It forces everyone to schedule everything against classes.

A motion to adjourn was seconded. The Senate adjourned at 1:27 PM

Respectfully submitted,

Stuart S. Peterfreund, Secretary Faculty Senate