

**Report of the Ad hoc NUpath Assessment Committee**  
**NUpath Attributes: Differences and Diversity and Writing Intensive**  
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*Charge: Based on a review of the results of the 2020-21 NUpath assessment results for two attributes, Engaging Differences and Diversity (DD) and Writing Intensive (WI), develop recommendations and action plans.*

The committee studied current NUpath documents and processes and consulted with various stakeholders. Please see the findings below:

1. Regarding **student awareness of attributes**, the committee concludes that students are well informed by advisors and university materials about NUpath.

The NUpath dashboard allows students to find and register for elective courses that fulfill all required attributes. However, based on the unique requirements of each major, students have a distinct relationship to the dashboard. For instance, some majors are structured so that a student that completes the major requirements will obtain all NUpath requirements automatically (i.e. the BS in health science curriculum satisfies all NUpath requirements regardless of electives taken). Conversely, some majors have more electives, and the NUpath dashboard must be consulted (i.e. BS in Bioengineering students have 5 general electives that must be used to satisfy IC, SI, and DD attributes).

2. Regarding **instructor support for addition of attributes**, the committee concludes that the approval process for NUpath attributes should be streamlined for accessibility. In addition, guidelines for writing justifications (*Guide for Preparing NUpath Proposals*) should be revised with a clearer vision of UUCC requirements. Finally, the committee recommends that the deterrent tone of the current guide be revised with a focus on faculty support and encouragement. Annotated examples of successful proposals would be welcome.

The committee notes that there are online resources for faculty wanting to add NUPath attributes. Addition requires written justification in CourseLeaf, and the approval process for these additions is long and cumbersome (i.e. please note the complicated graphic labeled *Detailed Course Approval Process* at <https://www.northeastern.edu/core/faculty/>).

3. The committee notes that NUpath attributes require a significant portion of the course to be devoted to them, though it finds little indication of how these integrated elements are **evaluated after the initial approval process**.

4. **WI (Writing Intensive)** The committee finds an adequate number of courses carrying the WI attribute. The WI attribute and its goals were recently updated and reviewed by the Writing Program. It was determined that the attribute and goals (noted below) are well aligned. Please see Table 1 below for WI classes offered in each college.

WI Learning Goals: By the end of the course, students should be able to:

- Demonstrate facility with the writing conventions of genres in the academic field or profession.
- Identify credible, relevant sources and engage and cite them appropriately in their written work.
- Draft, revise, and edit their writing using feedback from readers.

**Table 1: Courses Carrying WI Attribute by College**

College	Bouve	CAMD	COE	COS	CPS	CSSH	DMSB	CCIS
Number of Courses	13	71	20	25	0	82	9	20
Percent of All Courses with WI	18%	23%	50%	51%	0	23%	47%	50%

5. **DD (Engaging Difference and Diversity)** The committee finds an adequate number of courses carrying the DD attribute. The committee recommends that a committee be convened to update the DD attribute learning goals.

Northeastern University has made significant strides in updating and implementing new policies on diversity and inclusion. The DD attribute learning goals (noted below) were written prior to these efforts and do not reflect these new policies and emphases (i.e. anti-racism). A new committee to evaluate and revise this attribute should include representatives from faculty, students, OEDI, the UUC, and Northeastern affinity groups. Please see Table 2 below for WI classes offered in each college.

DD (Engaging Diversity and Difference) Learning Goals: By the end of the course, students should be able to:

- Describe how notions of human difference have changed over time and across local and global contexts.
- Discuss the value in recognizing, respecting, and embracing human diversity, and how diversity contributes to culture and society, including civic sustainability.
- Evaluate and compare two or more theories of human difference, and approaches to cultivating and leveraging diversity.
- Connect theories of human difference and approaches to diversity to one's own experience.

**Table 2: Courses Carrying DD Attribute by College**

College	Bouve	CAMD	COE	COS	CPS	CSSH	DMSB	Khoury
Number of Courses	11	36	0	5	1	139	0	0
Percent of All Courses with DD	5.7	18.8	0	2.6	0.5	72.4	0	0