

Full-Time Non-Tenure-Track Faculty Committee

Final Report, 2021-2022 AY

Members: Jonathan Benda (CSSH), Nancy Pawlyshyn (CPS), co-chairs
 Mark Gooley (DMSB), David Herlihy (CAMD), Erica Paige Homan (COS), Bruce Jacoby (SOL), Dino Konstantopoulos (COE), Bruce Maxwell (Khoury), Jessica Maxwell (Bouvé)

Charge 1: Review implementation of previously recommended best practices for FTNTT promotion processes at the departmental and college levels.

Recommended best practices (from FTNTTFC April 2021 report)	Findings	Resolutions:
<p>Each unit and/or college should have a stand-alone FTNTT faculty promotion committee comprised of at least 3 FTNTT faculty members where the majority of the members are FTNTT faculty members who are at the same rank or higher than the candidates.</p>	<p>Six colleges (Bouvé, CSSH, COE, CPS, Khoury, and DMSB) have college-level stand-alone FTFTT promotion committees where the majority of members are FTNTTF.</p> <p>CAMD: No college-level committee. Ad-hoc stand-alone committees at the departmental level that are comprised of 3 members, at least one of whom should be FTNTT.</p> <p>COS has no committee at the college level. At the departmental level, “If the faculty of a department or program includes teaching professors at ranks above that of the candidate, those faculty are expected to participate as voting</p>	<p>Whereas not all colleges have college-level stand-alone FTFTT promotion committees, <u>BE IT RESOLVED</u> that stand-alone FTNTT promotion committees are established at the college level where the majority of the committee is comprised of FTNTT faculty members at or above the rank of the candidates.</p>

	<p>members of the review committee.”</p> <p>SOL has no standalone FTNTT committee, but the promotion committee includes one FTNTT faculty member.</p>	
<p>All units and/or colleges should provide a mentoring process specific to the FTNTT faculty promotion process, including but not limited to peer mentoring opportunities, and workshops conducted by panels of faculty who have successfully gone through the promotion process.</p>	<p>Mentoring for the most part appears to be informal or part of the annual merit review process. Some mentoring might take place at the departmental level, and some guidelines (COS, CPS) encourage faculty/candidates to approach their supervisors for help.</p> <p>CPS has held mentoring circles within the governance committee structure with the Faculty Development and Support Committee initiating contact with promotion-eligible faculty and following them through preparation of their dossiers. In 2020, the FDSC got a mini-grant from the ADVANCE Office to expand on the mentoring circles.</p>	<p>BE IT RESOLVED that Informal or ad-hoc mentoring activities, as described in the best practices, be made more visible to faculty, and colleges or units should be proactive in making those mentoring opportunities available to FTNTT faculty.</p> <p>BE IT RESOLVED that college governance bodies formalize mentoring circles for faculty in the College, adopting the model used by CPS and ADVANCE.</p>
<p>While units/colleges follow the Provost's prescribed process as outlined in the Faculty Handbook and the Preparation and Format of Full-Time Non-Tenure-Track Faculty Promotion Dossiers</p>	<p>Most colleges have written guidelines or policies and procedures.</p>	<p>Whereas not all colleges have developed written college-level FTNTTF promotion guidelines, and some colleges have detailed guidelines for what qualifications are necessary for promotion. This level of detail seems desirable in the interest of transparency. (See Appendix A for an example from CPS.) BE IT RESOLVED that all</p>

<p>manual, any unit/college specific promotion guidelines should be provided and easily accessible.</p>	<p>CAMD, CSSH, and SOL have no written guidelines at the college level, though CAMD and some CSSH units have guidelines at the unit level.</p>	<p>colleges work to develop written college-level FTNTTF promotion guidelines and make them accessible.</p>
---------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------

Charge 2: Work with the Provost Office to develop an assessment plan (from the administration and FTNTTF perspectives) for the ongoing semester-long professional development leaves for NTT faculty.

On advice from Deb Franko, Jessica Maxwell and VP of Academic Affairs Jackie Isaacs met to discuss the charge and determined the following best practices for assessment of the FTNTT Fellowship program:

Recommendations:

- The faculty will write a report within 60 days of their fellowship explaining their accomplishments and impact on their professional development, including but not limited to teaching, new program development and/or scholarly activities as per their fellowship proposal.
- The report will be sent to their Dean, the Unit head, and the Provost's Office and kept in the faculty member's file in their College's Dean's Office. The faculty's Chair will take the faculty's report into account during their yearly merit process.
- In addition, ADVANCE and the Provost's Office will develop programming around writing a good fellowship proposal, including panelists that previously had fellowships.

Resolutions:

BE IT RESOLVED that ADVANCE and the Provost's Office shall develop programming around writing a good fellowship proposal, including panelists that previously had fellowships. We suggest the programming begin in the 2022/2023 academic year.

Charge 3: In collaboration with the FAC, gather evidence--including, but not limited to, granular match-mate data--for a University administrative review of NU faculty compensation, identifying variables and potential discrepancies and inequities.

This charge, in some form, has been given to the FTNTTFC since 2018. Here is a brief "documentary history" of the charge:

2018-19 charge: The FTNTTFC, in collaboration with the FAC, shall explore sources of more granular match-mate data for FTNTT faculty than is currently available to Northeastern's faculty cohort.

- [April 2019 final report](#): "we were unable to get any traction in determining how to access granular match-mate data related to NTT salaries here or elsewhere. However, we were informed by Provost Bean that the University is currently seeking comparison salary data from its Colonial Group partners. With those data in hand, we hope to have a more fruitful examination of this topic during the 2019-2020 academic year."

Recommendation: "That Charge 4 be carried over into the 2019-2020 academic year so

the FT NTTFC, along with the FAC, can further examine salary data for FT NTT faculty, College by College, and also in comparison to Northeastern's NTT faculty cohort at other institutions."

- **April 10, 2019: Resolution 16:** "BE IT RESOLVED That it is the Sense of the Senate that the 2019-2020 Senate Agenda Committee charge the FTNTTFC, in collaboration with the FAC, to explore internal and external sources of more granular match-mate salary data for FTNTT faculty than is currently available to Northeastern's faculty cohort."
- [From the April 10 minutes:](#) "Professor Hempel explained that the committee tried to get traction on this topic this year but they couldn't get the data for salaries across the board at Northeastern University and with our matchmates. The Provost added they are attempting to develop such a Matchmate data set with the Colonial Group."

2019-20 charge: In collaboration with FAC, the FTNTTFC shall follow up on more granular match-mate data.

- [2019-2020 final report:](#) "The Committee has attempted to determine a mechanism that would allow it to explore salary data for FTNTT faculty at the University. The Provost's Office asked members of the Colonial Group to submit this data to match-mates. Five Colonial Group schools submitted data on FTNTT faculty. The data is currently being summarized to be reported to the Provost's office. This data is to be made available in late Spring 2020." **Recommendation:** "This charge be re-evaluated by the 2020/2021 FTNTTFC in conjunction with the FAC, to evaluate comparative data across all colleges and with our comparators within the colonial group."

2020-21 charge: In collaboration with FAC, the FTNTTFC shall (a) inquire and examine the data that have been obtained from the Colonial Group, (b) explore sources of more granular match-mate data for FT-NTT faculty than is currently available, and (c) and make recommendations to improve FT-NTT faculty compensation.

- [2021 final report:](#) **Recommendation:** "We recommend that efforts continue at the Provost level to gather the data from G14 to provide data to the FTNTT faculty and to include data for CPS, Business, Law, and Health disciplines when available. With the study being the first of its kind, we further recommend the University continue to be at the forefront of soliciting FTNTT faculty salary information from peer institutions, including but not limited to G14.

"We recommend that the Provost's office and/or colleges continue to investigate if there are discrepancies in pay between male/female faculty, and BIPOC faculty, further breaking down the data (from IPEDS) by discipline to help determine if there are underlying issues present by rank and gender within each department. Also look at recruitment efforts to address possible issues, as in, if higher paying fields are predominantly male, why is this the case."

- **April 21, 2021: Resolution 25:** “BE IT RESOLVED that the Provost’s Office gathers more data from G14 or other sources to provide discipline specific match-mate data for all FTNTT faculty, in order for equity to be evaluated openly by both the administration and the FTNTT faculty, in accordance with the faculty handbook equity module.”

This year we tried once again to obtain salary data, including the matchmate data on FTNTT faculty salaries.

Source	Request	Response
January 2022 request to Deb Franko, Senior Vice Associate Provost of Academic Affairs	Data from the G14/Colonial group faculty salary exchange	“The agreement states that we will not share the data from individual universities outside of University Decision Support (UDS). We cannot share summary data if the cell sizes are too small. We are permitted to share the summary data if the cell sizes are big enough (3 or more universities).”
	Update on further cooperation/efforts with the G14/Colonial Group (or similar firms	“7 universities schools who have signed on and their data are due to UDS on Feb. 15, 2022. UDS will analyze the data but we are not allowed to share any data.”
	NU FTNTTF salary data contributed by the University to CUPA and the AAUP for this academic year	“We do not share faculty salary data beyond sending each college’s data to the college deans. We did not submit to CUPA this year. AAUP data are public (but only available at the university level, not the college level) and this year’s AAUP survey is due to AAUP from universities in February”
	Other data related to salaries across demographics at each college/unit including	“We do not share salary/gender/race data. The other items on this list can be

	salaries, workload, gender, and race	gathered from the colleges – I do not have those data available for each college. UDS does not have the faculty data on workload/length of work/contract length/distribution either, so asking the colleges is the way to get those data.”
Faculty Salary Survey (Drafted November 2021-February 2022)	Voluntary anonymous survey of NU faculty asking them to provide their salaries, workload, and demographic information	Survey was unable to be sent out in the spring; postponed until the fall
March 2022 request to Associate Deans of the 9 Colleges	Request for salary data for each department/unit at the 25 th , 50 th , and 75 th percentiles, for FTNTT faculty at each rank where there are at least 4 faculty members	Salary data was not provided by the colleges
April 5, 2022 SAC meeting with Provost’s Office	Discussion of FTNTTFC request for salary data	See official response below; Provost Madigan expressed commitment to providing information in the long term
April 7, 2022 meeting with Senior Vice Provost Franko and Rana Glasgal of UDS	Discussion of FTNTTFC request for salary data	SVP Franko reiterated the Provost office’s position that “Our practice at Northeastern is that we do not share faculty salary data beyond the Colleges, agreed that the charge was impossible to complete, and implied that the Provost was the person who could change the no-share policy

The official response from the Provost’s Office (April 5, 2022) was as follows:

Rana Glasgal (University Decision Support) and team have completed the analysis of the FTNTT faculty salary data they received from the seven G14 institutions who agreed to provide data this year. The data for each of the three equity colleges have been sent to each college dean, to be shared with the faculty of that college. These data provide matchmate comparisons to assist the faculty of that college if they wish to make an equity request to their dean this year.

We do not share individual college/school faculty salary data beyond the faculty of that individual college or school.

In short, we have been unable to fulfil the charge because we were unable to obtain the necessary data from Provost's Office, which has a policy of not sharing salary data with Faculty Senate committees.

Recommendations:

For equity, FTNTTF do not get average salaries by department, though TT/T faculty do. In the spirit of the aspiration of the "One Faculty" model, FTNTT faculty should have access to the same salary data provided to TT/T faculty. We realize that it isn't always appropriate to provide such data in certain circumstances, for example, where there are fewer than four members at a particular rank in a unit, as this may compromise anonymity, but otherwise, in the spirit of the "One Faculty" model, this data should be uniformly provided.

Given that our committee is unlikely to receive the kind of granular data needed to investigate salary equity in terms of gender and race/ethnicity, we reiterate the spirit of our recommendation from 2021 "that the Provost's office and/or colleges continue to investigate if there are discrepancies in pay between male/female faculty, and BIPOC faculty, further breaking down the data (from IPEDS) by discipline to help determine if there are underlying issues present by rank, [race/ethnicity,] and gender within each department. Also look at recruitment efforts to address possible issues, as in, if higher paying fields are predominantly male, why is this the case." We further move that a report of this investigation be made to the Faculty Senate by the end of the Fall, 2022 semester.

Resolutions:

BE IT RESOLVED that for the purposes of equity review, the Provost's Office shall provide Full-Time Non-Tenure-Track Faculty with the equivalent salary data provided to tenure-stream faculty. This data shall be provided for each rank in each department/unit where there are at least four (4) FTNTT faculty at that rank.

BE IT RESOLVED that the Provost's office, in cooperation with the colleges, shall investigate if there are discrepancies in pay due to gender or BIPOC status, further breaking down the data (from IPEDS) to help determine if there are underlying issues present by rank, race/ethnicity, and gender within each department where there are at least four (4) FTNTT faculty at that rank.

The Provost's office shall also examine and evaluate recruitment efforts to address possible issues, for example, if higher-paying fields are predominantly male, and if so, why is this the case. **A report of this investigation should be made to the Faculty Senate during the 2022/2023 academic year.**

Charge 4: Review college bylaws, guidelines and assessment criteria to standardize processes related to availability and assignment of leadership positions for FTNTT faculty across all colleges following the one faculty model.

The recommendation from last year's committee was

“that the **availability and assignment of leadership positions for FTNTT faculty be standardized across all 9 colleges and campuses of the University**. Further, it is a recommendation of this committee that **all FTNTT faculty be made eligible for all leadership positions**, with the exception of tenure-specific committees such as the Tenure & Promotion Committee & Sabbatical Leave Committee, and a possible exception of chairing a PhD committee unless the FTNTT faculty holds an equivalent degree level. This recommendation is based upon the observation that colleges that do allow FTNTT faculty to serve in these leadership positions seem to be successful in the model and provide an equitable implementation of the University's One Faculty model.” (emphasis added)

After last year's FTNTTFC report, the Faculty Senate unanimously passed the following resolution:

WHEREAS the availability and assignment of leadership positions for FTNTT faculty is handled differently for each college, resulting in observed discrepancies which are in conflict with the University's One Faculty model and have the potential to create University-wide inequities for FTNTT faculty; and

WHEREAS FTNTT faculty serving in leadership positions have been successful,

BE IT RESOLVED that the Provost's Office, in collaboration with the Dean's Offices, prepares guidelines and assessment criteria for colleges to make leadership positions equally available for FTNTT faculty across all colleges.

Information from the Provost's Office indicates that they have begun this process by polling the Colleges about whether college-level administrative positions are available to FTNTT faculty (see Appendix B; see also Appendix C for a list of current FTNTTF who hold leadership positions). They anticipate working more on this resolution after the semester is over.

Recommendations:

Since FTNTT faculty are by definition not protected by tenure, and any actions or decisions they make or participate in as part of their leadership positions might be controversial, the “Non-

retaliation for participation in faculty governance” provisions in the Faculty Handbook should be adapted in the guidelines to protect such FTNTT faculty during and after their tenure in those leadership positions. (See <https://faculty.northeastern.edu/handbook/governance/non-retaliation-for-participation-in-faculty-governance/>)

Resolution:

Whereas the Provost’s Office indicates that they have begun the process of polling the Colleges about what college-level administrative positions are available to FTNTT faculty, **BE IT RESOLVED that** administrative and leadership positions shall be open equally to all faculty, TT and FTNTT alike, unless specifically designated in writing otherwise, and that a list of leadership positions that are and are not open to faculty members shall be made available to all faculty on each college’s website, identifying the ranks to which positions are open.

Charge 5: Evaluate FTNTTF titles and recommend any changes to bring Northeastern University's titles in alignment with our peer institutions to allow for matchmate comparisons.

Last year, we found that the top 4 FTNTT titles (combining teaching and clinical titles) account for over 88% of the FTNTT faculty, while the top 8 cover 97%. (See Appendix D.¹)

What still needs to be determined is what the titles mean for each college, program, and/or unit at Northeastern. For instance, the term “lecturer” in CAMD refers to a full-time position, while the term is generally used in CSSH to denote part-time faculty. In DSMB, “lecturer” is used to denote faculty with master’s degrees, as opposed to “academic specialist” or “teaching professor,” which are titles for FTNTT faculty with PhDs.

There are titles that are used in smaller quantities across colleges, such as “academic specialist,” which is used in the ASL and Interpreting Education program and the World Languages Center in CSSH, in DMSB, in CPS, and in the COE. Conceivably, they could be phased out, though again, the first thing that needs to be done is to fix what they mean so that it can be determined whether faculty with those titles can be moved into another rank in a way that is equitable for all concerned. (CAMD, for instance, has already phased out “academic specialist” titles and now uses “lecturer” ranks instead. In DMSB, “academic specialists” are comparable to “teaching professors,” whereas most academic specialists in CSSH do not have terminal degrees.)

Looking at the G14/Colonial Group Non-Tenure Track Faculty Taxonomy (Appendix E), it’s also clear that we need to look at what the titles mean at other universities. There is also the question of which universities we should try to align with, if at all (or whether they should align

¹ Note: The numbers are incomplete as compared with the official count of 775 FTNTTF. This is probably due to our having left out some categories, such as co-op coordinators, from the count.

with us). There is a great disparity among the Colonial Group that makes any unilateral attempt at alignment inadvisable.

Therefore, we recommend:

1. a continuation of the title consolidation across colleges, specifically that Academic Specialists (Asst, Assoc, and Full) and Instructor titles be similarly transitioned to commensurate Lecturer or Teaching Professor titles, based on each college's workload and promotion policies; and
2. that NU render best efforts to match NU titles with the salary data acquired from the Colonial Group/G14 salary exchange. We realize that, due to variation in titles at the other matchmate schools (excluding Northeastern), this will not be a perfect match. However, since the variation in titles at other schools is unlikely to go away, we should agree on what appears to be the closest match to allow external benchmarking of FTNTT faculty.

Resolutions:

BE IT RESOLVED that title consolidation shall continue across colleges; specifically, Academic Specialists (Asst, Assoc, and Full) and Instructor titles be similarly transitioned to commensurate Lecturer or Teaching Professor titles, based on each college's workload and promotion policies.

BE IT RESOLVED that NU shall render best efforts to match NU titles with the salary data acquired from the Colonial Group/G14 salary exchange.

Charge 6: In collaboration with FDC, review promotion criteria for FTNTTF across all colleges and identify areas for standardization (i.e. evaluation of teaching) following the one faculty model.

The committees noted a wide range in expectations for promotion for FTNTT faculty. Given the inherent differences in practice across disciplines, it may not be feasible, or even desirable, to standardize such expectations. The promotion process usually begins at the unit level, and the emphasis of each criterion necessarily differs. For example, some require evidence of competence in teaching, service, scholarship, and professional practice, while others do not require all of these. Some require external reviewers for FTNTT promotion candidates, while most do not. While teaching performance is an important factor for FTNTT faculty, standardization of teaching evaluation here may also be difficult due to some faculty teaching multiple sections compared to fewer for others, the disparity of teaching to majors vs. non-majors--all of which may influence teaching performance scores. Such disparities should be taken into account. In addition, some colleges considered class size in rating teaching. Additionally, there is empirical evidence that teaching evaluations are biased.

However, we did note that some colleges have specific written criteria for promotion to each FTNTT rank (e.g., Bouvé, COS, and DMSB), while others do not. Therefore, in the interest of transparency and convenience, we recommend that every rank of FTNTT faculty have available

and accessible, through Sharepoint or other means, the specific criteria for promotion. How each criterion may be achieved should be noted (e.g., teaching: TRACE scores alone, evidence of teaching creativity, self-reflection). Any individual holding one of the ranks who is eligible or becoming eligible for promotion shall be notified of candidacy for promotion by their immediate Dean. For purposes of notifying said eligible faculty, the provost, faculty directors, and other parties shall be involved in ensuring access to available criteria and procedures, including but not limited to the material on the Provost Website, and that such criteria and procedures are clear, transparent, and available to eligible faculty.

Recommendation:

Any individual holding one of the ranks who is eligible or becoming eligible for promotion shall be notified of candidacy for promotion by their immediate Dean. For purposes of notifying said eligible faculty, the provost, faculty directors, and other parties shall be involved in ensuring access to available criteria and procedures, including but not limited to the material on the Provost Website, and that such criteria and procedures are clear, transparent, and available to eligible faculty.

Resolutions:

Whereas there is a wide range in expectations for promotion for FTNTT faculty due to differences in practice across disciplines, it may not be feasible, or even desirable, to standardize promotion expectations. Therefore, **BE IT RESOLVED that** every rank of FTNTT faculty shall have available and accessible the specific criteria for promotion by discipline on the Provost Website.

Charge 7: Review AAUP guidelines and comparable higher education institutions regarding termination policies for FTNTT faculty and recommend protocols and/or changes to the faculty handbook.

Northeastern University has expressed a commitment to fostering a “One Faculty” community in which tenure-stream and FTNTT faculty are equally engaged and committed to the mission and values of the university and to upholding the quality and long-term sustainability of the NU brand. Creating a respectful, inclusive and collegial culture for all faculty includes decisions around reappointment or termination.

Our research found that Northeastern has 807 T/TT faculty, 838 FTNTT faculty (+ 27 NTT research faculty), making a total of 1645 full-time faculty (not including the +27). Therefore, 50.9% of Northeastern University faculty fall in the FTNTT category (See Appendix F).

- The current Northeastern University Faculty Handbook only provides a process for dismissal for “cause” of a FTNTTF and not for dismissal at the “end of the contract term.”

- However, a review of matchmate and other institutions finds a range of considerations given to non-renewal of FTNTTF that are not included in our faculty handbook, including the following protocols (See Appendix G for examples):
 - providing for faculty involvement in curriculum changes that may lead to non-renewal of faculty;
 - providing a written summary of reasons for the non-renewal;
 - providing faculty right to appeal to an academic committee of peers;
 - providing for retraining or reassignment;
 - providing expectation of permanency for those contract faculty who have earned promotion to associate or full;
 - considering length of service when making decisions about termination that is not for cause.

Resolution:

BE IT RESOLVED that the Northeastern University Faculty Handbook be updated to include guiding principles for FTNTTF in case of contract non-renewal or contract terminations including:

1. Transparency of decision-making on the non-renewal. In alignment with AAUP guidelines, FTNTTF receive **documentation with the rationale for non-renewal/non-reappointment decision for any reason**, whether it is related to cause or not;
2. In alignment with AAUP guidelines, that faculty have the **right to appeal** the decision within 90 days;
3. Utmost **good faith effort will be made to reassign the FTNTTF** whose re-appointment is not due to cause to another position at the University;
4. Advertisements to fill vacancies caused by termination of FTNTTF will not take place until a **90-day appeal period** is reached.

Appendix A: CPS FTNTT Faculty Promotion Rubric

Faculty Review and Promotion Committee

EVALUATION OF PROMOTION DOSSIER

Name of Faculty Member:

Year Faculty Member was Hired Full-time at CPS:

Program(s) Faculty Member Teaches in:

Candidate's Academic Credentials:

Current Rank:

N.B. For promotion from:

Assistant Teaching Professor to Associate Teaching Professor - Candidates should demonstrate fundamental leadership skills in their work as evidenced in their Support Letters, their Teaching, Professional Development and Service Statements and activities described in their submitted Promotion Dossier

Associate Teaching Professor to Teaching Professor - Candidates should demonstrate advanced leadership skills in their work as evidenced in their Support Letters, their Teaching, Professional Development and Service Statements and activities described in their submitted Promotion Dossier

TEACHING

Area Dean's Letter

*What points did the area dean raise about the faculty member's **teaching**, including contributions to the **curriculum and design for the program(s) the faculty member teaches in?***

What points did the area dean raise about the faculty member's teaching pedagogy, if any?

*If relevant, what positive or negative points did the area dean raise about the faculty member's role **advising** students?*

Did the area dean highlight any exceptional or unique contributions to teaching and/or advising doctoral work, if applicable?

Faculty Director's Letter (if applicable)

Same questions as Area Dean's letter - Additionally:

Did the Faculty Director raise any issues (positive or negative) regarding the faculty member's engagement with students enrolled in their courses?

Teaching Statement

Adherence to the page limit guidelines established by the Provost's Office: <https://provost.northeastern.edu/app/uploads/FTNTT-Model-Promotion-Dossier.pdf>

*To what degree did the statement demonstrate an effective and clearly articulated **approach to all aspects of teaching (designing curriculum, delivering instruction, assessing learning, meeting students' needs as learners, etc.)?***

*To what degree did the statement include reference to addressing the **specific format/delivery of content** and his/her informed approach to teaching this way? (online, on-ground, etc.)*

*To what degree did the statement include reference to understanding and addressing **specific populations of learners?** (International, undergraduate, adult learners, working adults, low SES, etc.)*

*To what degree did the faculty member insightfully discuss identified **challenges in their teaching** and ways in which they have addressed these challenges?*

To what degree did the faculty member indicate a positive future trajectory in their personal teaching journey?

If relevant, to what degree did the candidate discuss his/her advising philosophies and the impact on student growth?

Does the faculty member indicate how they make additional or personalized contributions to the course experience?

Model B -- Effectiveness in Teaching: Course Evaluations

What did the course evaluations reveal about the faculty member's effectiveness as a teacher? (Look for changes over time.)

Do the faculty member's course evaluations consistently include comments (positive or negative) that directly relate to their teaching effectiveness?

Has the faculty member presented evidence of reflection on their course evaluations, and used the feedback included therein to inform their teaching effectiveness?

Model Syllabus (included in Dossier)

*In what ways, and to what degree, did the model syllabus demonstrate the faculty member's **skills in designing a course that includes clearly articulated learning goals, meaningful learning experiences, and effective assessments**? To what degree did the model syllabus demonstrate the faculty member's **expertise** about the course subject(s) and their command of the literature for the course subject(s)?*

Does the faculty member clearly set performance expectations for all students in their course with respect to individual components of their courses, as well as their individual courses overall? If so, how?

Course Evaluations in Appendix for Teaching

*What did the course evaluations reveal about the faculty member's **strengths and/or weaknesses in teaching**, as well as about adjustments over time?*

Other Artifacts in Appendix for Teaching

*What artifacts made the faculty member's teaching particularly **visible/tangible**? What did the artifacts demonstrate about the faculty member's **strengths** as a teacher?*

SCHOLARSHIP/PROFESSIONAL DEVELOPMENT

Area Dean's/Faculty Director Letter (if applicable)

*What points did the Area Dean raise about the **candidate's professional development**, and if relevant, scholarship?*

Did the area dean highlight any exceptional or unique contributions that can be considered impactful at the program, school, university or professional level?

Statement of Scholarship/Professional Development

Adherence to the page limit guidelines established by the Provost's Office: <https://provost.northeastern.edu/app/uploads/FTNTT-Model-Promotion-Dossier.pdf>

*To what degree did the statement demonstrate a **clear commitment to professional growth, and connecting professional development with teaching skills**?*

*To what degree did the statement demonstrate the faculty member's **future plans for continued professional growth**?*

*If the faculty member engaged in scholarship, to what degree was it **impactful for their professional growth and/or the College/Program's needs and/or the academic field**?*

Artifacts in Dossier for Professional Development/Scholarship

*What artifacts made the faculty member's professional development and/or scholarship particularly visible/tangible? What did the **artifacts demonstrate** about the faculty member's **strengths in terms of professional growth and/or scholarship**?*

SERVICE

Area Dean's /Faculty Director's Letter

*What points did the area dean raise about the candidate's **service and its impact**?*

Did the area dean highlight any exceptional or unique contributions to service?

Statement of Service

Adherence to the page limit guidelines established by the Provost's Office: <https://provost.northeastern.edu/app/uploads/FTNTT-Model-Promotion-Dossier.pdf>

*To what degree did the statement demonstrate a clear **commitment to service**? To what degree did the statement demonstrate that the faculty member's service has been **impactful**?*

*Did the faculty member engage in **service across multiple fields** (i.e. program, College of Professional Studies, Northeastern University, professional field, community, public)?*

Does the statement project future areas of intended growth in service- related activities?

Artifacts in Dossier for Service

What artifacts made the faculty service particularly visible/tangible?

What did the artifacts demonstrate about the faculty member's impact in terms of their service?

OVERALL IMPACT—The Storytelling

How would you rate the candidate's ability to tell a vivid, cohesive, substantiated story of his/her work? What key contributions can be identified in their teaching, professional development and service activities?

How would you rank the candidate's ability to explain his/her work in the college and address how he/she impacts the lives of students and colleagues while "making the college a better place?"

Has the candidate demonstrated care in the preparation of the dossier through adherence to the guidelines, audience consideration, and editing?

OTHER NOTES YOU WANT TO MAKE TO RAISE IN DISCUSSION OF FACULTY MEMBER'S DOSSIER:

Appendix B: Provost's Office Survey of College Leadership Positions²

College	Associate Dean Title	TT or FTNTT or Either	Notes
Bouve	AD for Research	T	Given the complexity of research infrastructure at NU as well as the number of NTT unit leaders, it is best for this individual to be a tenured faculty member. Currently ADR provides faculty tenure reviews in place of NTT unit leader for the departmental level review
Bouve	AD for Academic Affairs	Either	(currently NTT)
Bouve	AD for Faculty Affairs	Either	(currently NTT)
Bouve	AD for Administration and Finance	staff	
Bouve	AD for Development	staff	Currently this individual has a Director title
Bouve	School of Nursing Dean/ Bouve Associate Dean	Either	Majority of the faculty in this unit currently are NTT faculty
Bouve	School of Pharmacy Dean/ Bouve Associate Dean	T	Currently the Dean provides oversight to PS and PHSS departments. Given the overall composition of faculty with many who are tenured/TT it is best at this time to have a tenured faculty serve in the role of the Dean of the School of Pharmacy
Bouve	Leader School of Rehabilitation and Clinical Sciences	TBD ³	This will be a conversation with the Provost's Office in the coming year
Bouve	Leader School of Public Health	TBD	This will be a conversation with the Provost's Office in the coming year
CAMD	AD of Faculty and Research	T/TT	handles hiring of T/TT; promotion of T/TT cases; tenure on entry process NOTE: [Elizabeth Hudson is] looking into the possibility of splitting into 2 separate Associate Dean roles; both roles would need to be T/TT, so that the Research role could assist in handling any T/TT processes at the Department/School level, if necessary

² CPS was not included in this poll because all FT faculty are NTT, so "anyone in a position of leadership is a FTNTT faculty member."

³ The AD of the School of Rehabilitation and Clinical Sciences, who was appointed last year, is NTT.

CAMD	AD of Undergraduate Programs	Either	
CAMD	Senior AD of Graduate Programs and Strategic Initiatives	Either T/TT or NTT, as long as the right kind of expertise/de grees	Potential for the PhD program (if approved) should move to an Associate Dean of Research
COE	AD Faculty Affairs	TT	In COE, the AD must understand the nuances of tenure cases, and with the heavy load of cases, TT is preferred.
COE	AD Research	Either TT or FTNTT Full Research Professor	We have no one in this position as yet, but would not rule it out in the future.
COE	AD Graduate Education	Prefer TT	In COE the AD must understand the curricula, the graduate student issues, and also the needs of faculty in recruiting/ appointing/ mentoring PhDs.
COE	AD UG Education	Either TT or FTNTT Teaching Professor	as this AD is student facing and student centered.
COS	AD Undergraduate Affairs	Either	
COS	AD Research and Graduate Affairs	TT	Need to have someone in this role who is knowledgeable regarding research (including funded research) and understands levers to promote faculty scholarship.
COS	AD Faculty Affairs, Diversity & Inclusion	TT	must be able to coordinate and preside over tenure and promotion processes re TT faculty.
CSSH	AD Academic Affairs	TT	Needs to be able to help manage tenure cases, and be attuned to workload demands of tenured faculty (including research demands).
CSSH	AD Research	TT	Need to have someone in this role who is knowledgeable regarding research (including funded research) and understands levers to promote faculty scholarship.
CSSH	AD Teaching, Learning and Experiential Education	Has always been TT	In the future NTT teaching professor with leadership experience might be a possibility.
CSSH	AD Graduate Studies	TT	for credibility with both doctoral and master's programs.
DMSB	Senior AD of Faculty and Research	T, preferably at the rank	Given the research standing of the School and the University, this position has significant responsibilities for the hiring and development of tenured and tenure-track

		of Full Professor	faculty and for setting the research direction of the School. Roles include evaluating tenured faculty; including evaluating tenure and promotion decisions, third-year reviews, progress toward tenure, reviews of professorships, and other faculty evaluations around research and professional service. A terminal degree, scholarly reputation, and understanding of research are required to effectively execute these jobs and to garner the support of tenured research faculty
DMSB	AD of Graduate Programs	either tenured faculty or NTT faculty although tenured faculty have held these positions at times.	Academic leadership can be provided through the use of academic directors in terms of connecting faculty to students, driving curriculum change, garnering faculty support for various initiatives, and working with senior academic and administrative leaders across the university.
DMSB	AD of Undergraduate Programs	either tenured faculty or NTT faculty although tenured faculty have held these positions at times.	Academic leadership can be provided through the use of academic directors in terms of connecting faculty to students, driving curriculum change, garnering faculty support for various initiatives, and working with senior academic and administrative leaders across the university.
Khoury	Senior AD of Academic Affairs	T	needs to be tenured to deal with all of the faculty issues; runs the Boston campus, all faculty report to this position
Khoury	AD of Faculty	T	needs to be a tenured full professor for oversight of the tenure committee
Khoury	AD of Research	Does not need to be tenured, but likely a best practice	
Khoury	AD of Finance	does not need to be faculty	MBA required
Khoury	AD of Business Development	does not need to be faculty	

Khoury	AD of Grad administration	does not need to be faculty	
Khoury	AD of Undergraduate programs	either T/TT and FTNTT – but should be associate or more	Note that this summer AD of Students will fold into this position – i.e., it will be the same person: Ben Hescott who is FTNTT.
Khoury	AD of Graduate programs	T, rank of full professor	oversees all PhD programs
SOL	AD Academic Affairs	TT	Needs to be able to help manage tenure cases, and be attuned to workload demands of tenured faculty (including research demands)—also a key advisor in appointments and other academic matters that require experience at tenure track faculty.
SOL	AD Research	Either TT or FTNT Research Professor	Need to have someone in this role who is knowledgeable regarding research (including funded research) and understands levers to promote faculty scholarship.
SOL	AD Experiential Education	Either	
SOL	AD Digital Strategy	Either	

Appendix C: FTNTT Faculty Current Leadership Roles:

COS:

Associate Chair Department of Biology: Gail Begley

Director of Undergraduate Studies, Biology: Missy McElligott

Biochemistry Program Director: Kirsten Fertuck

Associate Dean of Faculty Affairs: Oyinda Oyelaran

Head Advisor Biology Department: MarySue Potts-Santone

Head of Curricular Assessment Biology: Dessy Raytcheva

Behavioral Neuroscience Program Director: Jenn Ingemi

Director of Biotechnology and Bioinformatics: Kevin Broadbelt

Director of Linguistics Program: Heather Littlefield

Director Environmental Science and Policy MS Program: Benjamin Dittbrener

Director of Undergraduate Programs, Mathematics: Prasanth George

Director of the Graduate Certificate in Nanomedicine: Anne L. van De Ven

Associate Chair Department of Psychology: Dawn Cisewski

Bouvé College of Health Sciences:

Associate Deans of Bouvé (3): Margarita DiVall- ADFA and Jenn Kirwin- ADAA, Kristin Greenwood, AD Network Programs

Associate Dean, Bouve and School of Clinical and Rehabilitation Sciences, Trenton Honda

Assistant Dean Clinical and Experiential Learning, Bouve College, Caroline Hewitt

2 Chairs in the Bouvé School of Clinical and Rehabilitation Sciences: PTMRS, Lorraine Book CSD, Carey Barry PA

Assistant Dean of Clinical and Experiential Learning, Director of Clinical Education, Jessica Maxwell, PT, DPT, PhD

Doctor of Physical Therapy Program: Chris Cesario

Chair PHSS: Andrew Orr Skirvin

CSSH:

Director of the American Sign Language Program: Lori Whynot

Director of the Spanish Language Program, World Languages: Daniel Cuenca

Undergraduate Program Director, Economics: Gustavo Vicentini

Online Pedagogy Coordinator, English: Laurie Edwards

Director, Digital Scholarship Group: Julia Flanders

Coordinator of Online Teaching and Learning, CSSH: Carolin Fuchs

Director of First-Year Writing, English: Kelly Garneau

Director of Advanced Writing in the Disciplines, English: Cecelia Musselman

Director of the Writing Program, English: Laurie Nardone

Director of the Writing Center, English: Isabel Sobral Campos

Director of the Writing Minor, English: Sebastian Stockman

Director of the Human Services Program: Lori Gardinier

Associate Director, School of Public Policy and Urban Affairs: Linda Kowalcky

Director, Kitty and Michael Dukakis Center for Urban and Regional Policy: Theodore Landsmark

Senior Research Associate, Dukakis Center for Urban and Regional Policy: Emily Mann

Khaled and Olfat Juffali Director of the Social Impact Lab: Rebecca Riccio

International Affairs Associate Director; International Affairs Undergraduate Program Director:
Ioannis Livanis

Undergraduate Program Director, Political Science: Natalie Bormann

Director, Institute on Race and Justice, Criminology: Jack McDevitt

Director, Institute for Security and Public Policy, Criminology: Glenn Pierce

DMBS:

Executive Director, Center for Family Business: Edmund Clark

Director, Business Sustainability Initiative: David H. Myers

Concentration Coordinator, Accounting Group: Peggy O'Kelly

SOL:

Associate Teaching Professor and Associate Dean for Digital Strategy: Julian Fray

Teaching Professor and Administrator, Legal Skills in Social Context Program: Carol Mallory

Assistant Teaching Professor and Director, Academic Success Program: Victoria McCoy Dunkley

Associate Teaching Professor and Director, Law Library: Sharon Persons

Associate Clinical Professor and Director, Clinical Programs; Director, Domestic Violence Institute: Margo Lindauer

Associate Clinical Professor and Director of the Community Business Clinic: Jarod Nicholson

Clinical Professor and Director, Immigrant Justice Clinic: Hemanth Gundavaram

Senior Clinical Specialist and Director, Prisoners' Rights Clinic: Wallace Holohan

CPS:

Special Assistant to the Dean for Diversity, Equity and Inclusion: Corliss Thompson

Interim Associate Dean, Academic and Faculty Affairs and the Graduate School of Education: Joe Griffin

Executive Director – Center for the Future of Higher Education and Talent Strategy: Sean Gallagher

Khoury:

Assistant Dean for Teaching Faculty: Nate Derbinsky

Associate Dean of Undergraduate Education and Experience: Benjamin Hescott

Director of CS Programs – Seattle: Ian Gorton

Director of CS Programs – Vancouver: Bethany Edmunds

Director of MSCS – Boston Program: Amit Shesh

Director of Online Faculty and Programs: Martin Schedlbauer

Director of the Data Science Master's Program: Predag Radivocjac

Executive Director of Khoury College in the Global Network: Jodi Tims

Program Director – Align: Keith Bagley

Director of Health Informatics Graduate Program: Jay Spitulnik

Associate Director - Cybersecurity and Information Assurance Graduate Program: Jose Sierra

CAMD:

Associate Dean for Undergraduate Programs: Andrea Raynor

Interim Chair of Art & Design: Jason Donati

Director of the Basic Course: Michael Hoppmann

Summer School Coordinator: Joseph Schwarz

Part-time Faculty Coordinator A+D: Jamal Thorne

Scheduling Coordinator A+D: Kate Terrado

Undergraduate Coordinator A+D: Mark Sivak

Academic Affairs Committee: Doug Bielmeier, Jonathan Carr

COE:

Associate Dean for Undergraduate Education, Sue Freeman

Director of First Year Engineering: Rich Whalen,

Associate Director of First Year Engineering: Kathryn Schulte Grahame

Director of MGEN Co-op: Maricla Pirozzi

Faculty Council: Jessica Ormsby

Undergraduate Academic Standing Committee: Daniel Dulaski

Undergraduate Student Awards and Scholarship Committee: Daniel Dulaski

Co-op Standing Committee: Sally Conant

Co-op Faculty Promotion Committee: Sally Conant

Full-Time Teaching Faculty Promotion Committee: Katy Schulte-Grahame

Full-Time Teaching Faculty Merit Review Committee: Craig Shillaber

**These are just the names/titles we have collected so far.*

Appendix D: FTNTTF Titles

Title	Total	%	Cum %
Assoc. Teaching or Clinical Professor	180	32.7%	32.7%
Asst. Teaching or Clinical Professor	171	31.1%	63.8%
Teaching or Clinical Professor	86	15.6%	79.5%
Lecturer	51	9.3%	88.7%
Professor of the Practice	20	3.6%	92.4%
Assoc. Academic Specialist	12	2.2%	94.5%
Assoc. Research Scientist	7	1.3%	95.8%
Senior Lecturer	7	1.3%	97.1%
Principal Lecturer	4	0.7%	97.8%
Senior Academic Specialist	4	0.7%	98.5%
Clinical Instructor	3	0.5%	99.1%
Academic Specialist	2	0.4%	99.5%
Asst. Academic Specialist	1	0.2%	99.6%
Asst. Clinical Instructor	1	0.2%	99.8%
Professor of Design	1	0.2%	100.0%
	550	100.0%	

The diagram on the right side of the table uses blue brackets to indicate cumulative percentages. A bracket labeled 'Top 4' spans the first four rows (Assoc. Teaching or Clinical Professor, Asst. Teaching or Clinical Professor, Teaching or Clinical Professor, and Lecturer). A bracket labeled 'Top 8' spans the first eight rows, including all titles from the top row down to Senior Lecturer.

Appendix E: Colonial Group Non-Tenure-Track Faculty Taxonomy

	Northeastern	Boston College	Wake Forest	Tulane University	Lehigh	Tufts
<i>Teaching Faculty</i>	Teaching Professor Associate Teaching Professor	Professor of Practice Associate Professor of Practice Assistant Professor of Practice	Assistant Teaching Professor Associate Teaching Professor	Senior Professor of Practice Professor of Practice	Professor of Practice	Adjunct Assistant Professor Adjunct Associate Professor
	Assistant Teaching Professor	Professor of Practice	Teaching Professor Assistant Professor of the Practice Associate Prof of the Practice	Adjunct Professor Adjunct Assistant Professor Adjunct Associate Professor Administrative Assistant Professor Administrative Associate Professor		Adjunct Lecturer Adjunct Senior Lecturer Adjunct Professor
	Distngshd Prof of the Practice Professor of the Practice		Professor of the Practice Associate Prof of the Practice	Adjunct Assistant Professor Adjunct Associate Professor Administrative Assistant Professor Administrative Associate Professor		Adjunct Instructor Professor Emeritus
			University Scholar Postdoc Fellow Teacher/Scholar/ Postdoc Fellow	Professor Assistant Professor Associate Professor		Professor of Practice Professor of the Practice Educator track (@ Medical School) (all ranks)
				Postdoc Teaching Fellow		

Professor
University
Professor

Teaching Professor,
Teaching Associate
Professor and Teaching
Assistant Professor

*Research
Faculty*

Research Professor Associate	Distinguished Research Professor		Research Assistant Professor	Research Assistant Professor
Research Professor Assistant	Research Professor		Research Associate Professor	Research Associate Professor
Research Professor	Research Associate Professor		Research Instructor Research Professor	Research Professor

Clinical Faculty

Clinical Professor Senior Academic Specialist	Clinical Professor Clinical Associate Professor	Clinical Professor	Clinical Assistant Professor Clinical Associate Professor	Adjunct Clinical Assistant Professor Clinical Assistant Professor
Associate Clinical Professor Associate Academic Specialist	Clinical Assistant Professor		Clinical Instructor	Clinical Associate Professor
Assistant Academic Specialist	Clinical Instructor		Clinical Professor	Clinical Instructor
				Clinical Professor

Assistant Clinical
Professor
Clinical Instructor

Lecturers

Principal Lecturer	Lecturer	Lecturer	Lecturer	Lecturer	Lecturer
Senior Lecturer	Senior Lecturer	Senior Lecturer	Adjunct Lecturer		Senior Lecturer
Lecturer					

Instructors

Instructor	Instructor	Instructor	Instructor
Senior Instructor	Adjunct Instructor		

*Other NTT
Faculty*

(not included)

Senior Coop
Coordinator
Associate Coop
Coordinator
Assistant Coop
Coordinator

Director of Bands
Director/
Professor

Misc faculty who are
NTT with unmodified
titles:

Assistant Professor

Associate Professor

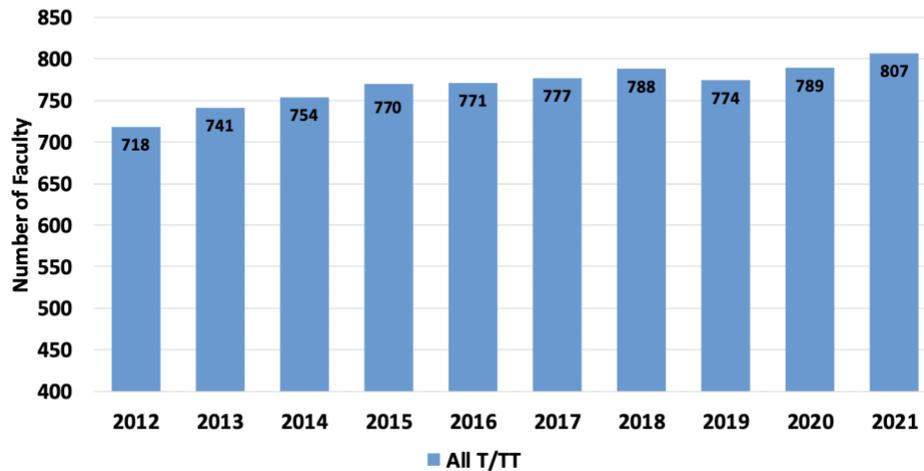
Professor

Visiting Faculty

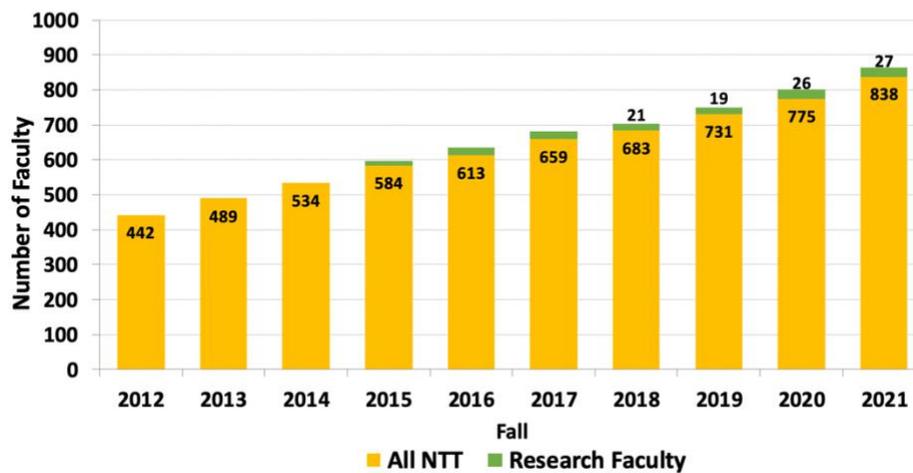
<i>(not included)</i>	Visiting Professor	Visiting Professor	Visiting Assistant Professor	Visiting Assistant Professor	Visiting Professor	Visiting Artist
	Visiting Associate Professor	Visiting Associate Professor	Visiting Clinical Professor	Visiting Lecturer	Visiting Associate Professor	Visiting Assistant Professor
	Visiting Assistant Professor	Visiting Assistant Professor	Visiting Instructor	Visiting Professor	Visiting Assistant Professor	Visiting Associate Professor
	Visiting NTT Faculty	Visiting Lecturer	Visiting Lecturer	Visiting Research Professor	Visiting Professor of Practice	Visiting Professor
	Visiting Scholar	Visiting Instructor	Visiting Prof of the Practice		Visiting Lecturer	
			Visiting Professor			

Appendix F: Provost and Chancellor's Faculty Growth Figures

Faculty: Full Time T&TT Faculty Growth



Faculty: Full Time NTT Faculty Growth



Source: Slides 44 and 45, "Northeastern University Update," Oct. 20, 2021.

<https://faculty.northeastern.edu/app/uploads/sites/2/2021/10/Provost-and-Chancellor-Annual-Faculty-Senate-Presentation-2021.pdf>

Appendix G: Examples of Language about Non-Renewal of FTNTTF at Other Institutions

[University of Denver](#) provides for faculty involvement in any curricular changes that may result in non-renewals.

Iona College, New York provides for termination of FTNTTF due to cause, financial exigency or substantive changes in academic program. Provides written summary of reasons, faculty member may appeal to Committee which can review and make recommendation to president. Faculty given retraining / reassignment options.

Boston University: “Decisions to renew full-time faculty appointments ... subject to institutional needs and goals, recommendations for reappointment shall be based on merit as determined through the evaluation of faculty performance (see “Evaluation of Faculty Performance”). Faculty members holding term or probationary appointments should be aware that, while they are eligible for reappointment (unless otherwise specified in writing at the time of appointment), reappointment is neither inevitable nor routine. ... Institutional needs and goals involve consideration of such factors as academic needs of the program; availability of resources to support the program or position – financial as well as physical; and other institutional and programmatic considerations not directly related to the merit of the individual under consideration for reappointment.”

Merrimack College provides for placement in another position or retraining if termination is not for cause. They will not fill the position for 3 years if the reason was educational program related or financial exigency. (AAUP standards are included in the handbook.)

Brandeis University: Non tenure track faculty who have been promoted to associate or full are not considered temporary faculty. They are considered permanent faculty and can be appointed for seven years or more at discretion of the Provost (according to Contract Faculty Guidelines). The terms of these faculty are aligned with the Faculty Handbook.

University of Mary Washington: “The Provost shall determine the criteria for identifying the individuals whose appointments are to be terminated or reassigned following consultation with the University Faculty Council or (or a committee of their choosing). The criteria may include consideration of length of service. The committee should consult all concerned programs or departments as part of its deliberations. Before terminating an appointment, the committee and the Provost shall make every effort to find another suitable position at the University for the faculty member, even if such an appointment requires retraining. If the University plans to discontinue a program or department of instruction for reasons other than financial exigency, it should likewise plan to bear the costs of relocating or retraining affected faculty members placed in another position within the University.”