

NORTHEASTERN UNIVERSITY

Faculty Development Committee

2021-2022 Year End Report



Committee Members:

Lorna Hayward (co-chair), Darin Detwiler (co-chair),
Frances McSherry, Vaso Lykourinou, Neal Lerner, Ted Miller

SAC Liaison: Michelle Carr

Darin
Detwiler



College of Professional Studies



College of Arts, Media and Design

Frances
McSherry



College of Professional Studies

Ted
Miller



Lorna
Hayward



Bouvé College of Health Science



College of Science

Vaso
Lykourinou

Neal
Lerner



College of Social Sciences and Humanities



Overview

The committee worked on seven charges, but this presentation will focus on two:

#1. Global Experience Office Faculty Advisory Board (GEFAB)

#2. Global Experience Office (GEO)
(No resolution at this time)

#3. Impact of COVID on tenure / promotion
(Provost Office policy already in-place, thus *no further action*)

#4. Review promotion criteria for FTNTTF across all colleges and identify areas for standardization

(Report by FTNTT Faculty Committee)

#5. COVID Review Remote work strategy
(Already reported)

#6. Evaluate what student evaluations of teaching are being used with TRACE across the University

(Report by APC Committee)

#7. Evaluate mentorship structures across colleges

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FDC Charge #1:

In collaboration with the Dialogues of Civilizations (DOC) Advisory Board, evaluate GEO policies and procedures for faculty leaders of DOC courses and make recommendations for best practices regarding development, implementation and communication between GEO and DOC faculty leaders.

Methodology:

- Met with members of the GEO Faculty Advisory Board (GEFAB) several times to understand the current status of the committee and to evaluate its effectiveness
- Conducted interviews with several DOC faculty leaders for feedback about their experiences and challenges while organizing DOC programs for Summer 2022

Resolution:

WHEREAS the GEO Faculty Advisory Board (GEFAB) was established in 2019 by the offices of the Chancellor and the Provost to act (in part) as a conduit between GEO and DOC faculty leaders. GEFAB, composed of faculty members with DOC and/or global learning experience across multiple colleges plus a representative from Faculty Senate.

BE IT RESOLVED that a Faculty Senate liaison be appointed to GEFAB by SAC as soon as possible.



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FDC Charge #7:

Evaluate mentorship structures across colleges and make recommendations regarding university wide mentoring processes, with specific reference to the identification of multiple mentors and the development of diverse mentoring networks.

Methodology:

- Queried NU's ADVANCE Office to get an idea of mentoring activities university wide
- Queried each college's Associate Dean for Faculty (or equivalent) for descriptions of mentoring activities by college.

Recommendations:

- Support the ADVANCE office in playing a more active role in reviewing and giving feedback on college-level mentoring efforts, given their expertise on the topic
- Support college's Associate Deans in developing more mentoring efforts, particularly for non-tenure-track faculty (with a more structured planning and implementation process)
- Highlight Khoury College's mentoring efforts as a model for the other colleges to follow when it comes to attention to both tenure-stream and non-tenure stream faculty
- Charge Next year's FDC with collecting data through unit heads on these efforts

Resolution:

BE IT RESOLVED that the Provost Office through ADVANCE take a more active role in advising, assessing, and supporting mentoring efforts in the colleges and in the units within the colleges.



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FDC Charge #2:

Evaluate GEO's progress on development of a sustainable and strategic multi-year plan that supports the needs of our students and faculty, and that addresses the concerns raised in regular surveys of faculty and students.

Methodology:

- Reviewed the 2018-2019 FDC Report on GEO policies and procedures for DOC programs
- Anticipate that more recommendations will be added to this list after the results of the 2022 DOC Faculty Leader Survey are published

Recommendations:

Given that the 2018-19 FDC issues a report on GEO policies and procedures for DOC programs, rather than duplicate that effort, we forward (below) the recommendations created at that time. We recommend that next year's FDC investigate whether or not the following recommendations have been implemented:

- 1) Developing a sustainable and strategic multi-year plan that considers documented trends in student demand over time and supports creating and growing DOC programs in the fields and regions with increasing student demand
- 2) Sharing past student demand for DOC programs with faculty considering development of new DOC programs
- 3) Investing in staff retention and better planning of staff allocation across multiple programs, taking into account documented student demand
- 4) Examining ways to reduce excessive number of hours that DOC faculty leaders currently have to spend on administrative tasks
- 5) Conducting a thorough assessment of the compensation module for DOC-related administrative duties and teaching DOC courses to provide a system of equal and fair pay for all faculty- including the Program Leader Stipend
- 6) Developing an enhanced faculty mentorship program to foster relationships between seasoned and new DOC faculty leaders
- 7) Continuing to work with colleges to accelerate Phase 2 approval process, to enable earlier DOC fair and program promotions
- 8) Maintaining the priority application deadline
- 9) Allowing faculty leaders to choose between group and individual international flights for students, based on their DOC program logistics
- 10) Improving effectiveness and appropriateness of student evaluations, by announcing the timeline in advance and allowing faculty to redact false or damaging comments made by students (similar to TRACE practice)
- 11) Developing a standardized and transparent procedure for GEO coordinators and staff visiting DOC programs on the ground
- 12) Creating an "Outstanding International Teaching award" at college and university levels, to celebrate the accomplishments of DOC faculty leaders



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FDC Charge #3:

As the impact of COVID 19 pandemic will extend past one year, review and make recommendations regarding tenure and promotion with the goal to maximize flexibility and transparency.

Methodology:

- Reviewed Provost's website - specifically the policy related to tenure clock delay due to COVID, which reads:
"In light of the coronavirus crisis and likely impact to teaching, research, and service, the Office of the Provost has amended the tenure clock extension policy to be applicable to all tenure-track faculty who were hired before July 1, 2020. A candidate may request to extend their tenure clock by one year any time before July 1 of the year when dossier is due (e.g., if the dossier is due October 1, 2024, the candidate may request an extension any time before July 1, 2024). The candidate's request, with rationale, should be sent via email to [Deb Franko](#), Senior Vice Provost for Academic Affairs, with a copy to the candidate's unit head and dean. All submitted requests will be approved. The candidate will receive an approval letter to which the candidate will need to respond and indicate acknowledgment and agreement to the new tenure review date. All interested candidates are advised to contact their associate dean for faculty and/or unit head to discuss their plans well in advance of making the request. Once a tenure extension year is granted, requests to reverse the approval back to the original tenure review year will be accepted only under very exceptional circumstances."

Recommendations:

- No resolution needed. Policy is still in effect via Deb Franko. In March 2020, the Provost Office offered an opt in or opt out for a 1-year delay for people on the tenure clock
- Based on the persistent pandemic, the option to delay or extend a tenure or promote clock should remain as an option
- Attention paid to funding delays, potential decrease in lab-based research capacity, access to subjects, access to archives, family concerns, or immunocompromised, travel restrictions, etc., as these will all have an impact on research productivity



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FDC Charge #4:

In collaboration with the FTNTTF committee, review promotion criteria for FTNTTF across all colleges and identify areas for standardization (i.e., evaluation of teaching) following the one faculty model. (This charge was combined with the FTNTT Committee's charge 6 and made a joint report.)

Methodology:

- Reviewed the promotion documents from colleges at Northeastern University
- Engaged in extensive communication about the documents with the FTNTTF committee.
- Noted that:
 - There is 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.
 - While teaching performance is an important factor for FTNTT faculty, standardization of teaching evaluation may also be difficult
 - There is empirical evidence that teaching evaluations are biased.
 - Some colleges have specific written criteria for promotion to each FTNTT rank

Recommendations:

- The specific criteria for promotion to every rank of FTNTT faculty be available and accessible
- How each criterion may be achieved should be noted
- 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
- 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

Report by FTNTT Faculty Committee



FDC Charge #5:

Review Remote work strategy employed during the COVID 19 pandemic and make recommendations regarding efficient and flexible work arrangement options for the future.

Methodology:

- Examined the 2020-21 FDC Faculty Survey Results (faculty comfort with NUFlex hybrid.)
- Noted that:
 - NU Flex hybrid teaching is different from remote (extra workload, technological support required, and akin to teaching two classes simultaneously.)
 - The remote policy was temporary and changed three times since March 2020.
 - Prior to the Fall 2021 term, there was no announcement regarding the submission of remote work requests from the faculty.
 - Faculty were encouraged to return to campus indicating there was no policy for remote work.
 - NU global and mobility aspirations are not reflected in the policy as currently presented.
 - Future policy needs to be flexible due to the changing nature of our students, more global nature of society, and continued remote work during the COVID-19 pandemic, and should be based on transparency, convenience, safety, and flexibility

Recommendations:

Teaching Colleges/Degree Programs	Research and Scholarship	Service
<ul style="list-style-type: none"> • Specify Faculty Certifications / Training • Specify metrics to determine appropriate course modality • Provide guidance on workload expectations • Provide guidance for experiential learning • Decentralize process for more flexibility • Address needs for policy adaptation for remote instruction on snow days or for office hours 	<ul style="list-style-type: none"> • Allow flexibility in faculty handling of research duties with regular remote days • Tenure clock considerations should continue due to persistent COVID – 19 pandemic • Increased NUREs infrastructure to support cross disciplinary mentoring, networking, grant submissions, and post award 	<ul style="list-style-type: none"> • Revise service metrics to reflect the effort faculty engaged in during the pandemic • Account for increased service engagement in promotion dossiers and annual merit reports/workload policy • Move administrative staff and other committee meetings to remote mode, when possible • Evaluate in person engagement with community partners

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FDC Charge #6:

In Collaboration with the APC evaluate what student evaluations of teaching (SETs) are being used other than or in addition to TRACE across the University to evaluate teaching and learning for common categories of classes, including lecture, online, hybrid/remote, labs, popups and DOCs (Senate resolution #19, 3/18/20), and make recommendations regarding which of these SETs should be adopted university wide, and/or additional or alternative SETs that may be used. Include the inclusivity of learning environment recommendations from SGA (Senate resolution #13, 3/18/20).

Methodology:

- Discussed with the APC committee this common charge (APC charge#5 and FDC charge #6).
- Reviewed the SAC Faculty Survey (Fall 2021):
 - Q 4.8 “What other types of SETs are being used in your department/unit in conjunction with TRACE?” and
 - Q 4.9 "Do other types of SET capture aspects of your teaching that are not captured in TRACE?"

Recommendations:

- Consider other forms of teaching evaluations to incorporate in course and faculty evaluations (Such methods should be equally considered in conjunction with the TRACE surveys)
- Support faculty (and unit heads) in finding more considerations to promote growth approach to course evaluation and its use

Report by APC Committee