



TO: Senate Agenda Committee
FROM: Global Education Committee
DATE: March 3, 2024
SUBJECT: Final report for the Global Education Committee

Members: Sahar Abi Hassan Abdul Samad, Michelle Carr, Mikhail Oet, Moneesh Upmanyu, Jones Yu

The Global Education Committee had 10 meetings during the academic year. The committee carried out the specific charges assigned by SAC. The charges were addressed as follows with recommendations and/or resolutions:

Charge 1

Redesign the current compensation model for DOC, to fully reflect the scope of responsibilities associated with the DOC program (planning, development, administrative, curriculum building, and leadership) with a goal of having it appear in the GEO Faculty-Led Programs Handbook before DOCs begin in 2024. In addition, prepare a stipend proposal for those faculty who design, plan, and recruit for the DOC but do not run their program due to insufficient enrollment.

What was done this year/committee activities:

The committee implemented several questions in the faculty survey to gather information on the distribution of faculty that have participated in DOC in the past, and their thoughts on the current compensation model for DOC. The committee also collected information on the different compensation models for other DOC and similar programs at equivalent universities around the country. Following are the findings of SAC's survey and equivalent programs. They also met with GEO administration to solicit information about faculty compensation at Northeastern. Reviewed the Faculty Led Handbook compensation model.

Findings:

SAC's Faculty Survey Results: Table 1 shows the distribution of the faculty that answered the survey per college. Of the total of 603 faculty members that answered DOC related questions, 209 were full time tenured or tenure track, 387 are full-time non-tenure track, and 7 are part-time faculty. In addition, 140 faculty members were not aware of DOC, 294 were aware of DOC but have never run a program, and 39 faculty members have run a DOC in the past. Not all faculty answered all DOC related

questions. Of those that answered, 238 (74%) are not aware and 83 (26%) are aware of DOC's compensation model. In addition, 64% feel the GEOs compensation model is fair.

Table -1 Survey Respondents per College	
College	
Bouve	51
CAMD	65
Engineering	64
CPS	40
Science	113
CSSH	74
Business	72
Khoury	52
Mills	28
Law School	6
Joint Appointments	38

The faculty stated that before departure, they spent between 100 and 200 hours working in preparation for their programs, and between 20 hours, and around the clock hours while on a DOC in country. Of those who have run DOC programs, 78% feel that the compensation model does not properly account for the time invested in preparing a DOC program, and 42% believe that the compensation is not enough for the time working while in country.

When it comes to administrative tasks, 66% do not feel properly compensated, 80% believe the compensation for implementing health and safety protocols and being on call 24/7 is inadequate. Respondents also stated that they spent between 10 and 40+ hours wrapping up and reconciling budgets upon returning to the US. Approximately, 68% of these respondents feel that the \$4,500 stipend is not adequate to cover administrative tasks. Last, all respondents believe that there should be funding for faculty to modify and improve current DOC programs.

Northeastern DOC Compensation and Salary Model (in short):

Three instructor categories; full-time faculty, full-time administrative (chair & other), and part-time faculty.

- a. Full-time faculty and Full-time administrative (chair & other) for one course get 1/8 salary or \$10,000 minimum-\$25,000 maximum.
 - b. Full-time faculty and Full-time administrative (chair & other) for two courses get 1/6 salary or \$15,000 minimum-\$35,000 maximum.
- **in the case of and Full-time administrative (chair & other) the money is sent to the college from GEO.

- c. Part-time faculty for one course get the college per course rate or \$10,000 minimum-\$25,000 maximum.
- d. Part-time faculty for two courses get the college per course rate or \$15,000 minimum-\$35,000 maximum.

The lead faculty for the program will then receive a one-time Administrative flat fee of \$4500, which can be split if the administrative work is split between a co-leader and themselves, when the program is fully wrapped.

Full DOC compensation model [link](#) here.

The basis for the current compensation model at Northeastern is based on faculty contracts. The provost set the 1/6 and 1/8 rate models based on legal and contractual rules around how faculty must be paid for teaching summer courses off-contract. The more recent change in 2021 was the setting of the minimum and maximums to account for inequities occurring with faculty who had lower salaries and colleges with different adjunct rates. GEO found that without these minimums in place, newer (lower paid) faculty were less likely to propose new programs, and without the maximums some faculty's programs were difficult to program because there was so little money left for students to plan the trips. In a message to faculty about this change in 2021, former Senior Vice Chancellor Connie Yowell wrote, "The compensation structure has been updated to increase equity and consistency in compensation while at the same time keeping costs to students minimal."

The other major change in 2021 was the move from a per student stipend (\$300/student) to a flat admin fee of \$4500. This was changed because it encouraged faculty to get the highest possible number of students rather than recruit based on a pedagogically appropriate cohort. Some faculty were making up to \$10k on that stipend alone. For veteran highly paid faculty, this meant they were making substantially more than their peers. From what was recalled, this model was meant to be recruiting incentive, but it disproportionately benefited veteran faculty with popular programs and again was a disincentive for new faculty to propose new programs. At the highest end, some faculty had to give up the stipend altogether because there was literally no money left, after salary and stipend, to run and plan program with. The group was unsure of the origin of the per student stipend model but thought it had originally been implemented as a "carrot" for faculty to finish their budgets in a timely manner. One of the main themes was how faculty salary directly impacts things like program enrollment minimums. E.g., a faculty being paid on the high end may need to recruit a minimum of 20 or 25 students in order to balance the budget, instead of the stated "minimum" of 10 students.

Today, faculty salaries for teaching are set by the college and sent to GEO where the salary amount is assigned based on rank.

Breakdown of Tuition Fees per student and where the money is allocated:

~32 % for planning the trip (housing, travel, course related activities, guest speakers, etc and faculty salary.

25% College

~36% Financial Aid

3% Contingency

~4% (\$600 per student) given to GEO for administrative services (most times given back to the budget for balancing)

****Any remaining cost for planning the trip is charged to the students in the form of a "Program Fee" ranging from \$500-\$3500**

Example from 2023 with a Program Fee set at \$2000 with 15 students enrolled:

Revenue (income):

- Tuition: \$14,775
- Program Fee: \$2,000
- **Total Fees: \$16,775 x 15 students = \$251,625**

Non-salary Expenses (~58% of total fee):

- 25% to the College = \$55,406.25
- 36.1% to Financial Aid = \$79,807
- \$600 per student fee to GEO = \$9,000
- ~3% contingency = \$7,548.75 (*this intended to cover things like unexpected program emergency expenses, account for sudden student withdrawals, etc.*)
- **Total: \$151,762**

Once those expenses are paid out, the remaining money goes towards planning the trip and faculty salary:

\$251,625
- \$151,762
\$99,863

Example 1 Expenses (average faculty salary):

- Minus average salary: \$20,000
- Minus admin bonus: \$4,500
- Minus per diem (variable):
- This leaves \$75,363 / 15 students = **\$5,024.20 left to plan the trip per student (does not account for per diem which ranges from \$500 to \$1,200 on average based on location)**

Example 2 Expenses (maximum faculty salary):

- Minus max salary: \$35,000
- Minus admin bonus: \$4,500
- Minus per diem (variable):
- This leaves \$60,363 / 15 students = **\$4,024.20 left to plan the trip per student maximum (does not account for per diem which ranges from \$500 to \$1,200 on average based on location).**

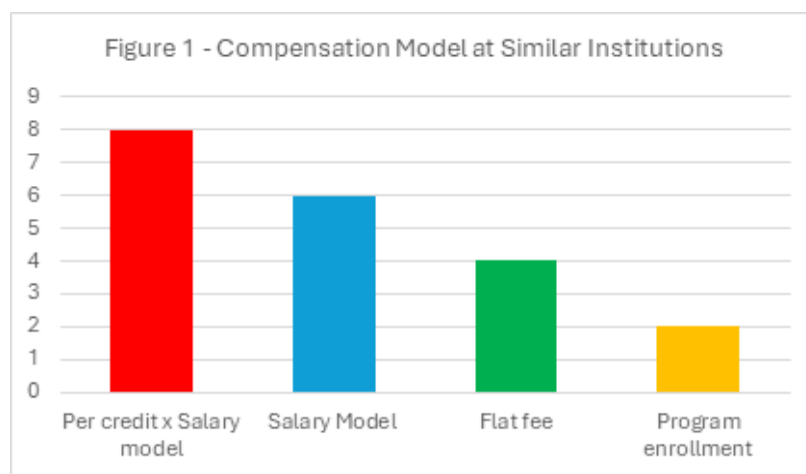
In summary this shows, when faculty make the maximum salary, there is \$1,000 less of their budget to plan the trip per student (*room and board, travel expenses, excursions, and course related course expenses such as classroom space, and health and safety. In addition to that any in-country provider fees, which is mandatory for all DOC programs*). This will usually result in a higher program fee for students to make up the difference. Program Fees range from \$500-\$3500 per student depending on location.

Note: this does not account for any other salary expenses for co-faculty or PA's, it's a visualization of how little of the total is left for students.

Note: The average co-faculty will make \$10,000 for teaching, plus all travel/housing costs are covered, which is variable depending on country. These costs could mean there is anywhere between ~\$800-\$1500 less money available per student (using the 15-student example above) for program planning.

Compensation models of other similar institutions:

We collected data from 20 similar institutions. Figure 1 shows the distribution based on compensation models.



For those institutions using a *salary model*, the range varies between 1/9 to 1/13 of the base salary, and some use the standard course overload or summer course plus \$150 per enrolled student. Schools with a flat fee model pay a base rate between

\$4,500 - \$7,500, plus a \$1,200 administrative fee. Colleges with a compensation model based on program enrollment use a sliding scale. One example pays all faculty \$2750 for programs with 8 students and up to \$6600 for programs with 36 and more.

See Appendix A

Note: The data does not show the scope of responsibilities these institutions require of their faculty as far as administrative and health and safety responsibilities are concerned.

Resolutions/Recommendations:

The Global Education Committee finds that the current compensation model for teaching is adequate. We did not find an issue with the salary model (e.g. 1/8 of faculty base pay). Based on our finding we believe that teaching base compensation is on par with what peer institutions are doing, in fact Northeastern's salary model in many cases is above what other universities are paying. However, we believe that deferring the cost of higher faculty salary to students' tuition is problematic.

We do believe the administration stipend (\$4500), which covers both administrative work and health and safety responsibilities (being "on call" 24/7 in country) is low for the amount of work involved. Tasks that fall under this umbrella should be examined and adjusted based on the tasks that faculty are asked to do, and expectations need to be clearly defined. Then the salary for these tasks be updated to reflect the work being done.

We strongly recommend that health and safety responsibilities be removed from under the administrative umbrella for faculty and paid separately depending on the scope of what the faculty is doing. We believe that some of these tasks could be placed on in country providers (or co-leaders). If there are no providers in the DOC country, faculty can be responsible for health and safety implementation for an additional stipend. With the caveat that faculty would still provide a level of oversight for health and safety protocols. We want to emphasize that NOT using a provider is a last resort when other options have been exhausted.

With that said, this opens the conversation up to what faculty should be responsible for when it comes to health and safety from a legal standpoint as far as Northeastern is concerned. The pros and cons of having these responsibilities being placed on in-country providers, and the overall care of our students being consistent across the board. Discussions with GSSAC and upper administration would need to happen for those changes to be put in place.

If faculty are Northeastern's primary representative for on-ground health and safety implementation in country an appropriate stipend should be in place.

Faculty should get an administrative stipend, +/- \$4500 for planning, running, and closing the program. This should be paid out periodically throughout the process as the work is taking place; \$1500 pre-departure (which would cover administrative cost, even if a program does not run), \$1500 paid while in country, and \$1500 paid when the program is closed out post trip.

As per the charge, the committee is not in the position to redesign the compensation models for DOC's and set a teaching salary rate, but we recommend that the GEO office look into a per course rate for teaching based on the college compensation model to ensure faculty are paid according to their college and rank. We also highly recommend a reassessment be made for the DOC Administrative Stipend and DOC Health and Safety Stipend for all programs.

Charge 2

In collaboration with the Global Experience Office (GEO), work on helping Colleges establish a transparent process for evaluating nominations and selecting finalists for the Global Educator Award. Improve the process by including a community of globally engaged faculty who will assist with the review process and make recommendations to Associate Deans.

What was done this year:

For this charge our committee met with Amy Stevens and Katherine Macfarlane to discuss the process and procedure of the Global Education Award. We assessed how the nomination and selection process was established and implemented in 2023 (the first year the award was handed out) and discussed ways in which we can improve the process and what makes a great global educator.

Committee Activities:

The committee emailed all associate deans to gathering information on criteria used by colleges across Northeastern's global campus network to select their nominee for the Global Educator Award. We asked about their processes to evaluate and nominate candidates and asked if there were any formal guidelines in place.

- (1) We heard back from two associate deans, with the following responses:
 - a. *Bouvé does not have formal guidelines. We reviewed the list of faculty who offered a faculty-led global program in the previous year (such as DOC or embedded programs) and nominate someone with a strong track record of global engagement.*
 - b. *CSSH doesn't have any guidelines or other information to share at this time, but we look forward to receiving this year's solicitation and to any process recommendations that the Senate committee may develop.*
 - c. We found (with limited responses) that there was no formal process in place at the college level.

The committee then met with Katherine Macfarlane to review the process paperwork from last year, established that the award was handled in an appropriate manner on the side of the Chancellors office and compiled a list of suggestions for the 2024 nomination cycle (where are currently in effect).

Findings:

- (1) The committee found that the nomination process in 2023 was quite straightforward. At the beginning of last year an email went out from the Chancellors office to the provost and associate deans of each college asking for nominations. (*see Appendix B* “Global Educator Awards Nomination and Selection Process_2023 Nomination Process.pdf”)
 - a. There were recommendations from COE, CAMD, Khoury, Prof. Studies, Bouve. There were no nominations made from DMSB, CSSH or Law.
 - i. GEC Noted that this may become problematic if (a) deans do not nominate anyone, (b) deans only nominate based on research or program topics they want to highlight within the college, such as new programming or hot trends.
 - b. Suggestions for Implementation (in the original document)
 - i. GEC recommends the College/School create an ad/hoc committee to assess applications, like the Excellence in Teaching Award.
 - c. Each nomination should include evidence of the following:
 - i. High-quality teaching (engaging, supportive, inclusive, interculturally competent, appropriately challenging).
 - ii. Positive contribution to students’ global learning (intercultural competence and global mindset).
 - iii. Positive impact on host communities, when applicable.
- (2) Nominees were then notified and compiled a packet of documents including a nomination letter, 3 letters of support from students and alumni, a statement from the nominee, and other supporting documents.
- (3) A committee was formed in the Chancellors office with the Educational Innovation leadership team: Amy Stevens, Megan Madel, and Connie Yowell to review nominations.
- (4) The winner (Courtney Pfluger) received a \$3000 stipend and was honored at Northeastern’s annual Academic Honors Convocation.

Recommendations:

- (1) The call for nominations go out to the entire global network in 2024, this was successfully done.
- (2) Global Education Award information be posted on the Chancellors website (previously only on SharePoint), this was successfully done.
- (3) Suggestions for implementation and nomination evidence be applied during the nomination process.
- (4) The nominee packet would remain the same.

- (5) Selection committee should be expanded to include; past winners, (3) Global Ambassadors, (2) members of Provost's Office senior leadership team, Vice Chancellor of Global Experiential Learning, Senior Director of Study Abroad, (2) veteran DOC leaders who are not nominees themselves.
- (6) Winner be announced at Northeastern's annual Academic Honors Convocation, and the stipend remain the same. **See Appendix C** "Global Educator Awards Nomination and Selection Process_2024 Nomination Process.pdf"

Charge 3

In collaboration with the GEC, create a policy in GEO Faculty-Led Programs Handbook for faculty who are placed in the "no longer employable for DOCs" category. Develop a policy statement that includes an appeal process and have clear language surrounding whether the faculty can reapply, or not.

What was done this year:

For this charge our committee found that the Global Safety and Security Committee (GSSAC) had already worked on and developed a process and procedure document that will be added to the Faculty Led Handbook in 2024 (**see Appendix D**). ****getting the final document from GSSAC**

Committee Activities:

- (1) The committee had an opportunity to review the new Dialogue of Civilization (DOC) Faculty Review Process and make suggestions.
- (2) Michelle Carr, committee chair, is on the Global Safety and Security Committee (GSSAC) and acted as a liaison for our committee when discussions on the procedure was being discussed in GSSAC and relayed the committee's comments.

Findings:

The new process is in-depth and satisfactory.

Recommendations:

- (1) Assess the roll out of the new policy in 2024 and make suggestions once a full year has passed if any areas need improvements.

Charge 4

To foster and support a more meaningful connection between faculty working and teaching across Northeastern's Network campuses, the Global Education Committee shall formulate a plan of action for collaborative research and experiential learning opportunities, including funding, co-teaching opportunities, hiring, faculty development, and a university wide retreat.

What was done this year:

For this charge, our committee brainstormed a few activities to foster and support a more meaningful connection between faculty. We wrote up our ideas as a grant proposal and submitted it to the Inclusive Impact Innovation (I3) Fund to support planned activities. We invited senior administrators within the Global Network to give the committee an overview of some of the efforts aimed at integration of the campuses within the global network. Deb Franko, Senior Vice Provost for Academic Affairs and Mary Ludden, Senior Vice President of Global Network and Strategic Initiatives discussed details of several initiatives as well as the strategies envisioned in the future and ways in which we can collaborate with their team on coming up with a plan of action.

Committee Activities:

- (1) The committee discussed the pros and cons of different types of activities for this charge.
- (2) Created a long list of possible ideas.
- (3) The committee aggregated all ideas and wrote up a grant proposal for the Inclusive Impact Innovation (I3) Fund, *Appendix E*
 - a. The application was submitted in February 2024.
- (4) Had a meeting with Deb Franco and Mary Ludden to discuss a plan of action.

Findings:

Based on conversations with Mary Ludden and Deb Franko, we learned about activities within ADVANCE for faculty development across the campuses, professional development initiatives with CATLR, and emerging opportunities for faculty sabbaticals across the global network. We learned about how colleges have been greatly expanding outside of their home base of Boston and that growth continues. All of the programs that are in the different campuses are overseen by the colleges they represent; the governance, the assessment, the programs that they run, and the co-curricular activities.

During the pandemic, the Provosts office started running a number of programs that all faculty had access to across the system, which have been well received. These programs are overseen by Deb Franco and the Advance Office of Faculty Development, which does 35 to 40 programs a year for faculty including writing circles, faculty panelists, etc which has garnered a high amount of faculty participation throughout the network. The office also sends out a newsletter each semester with a list of activities and workshops available. They also work closely with CATLR on workshops around teaching, faculty retreats and professional development. These events are both virtual and in person. Topics are based on the survey data they gathered from the faculty.

For tenured faculty, when they are approved for one semester sabbatical, they can apply for a second semester in what's called the Interdisciplinary Research Sabbatical, which allows them to add a second semester and can go to one of our network campuses to do research. Full-time non-tenure track faculty at a similar level (associate or full) can apply for the same program and move around the network as well.

The Provost's office is also helping to foster research collaboration and development across the network. Northeastern has some great tools through our new Research Enterprise Services Office in terms of finding out what people study and connecting them. There is also a tool called Academic Analytics that faculty have access to that allows them to map out what other faculty do to foster collaborations.

We believe of these initiatives are very positive.

The committee did discuss the need for resources (funding) for in-person or hybrid meetings/retreats/faculty conferences across the international network and highlighted the importance of these meetings for:

- a. educating the Northeastern community on the strategic roles played by each of the campuses, and how the campuses are connected to and complement each other (e.g. program and course offerings that can be expanded or combined in various subject matters through co-teaching opportunities, a searchable research expertise database, better understanding of student registration across campuses, variations in co-op programming across campuses)
- b. maintaining consistency across campuses as far as teaching and faculty development opportunities.
 - a. Courseload information, prerequisites.
 - b. Consistency at the graduate level, different qualifying exams.
 - c. Undergraduate vs. Graduate Students perspective.
- c. creating platforms/systems that motivates faculty to collaborate no matter their rank, discipline, or location
- d. Incentivizing faculty for wanting to promote and work across the global network
- e. Promoting the formation of working groups "think labs" where the university provides intermediate steps towards smaller grants that can lead to internal (e.g. Teir 1 Grants) and external grants
- f. Organizing an annual Northeastern Conference for faculty (and possibly, students) to come together and share their current projects
- g. Development of a coherent Northeastern community and culture across the campuses via community building activities

The committee brainstormed different ideas and found that there is a need to request funding to support running activities. We submitted a grant proposal for the Inclusive Impact Innovation (I3) Fund so that we can help create a more inclusive community within Northeastern's global community.

Recommendations:

The committee also unanimously recommended that this charge be explored further next year and look into:

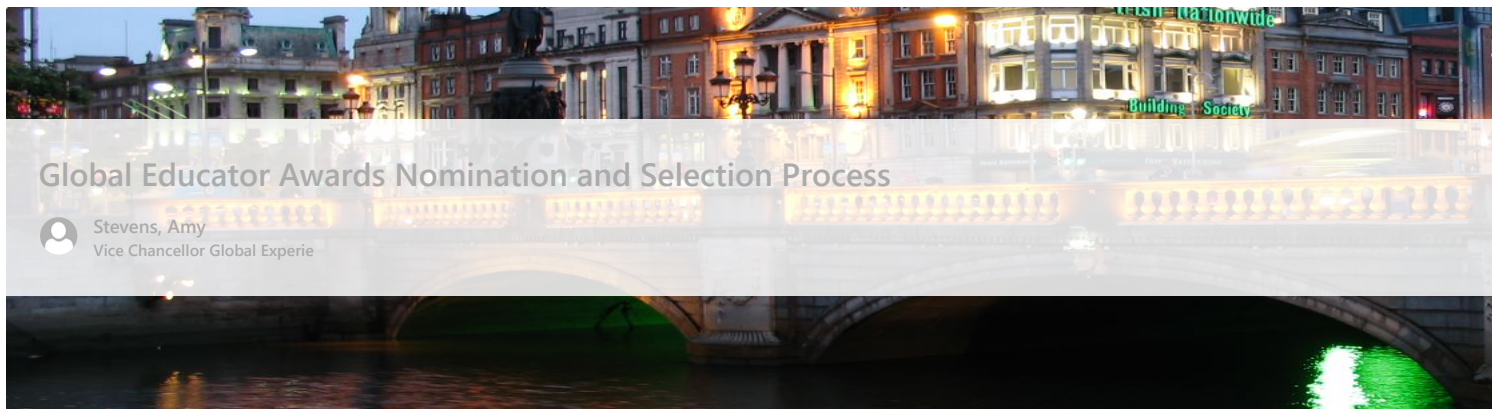
- (1) A fund to support and host different events, such as a Northeastern Wide Conference, Coffee Hours for Brainstorming and Collaborations (CHBC), Innovation Hub, Summer Music Festival, etc.
- (2) The committee noted that while there are several challenges in integrating the campuses within the global network, initiatives need to be prioritized that allow several of the challenges to be met by dedicating resources towards both intra- and inter-campus interactions. As a starting point, the committee recommended development of a pilot program within the Greater Boston campuses (Boston and Burlington). Some initiatives that were discussed included:
 - a. Coffee Hours for Brainstorming and Collaborations
 - b. Speed Dating type series for discussing research ideas and collaborations.
 - c. "Elevator Pitch" series for new research
 - d. NU Family Day/Music Festival
 - i. The committee submitted a proposal for internal funding (I3 Fund) to this end.
- (3) The committee will continue to look for possible support from the school level to foster and support more meaningful connections between faculty and students.
- (4) The committee also recommends a working group be put together to develop the first annual Northeastern Network Conference so that people from across the network can come and learn about what is happening at all the network campuses. We would create a hybrid model where we leverage the campus system; live stream talks, virtual workshops, breakout rooms, keynotes, reflection and discussions, etc. This would include:
 - a. Coming up with an idea/theme for the conference
 - b. List of talking points for each of the breakout rooms.
 - c. Discuss technology support and ways to make the conference interactive to all attendees.
 - i. **Marcus Robinson is on the ITS team, he's current acting CIO
 - d. Collaborate with CATLR for ideas
 - e. Create a "Research elevator pitch sessions"

Appendix A

Table 1 – Compensation Models for Peer Institutions

Institution	Per credit x Salary model	Salary Model	Flat fee	Program enrollment	Cap? Y/N	Notes
Institution #1	4 credits x rank					
Institution #2	per adjunct credit rate					
Institution #3 (public university >10k student)			\$1,500			
Institution #4	per credit based on salary				Y	
Institution #5	credit = 2.5% of 9 months salary					
Institution #6				All faculty: \$2750 (< 8 students) to \$6600 (>36) Program Director (additional): \$550 (< 8 students) to \$4500 (>36).		
Institution #7		1/11th of base salary				Faculty were unhappy with our old model, and are also unhappy with the current 1/11th model and feel they are still grossly under paid (they are currently proposing an additional 50% increase).
Institution #8	per credit based on salary					
Institution #9		1/11th of base salary				
Institution #10			\$4,600 + \$1,200 (admin fee)			
Institution #11		Standard course overload				

Institution #12	per credit based on salary				
Institution #13			Summer course (~\$7,500)		
Institution #14	11% of base salary (3 credits). Credit = 3.66% of base salary				Y
University of Washington	Per credit based on rank				
Florida A&M University		Summer course salary + \$150/student			
University of Wisconsin-Milwaukee		1/9 of annual salary			
Louisiana State University				Sliding scale based on enrollment	
University of Illinois - Urbana			Sliding scale per year based on performance: starting at \$6,000		
University of Arkansas		7.5% of base salary			

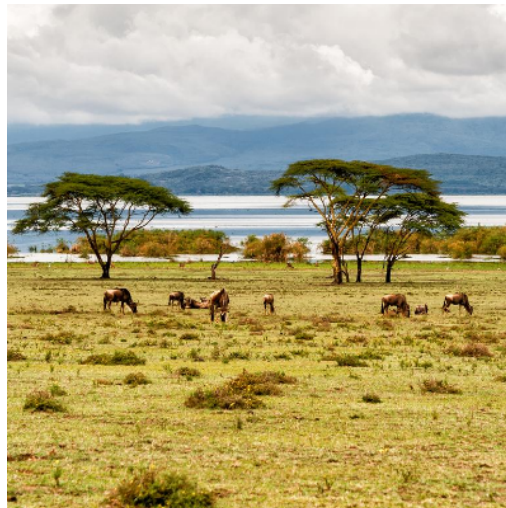


Global Educator Awards

This honor will recognize the contributions of faculty to students' global learning and acknowledges and celebrates the value of these experiences to Northeastern's students and to our mission as a global university.

Nominated faculty should demonstrate high-quality teaching that is engaging, supportive, inclusive and appropriately challenging. Their teaching and mentorship should include a positive contribution to student's global learning and mindset and be interculturally competent. If applicable, they shall have evidence of having a positive impact on host communities.

University winners will be announced on March 1, awarded a \$3000 stipend funded by the Office of the Chancellor, and recognized at Northeastern's annual Academic Honors Convocation.



Global Educator Awards Nomination and Selection Process

Each nomination should include evidence of the following:

- High-quality teaching (engaging, supportive, inclusive, interculturally competent, appropriately challenging)
- Positive contribution to students' global learning (intercultural competence and global mindset)
- Positive impact on host communities, when applicable

Nomination packets should include:

1. One nomination letter from any member(s) of the Northeastern community explaining why the nominee should be considered for the award (no more than 500 words)
2. Three letters of support from students (and/or alum)
3. A statement from the nominee commenting on the successes of the global experience(s) for which they have been nominated (no more than 500 words)

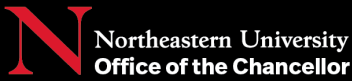
Each letter and the nominee's statement should directly address the criteria for the award, with commentary on the quality of the teaching and the strengths of the instructor; how the global experience(s) they led facilitated students' global learning and mindset; and any known positive impacts on host communities.

4. Evidence supporting the nomination. This could include, but is not limited to, additional letters of support or testimony (notes from students, communications from global partners, etc.), summaries of student evaluations, syllabi or assignments, data showing the achievement of local impact, etc.

Eligibility: Any faculty educator in good standing who has engaged in a global learning experience within the previous three years. GEC defines a global experience as a meaningful encounter involving intercultural engagement with people, communities, and cultures that differ from a learner's own lived experience, typically but not always across international borders.

While most global experiences involve physically studying abroad—Dialogues of Civilizations, course-embedded international trips, Alternative Spring Break, etc.—the board is open to nominations that feature faculty-designed and -led virtual study abroad or US-based experiences that center global learning (e.g., a Dialogue on histories and politics of immigration to the Pacific Northwest or a Semester In program on global public health).

Suggestions for Implementation: GEC recommends the College/School create an ad hoc committee to receive and assess applications, similar to the Excellence in Teaching Awards, and then forward to GEC by emailing Amy Stevens, Vice Chancellor, Global Experiential Programs, (a.stevens@northeastern.edu) their University nominee (and associated nomination packet) from the pool of applicants received by February 1, 2023.



Dear Faculty, Staff, and Students:

We are pleased to announce this year's call for **Global Educator Award** nominations. This honor will recognize the contributions of faculty to students' global learning and acknowledges and celebrates the value of these experiences to Northeastern's students and to our mission as a global university. **Nominations are due by February 16th.**

Nominated faculty should demonstrate high-quality teaching that is engaging, supportive, inclusive and appropriately challenging. Their teaching and mentorship should include a positive contribution to student's global learning and mindset and be interculturally competent. If applicable, they shall have evidence of having a positive impact on host communities.

University winners will be announced on April 1, awarded a \$3000 stipend funded by the Office of the Chancellor, and recognized at Northeastern's annual Academic Honors Convocation.

Eligibility: Any faculty educator in good standing who has engaged in a global learning experience within the previous three years. A global experience is defined as a meaningful encounter involving intercultural engagement with people, communities, and cultures that differ from a learner's own lived experience, typically but not always across international borders. While most global experiences involve physically studying abroad—Dialogues of Civilizations, course-embedded international trips, Alternative Spring Break, etc.—the board is open to nominations that feature faculty-designed and -led virtual study abroad or US-based experiences that center on global learning (e.g., a Dialogue on histories and politics of immigration to the Pacific Northwest or a Semester In program on global public health).

Each nomination should include evidence of the following:

- High-quality teaching (engaging, supportive, inclusive, interculturally competent, appropriately challenging)
- Positive contribution to students' global learning (intercultural competence and global mindset)
- Positive impact on host communities, when applicable

Nomination process and packet requirements:

Due February 16th:

- One nomination letter from any member(s) of the Northeastern community explaining why the nominee should be considered for the award (no more than 500 words), submitted to Amy Stevens, Vice Chancellor of Global Experiential Learning, at a.stevens@northeastern.edu.

Due March 1st:

- Three or more letters of support from students (and/or alum)
- A statement from the nominee commenting on the success of the global experience(s) for which they have been nominated (no more than 500 words). Each letter and the nominee's statement should directly address the criteria for the award, with commentary on the quality of the teaching and the strengths of the instructor; how the global experience(s) they led facilitated students' global learning and mindset; and any known positive impacts on host communities.

- Optional: Additional supporting documentation that can include, but is not limited to, additional letters of support or testimony (notes from students, communications from global partners, etc.), summaries of student evaluations, syllabi or assignments, data showing the achievement of local impact, etc.

Complete nomination packets are due by March 1st and should be submitted as a single document by email to Amy Stevens at a.stevens@northeastern.edu.

Sincerely,

Ken Henderson
Chancellor and Vice President for Learning

Appendix D

Dialogue of Civilization (DOC) Faculty Review Process

Faculty members leading or co-leading a DOC are expected to adhere to the university Faculty Handbook and GEO's Faculty-Led Programs Handbook. Consistent with the requirements outlined in these documents, faculty who may have violated these standards and practices or the program terms outlined by the [Global Safety and Security Assessment Committee \(GSSAC\)](#), will be reviewed via the following process:

1. The Global Safety & Security Assessment Committee (GSSAC)'s Incident Review Subcommittee, comprised of the faculty member's appropriate associate dean, Senior Director of Study Abroad, and the co-chairs of GSSAC, will gather information about the potential violation and provide a synopsis of the findings and recommend an action plan to the appropriate associate dean in the faculty member's college.
2. The Incident Review Subcommittee will present the faculty member with the concerns raised. The faculty member will be asked to respond to the concerns and provide any additional information.
3. The Incident Review Subcommittee will determine an appropriate action plan for the faculty member and draft a letter to the faculty member outlining the agreed upon steps. This letter will be sent to the faculty member from the co-chairs of the Global Safety & Security Assessment Committee (GSSAC).
4. Once an action plan has been developed, a timeline will be established for the faculty member to complete the plan. Check-ins with the faculty member will occur accordingly.

DOC incident reported

The appropriate associate dean, Senior Director of Study Abroad, and GSSAC co-chairs review the information and make determination as to whether further action is needed.



Reviewers gather facts from reporting sources about the incident or concerns.

The Incident Review Subcommittee will meet with the faculty to share concerns with the faculty member. Faculty member will respond to concerns and provide any additional information.

The Incident Review Subcommittee will then determine an appropriate action plan and draft a letter to the faculty member outlining:

- nature of the incident or concern
- an overview of the review process
- the remediation steps (and which departments and members of the college will be involved in the remediation)
- a timeline with established check-ins for the faculty member to complete the remediation process.

Appendix E

Inclusive Impact Innovation Fund Proposal Spring 2024

Project Title: 13 Initiatives in Boston and Beyond		
# of Team Members: 5		
Team Member Names	NU Email Address	Title, including college and department affiliation(s)
Chen-Hsiang “Jones” Yu	jones.yu@northeastern.edu	Teaching Professor, Department of Multidisciplinary Graduate Engineering (MGEN), College of Engineering
Michelle Carr	Mi.Carr@northeastern.edu	Principal Lecturer, Department of Communication Studies Northeastern University - College of Art, Media, and Design
Sahar Abi Hassan Abdul Samad	s.abi-hassan@northeastern.edu	Assistant Professor, Mills College
Moneesh Upmanyu	M.Upmanyu@northeastern.edu	Professor, Department of Mechanical and Industrial Engineering, College of Engineering
Mikhail Oet	m.oet@northeastern.edu	Associate Teaching Professor and Faculty Lead, M.S. in Commerce & Economic Development
Faculty/Staff Advisor <i>(Student Application Only)</i>		
No		

Section I: Project Description

Provide a descriptive overview of your proposal, including the primary goals and perceived need for the project.

We are members of the Global Education Committee (GEO), a subcommittee of the Faculty Senate at Northeastern University. One of our charges is to provide recommendations for fostering and supporting more meaningful connections between faculty working and teaching across Northeastern University’s Network campuses. Strategies to form such connections are closely aligned with the objectives of the One Faculty model. Using the Inclusive Impact

Innovation (I3) Fund, we propose a range of 13 Initiatives in Greater Boston that can be scaled to other network campuses.

The proposed plan of actions is aimed at promoting an inclusive culture and community across the global network while facilitating productivity. They include:

- Coffee Hours for Brainstorming and Collaborations
 - Time: 2 hours, once per month
 - Audiences: all faculty from different colleges (Boston and Burlington campuses)
 - Activities:
 - Coffee, Tea and Cookies
 - Blind Matching
 - Topics/Preferences Matching

- Innovation Hub
 - Time: 2 hours, once per month
 - Audiences: all faculty from different colleges, graduate students (M.S., Ph.D.) (Boston and Burlington campuses)
 - Activities:
 - One speaker per event (10-20 mins, focused on a specific research/education cluster)
 - Speed dating for ideas and collaborations on research, education and experiential learning
 - Themed fun activities (e.g. hackathon, topic for each meetup)

- Summer (or End of Semester) Music Festival
 - Time: One day event per year during the summer
 - Audiences: all faculty from different colleges, students
 - Activities:
 - Music - Invite student/faculty groups or local musical groups to perform
 - Outdoor BBQ
 - Social Events - Games setup for NU students and families

- NEU Research Mini Grant
 - Time: Two times per year
 - Audiences: all faculty from different colleges
 - Activities:
 - \$500 - \$1000 per award
 - Three awards each round
 - A mini grant to support research for future TIER 1 or external grant opportunities

Section II: How Project Will Achieve Inclusive Impact

Provide a description of how your proposal will impact inclusion and the experience of belonging in the Northeastern global university system.

There are major challenges realizing the ideal “one faculty model” due to the fragmented nature of the communities distributed across the global network. The four proposed activities within the Greater Boston campuses have the following benefits:

- They are aligned with Northeastern’s commitment to creating a welcoming and inclusive community within an inherently interdisciplinary global network. The coffee hours allow faculty and students to introduce themselves and provide opportunities for brainstorming and collaborations, similar in concept to an international conference. The Innovation Hub and NEU Research Mini Grants offer new tools that promote collaboration in the community. The summer music festival creates an inclusive environment in an informal gathering that serves as a precursor for team building.
- The proposed activities' structure is amenable to activities that improve belonging among and across groups within the Northeastern community. The proposal is limited to the Greater Boston campus and represents a pilot plan for scaling up the activities across the entire Northeastern community. Our results can be used to add/modify the activities so that these activities can be offered on a rolling basis and extended to other network campuses.
- The proposal serves as a model for innovative and inclusive practices in higher education. We offer opportunities for disparate research/education/learning community members to meet, discuss and collaborate. Inclusiveness is a major focus in each task and is the key to success of an integrated global network.
- The proposal naturally promotes Diversity, Equity, Inclusion, Anti-racism, and Belonging (DEIAB) knowledge across the global network.
- The proposal has the potential to replicate the program across the global university system. The proposal team has faculty members from different campuses, and the pilot activities will be used to collect suggestions for future improvements for scaling it up to the global network.

Section III: Budget Proposed

Provide an itemized budget, total funding request, and budget justification in the assigned sections below.

Budget Item	Cost	Justification
<i>e.g., Event space</i>	<i>\$1000.00</i>	<i>Necessary for holding the main event of our project</i>

Coffee Hours for Brainstorming and Collaborations (CHBC)	\$3,000 (\$250 * 12)	The activity creates an inclusive environment for faculty members.
Innovation Hub	\$3,600 (\$300 * 12)	The activity encourages collaborations among faculty members and students. It also creates an inclusive environment for the Northeastern community.
Summer (or End of Semester) Music Festival	\$15,000	The activity promotes inclusiveness to the whole community. To the best of our knowledge, Northeastern does not offer a university-wide event that includes faculty and students' families.
NEU Research Mini Grant	\$18,000	The activity promotes experiential learning that community members can collaborate to pursue a larger achievement, such as TIER 1 or external grants.
Total Funding Requested	\$ 39,600	

Section IV: Timeframe and Metrics

Provide a detailed timeline for your project plan and explain what metrics will measure success for your project.

Event Title	Timeframe	Metrics
Coffee Hours for Brainstorming and Collaborations (CHBC)	Monthly event (September 2024 – September 2025)	
Innovation Hub	September 2024 – September 2025	
Summer (or End of Semester) Music Festival	May 2025 – July 2025	
NEU Research Mini Grant	Deadline 1: December 31, 2024 Deadline 2: April 30, 2025	

Section V: Results

Provide an explanation of what will be the expected final deliverable(s) of this project.

One of the charges for the Global Education Committee is to foster and support a more meaningful connection between faculty working and teaching across Northeastern University's Network campuses. The proposed activities serve as pilot programs to this end within the Great Boston campuses. Anticipated results include:

- Coffee hours for brainstorming and collaborations: with sufficient planning and promotions at the individual college and department levels, we expect to have at least 20+ faculty members from the Greater Boston campus to join the event. Every effort will be made to include points of contacts within colleges and departments that are responsible for collaborations and team building. The event should be an excellent avenue for tenure-track, non-tenure track, non-full-time faculty to meet and discuss possible collaborations.
- Innovation Hub: we expect to have a keynote speaker dedicated to specific research/education concentrations to share the experience in each event. With the help of university announcements and promotions, we expect faculty members from different departments to join the monthly event. In addition to inviting the faculty members, we also encourage graduate students, including Masters' and Ph.D. students, to participate in the event.
- Summer (or End of Semester) Music Festival: this might be the first ever university-wide summer event in the Greater Boston campuses. We will invite student musical groups, local famous musical groups, etc. to perform and have a catered service to serve outdoor BBQ to all Northeastern University members with their family members.
- NEU Research Mini Grant: we will have two submission rounds for the proposal. In each round, we will select multiple proposals and grant \$500 - \$1000 as a seed fund to support the research. The proposal should be an interdisciplinary, collaborative project.

Section VI: Post-Grant Sustainability

Explain your goals for the sustainability of this project after the grant period.

We expect each of the proposed activities to be sustainable as they can be scaled up to other network campuses. External (say, local industries) participation can be solicited to improve funding for these activities. Lessons learnt from across the campuses can be exchanged freely through an annual (virtual) retreat. Strategies to tailor these activities to specific campuses can be discussed and results can be communicated to the Provost Office or Dean Offices for feedback.