



TO: Senate Agenda Committee
FROM: Academic Policy Committee
DATE: April 22, 2026
SUBJECT: Final report for AY 2025-2026 Academic Policy Committee

During the 2025–2026 academic year, the Academic Policy Committee was charged with three items by the Senate Agenda Committee (SAC). To address these charges, the committee convened nine meetings across the academic year. The work of the committee focused on examining each charge in detail, engaging in discussion and analysis, and developing recommendations or resolutions where appropriate. The sections below summarize how the committee addressed each charge and present the resulting outcomes.

Charge 1: CLARIFYING & STANDARDIZING FACULTY WORKLOAD POLICIES.

1A.) The 2025-2026 APC shall develop proposed language for the Faculty Handbook for the implementation of the following approved APC Resolution #13 (approved by Office of the Provost, **5/3/2024**):

Whereas, the faculty of Northeastern University are integral to the academic and operational success of the institution, contributing through teaching, research, and service; and

Whereas, the current process for determining annual workload distribution and adjustments lacks a standardized approach for active faculty participation, potentially leading to discrepancies in expectations and responsibilities; and

Whereas, the Faculty Senate recognizes the importance of faculty well-being and professional development, which are directly impacted by workload assignments; and

Whereas, it is essential to ensure transparency, fairness, and mutual understanding in the workload determination process to foster a collaborative and supportive academic environment;

BE IT RESOLVED That, the Faculty Senate recommends the following amendments to the Faculty Handbook:

1. Active Participation of Faculty in Their Workload Determination:

- *The Faculty Handbook shall be updated to explicitly require that all faculty members, including Full-Time Non-Tenure-Track Faculty (FTNTTF), actively participate in the determination of their annual workload distribution.*

- *This participation shall include the opportunity for faculty to discuss and negotiate their workload assignments with department chairs or unit heads, ensuring that workload decisions are made collaboratively.*

2. Collaborative Process for Workload Adjustments:

- *Any adjustments to a faculty member's workload, whether initial determinations or subsequent modifications, shall be made through a collaborative process involving the faculty member and their unit head.*
- *The Faculty Handbook shall state clearly that such adjustments are to be discussed and agreed upon with the faculty member before implementation, ensuring mutual agreement and understanding.*

BE IT FURTHER RESOLVED *That, the Faculty Senate charges the Faculty Handbook Committee (FHC) to promptly implement the proposed changes to the Faculty Handbook and collaborate with the Provost's Office to ensure that all department chairs and unit heads are fully informed and trained on these updated procedures.*

BE IT FINALLY RESOLVED *That, this resolution shall be communicated to the university administration and to all department chairs, by the Provost's Office, with the request for immediate action to update the Faculty Handbook in accordance with these recommendations.*

1B.) Once the proposed handbook language is developed, the 2025-2026 APC shall work in collaboration with the Faculty Handbook Committee (FHC), the Office of the Provost, and the Office of General Counsel (OGC) to develop FHC Resolutions calling for implementation of the final faculty handbook language amendments.

Summary

Under Charge 1, the Academic Policy Committee was asked to develop proposed Faculty Handbook language to implement APC Resolution #13 of 2024, approved by the Office of the Provost on May 3, 2024. Resolution #13 calls for greater transparency, consistency, and faculty participation in the determination and adjustment of annual faculty workload assignments, including Full-Time Non-Tenure-Track Faculty. After reviewing the existing Faculty Handbook workload policy and consulting with the Faculty Handbook Committee, the committee developed targeted language clarifying that faculty members must have the opportunity to discuss and negotiate their workload assignments with their department chair or unit head prior to implementation. This clarification strengthens shared governance while preserving the authority of academic units to maintain their existing workload frameworks. The proposed language was reviewed and refined in collaboration with the Faculty Handbook Committee and is presented to the Faculty Senate for approval and incorporation into the Faculty Handbook.

Methods

To address this charge, the Academic Policy Committee reviewed the existing Faculty Handbook language governing faculty workload policies and examined the intent and requirements of Faculty Senate Resolution #13 of 2024. The committee identified an approach that strengthens faculty participation in workload determination while maintaining existing unit-level workload structures approved by faculty, deans, and the provost.

The committee drafted proposed language as a single sentence for inclusion in the Faculty Handbook workload policy section, consistent with the scope of the resolution. The draft language was discussed and refined within the committee before being transmitted to the Faculty Handbook Committee on December 9, 2025. On December 18, 2025, the Faculty Handbook Committee returned the proposed language with minor modifications for clarity and alignment with handbook conventions. These modifications were reviewed and accepted by the Academic Policy Committee, and formal notification of acceptance was provided to the Faculty Handbook Committee on January 7, 2026.

Following this initial review, the committee conducted consultations with the Office of the Provost and the Office of General Counsel to evaluate the proposed language and its alignment with institutional policy and governance practices. Feedback received from the Office of General Counsel did not fully reflect the original intent of Resolution #13. In response, members of the Academic Policy Committee met with Debra Franko on April 7 to review and refine the language. This discussion resulted in agreed-upon revisions that more accurately reflect the intent of the resolution while remaining consistent with institutional standards.

The committee then prepared the finalized handbook amendment for submission through the Faculty Handbook Committee in accordance with established Faculty Senate and university procedures. The approved language is positioned for incorporation into the Faculty Handbook, pending final approval from the Office of General Counsel.

Findings

The committee found that the existing Faculty Handbook workload policy establishes unit-level responsibility for workload design and approval but does not explicitly require faculty participation in individual workload determination or adjustment. This omission created ambiguity regarding expectations for consultation, negotiation, and mutual understanding between faculty members and unit heads.

The committee also found that the intent of APC Resolution #13 could be met effectively through a targeted clarification embedded directly within the existing workload policy, rather than through the creation of a new standalone policy. This approach supports consistency, minimizes disruption to established workload models, and reinforces shared governance principles.

Recommendations

The committee recommends incorporating the following sentences into the Faculty Handbook workload policy. The recommended language appears in bold below, shown within the context of the existing policy text on the Faculty Handbook faculty workload page.

All full-time faculty members participate in some combination of instructional; research; scholarship; and creative and service activities that have been established to encourage the general development of Northeastern University students. Given that academic units vary in their

contributions to the University mission, components of the workload policy will vary from one department or unit to another. However, each academic unit must have a comprehensive workload policy in accordance with criteria jointly approved by the University's provost and the Faculty Senate. **Further, full-time faculty will have the opportunity to discuss their workload assignments with their department chair or unit head before implementation. Initial workload assignments and any subsequent modifications shall be discussed with the faculty member by the chair or unit head through a collaborative process intended to promote mutual understanding and address questions or concerns regarding the assignment.** Each unit's workload policy must be approved by a vote of the full-time faculty of the academic unit and be approved by the College dean and the provost. Faculty workloads are administered by the appropriate academic unit head and or college deans.

Resolution

Resolution to Approve Faculty Handbook Language on Faculty Workload

WHEREAS the Faculty Senate approved APC Resolution #13 of 2024, which was subsequently approved by the Office of the Provost on May 3, 2024, calling for clarification and standardization of faculty participation in annual workload determination and adjustment; and

WHEREAS the Academic Policy Committee has developed proposed Faculty Handbook language to implement the intent of Resolution #13 of 2024, in collaboration with the Faculty Handbook Committee; and

WHEREAS the Faculty Handbook Committee reviewed and approved the proposed language;

Be it resolved that the Faculty Senate approves the following revised Faculty Handbook language addressing faculty participation in workload determination and adjustment:

All full-time faculty members participate in some combination of instructional; research; scholarship; and creative and service activities that have been established to encourage the general development of Northeastern University students. Given that academic units vary in their contributions to the University mission, components of the workload policy will vary from one department or unit to another. However, each academic unit must have a comprehensive workload policy in accordance with criteria jointly approved by the University's provost and the Faculty Senate. **Further, full-time faculty will have the opportunity to discuss their workload assignments with their department chair or unit head before implementation. Initial workload assignments and any subsequent modifications shall be discussed with the faculty member by the chair or unit head through a collaborative process intended to promote mutual understanding and address questions or concerns regarding the assignment.** Each unit's workload policy must be approved by a vote of the full-time faculty of the academic unit and be approved by the College dean and the provost. Faculty workloads are administered by the appropriate academic unit head and or college deans.

Be it further resolved that the Faculty Handbook Committee, in collaboration with the Office of the Provost, is directed to incorporate the approved language into the Faculty Handbook and communicate the update to academic unit leaders.

Charge 2: ADDRESSING WORKLOAD POLICY DISPARITIES

Based on the faculty survey conducted by the 2023-2024 APC, the Committee identified a number of issues of concern in its 2023-2024 Final Report (March 5, 2024). With respect to workload disparities, the APC noted:

Disparities Observed: The equity and flexibility in workload distributions across departments show considerable variation. Some policies explicitly account for personal circumstances (e.g., family leaves, medical leaves) and allow for workload adjustments to support faculty research and service contributions. In contrast, others offer limited flexibility, particularly in adjusting the heavy teaching loads typical for FTNTTF.

Implications: Departments with less flexible workload policies risk overburdening FTNTTF with teaching responsibilities, potentially at the expense of their professional development and contributions to research and service. This can lead to disparities in career advancement opportunities between FTNTTF and their tenure track colleagues.

Therefore, the 2025-2026 APC shall:

2A.) Review the survey findings included in the 2023-2024 APC Final Report

2B.) Contact each Northeastern college to determine whether the following recommendations have been implemented:

- **Standardize Workload Policy Frameworks:** All departments should adopt a standardized framework for workload policies that clearly delineates expectations for teaching, research, and service, tailored to the unique needs of each department. This recommendation considers the differences among various types of faculty.
- **Enhance Faculty Involvement:** Implement formal mechanisms across all departments for FTNTTF to discuss and negotiate their workloads with department chairs. This should include annual reviews and mid-year check-ins to adjust workloads, as necessary. The faculty handbook should explicitly state that the initial annual workload determination, and any subsequent adjustments, if necessary, are collaborative processes between individual faculty members and their unit heads. This approach considers both the unit's needs and the faculty's needs for growth and development.
- **Increase Flexibility and Equity:** Develop university-wide guidelines that promote flexibility in workload distributions, allowing FTNTTF to engage more fully in research and service activities. This could include establishing minimum and maximum thresholds for each workload component and allowing for temporary reassignments to support faculty professional development. By addressing these disparities, Northeastern University can better support the professional growth and satisfaction of its FTNTTF, aligning with the goals of the one-faculty model and enhancing the overall academic environment.

2C.) For any recommendations that have not been implemented:

- Review the associated college or department workload policy (see [Faculty workload policies page](#) of the [Faculty Affairs Resources page](#) of the [Office of the Provost website](#)).
- Develop an Action Plan which defines the steps required to implement the recommendation.

- Action Plans should provide concise definitions for broadly framed recommendation terms and language, methods for implementation, and should identify any additional investigations required for implementation.

Summary

The Academic Policy Committee reviewed the implementation of recommendations identified in the 2023–2024 APC Final Report regarding disparities in faculty workload policies across Northeastern University. The committee conducted an inquiry across all colleges and performed a detailed review of workload policies to determine whether recommendations related to workload standardization, faculty participation in workload determination, and flexibility for Full-Time Non-Tenure Track Faculty (FTNTTF) had been implemented. The review confirmed that each college maintains a formal workload policy; however, substantial variation remains in policy structure, faculty participation mechanisms, and flexibility provisions. Many policies predate recent Faculty Senate actions and do not explicitly incorporate the collaborative workload determination language recommended in Resolution 13. As a result, disparities in workload expectations and opportunities for professional development continue to exist across units.

Methods

The committee used two primary methods to address Charge 2.

Review of Prior APC Findings

First, the committee reviewed the findings contained in the 2023–2024 APC Final Report. That report identified disparities in workload flexibility and noted that some departments maintain policies that provide mechanisms for adjusting teaching loads in response to professional development needs or personal circumstances, while others offer limited flexibility, particularly for FTNTTF faculty with heavy teaching responsibilities.

Survey of Associate Deans for Academic Affairs

Second, the committee contacted the Associate Deans for Academic Affairs (or equivalent roles responsible for faculty affairs) in each of the ten Northeastern colleges. The Associate Deans were asked to confirm whether the recommendations outlined in the prior APC report had been implemented in their respective colleges. Specifically, they were asked whether their policies:

- Standardize workload frameworks across departments or units
- Provide mechanisms for faculty participation in workload determination
- Promote flexibility and equity in workload distribution, particularly for FTNTTF faculty

Eight of the ten colleges responded and provided information regarding their workload policies and implementation practices.

Review of Workload Policies

In addition to the survey responses, the committee conducted a detailed analysis of forty-seven departmental workload policies across all ten colleges. Each policy was reviewed using a framework examining:

- Resolution 13 compliance
- Structural standardization of workload expectations
- Faculty participation in workload determination
- Flexibility for FTNTTF faculty
- Transparency and documentation of workload expectations

Policies were also reviewed to identify approval dates and determine whether they have been updated since their initial adoption.

Findings

Our analysis identified several consistent patterns across colleges.

Policy Age and Currency

A significant proportion of the workload policies currently in effect were adopted during the initial implementation of the university-wide workload policy requirement that followed the 2017 Faculty Senate directive. Figure 1 displays the distribution of workload policies across colleges according to their review status and approval year.

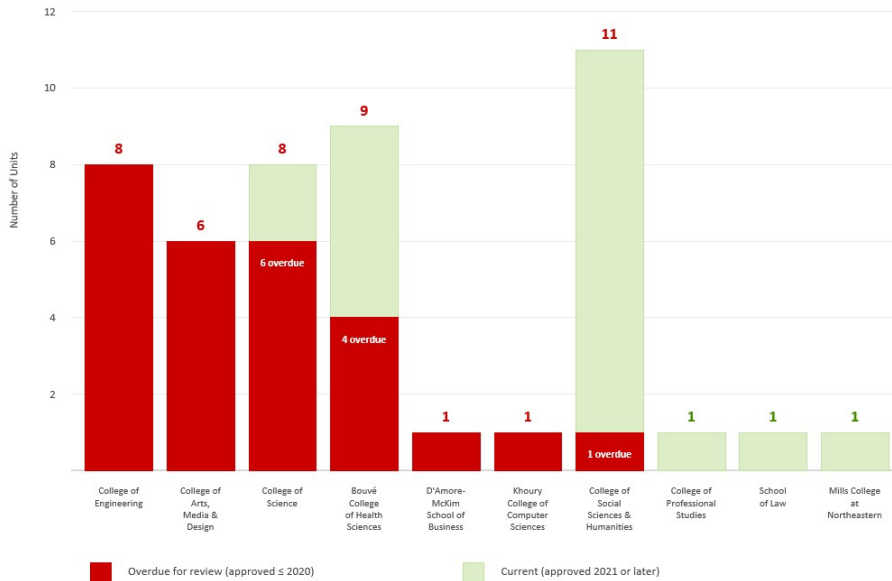
- Approximately 57 percent of the policies reviewed were approved before 2020.
- Many of these policies were adopted between 2018 and 2019, and several have not been substantially updated since their initial approval.
- Information provided by Associate Deans for Faculty Affairs indicates that all colleges with outdated workload policies have initiated formal review or revision processes, and multiple departments report that updates are currently underway with anticipated completion during the current academic year.

Figure 1

Units With Provost-Approved Policies From 2020 or Earlier (Five Years Old or More)

Workload Policies Due for Review

Units with Provost-approved policies from 2020 or earlier (≥ 5 years old)



57%
of all workload policies
are overdue for review
27 of 47 total units

Because these policies predate Resolution 13 (2024) and subsequent revisions to the Faculty Handbook language regarding faculty participation in workload determination, many policies do not explicitly reflect the collaborative workload determination framework recommended by the Senate.

Alignment with Resolution 13

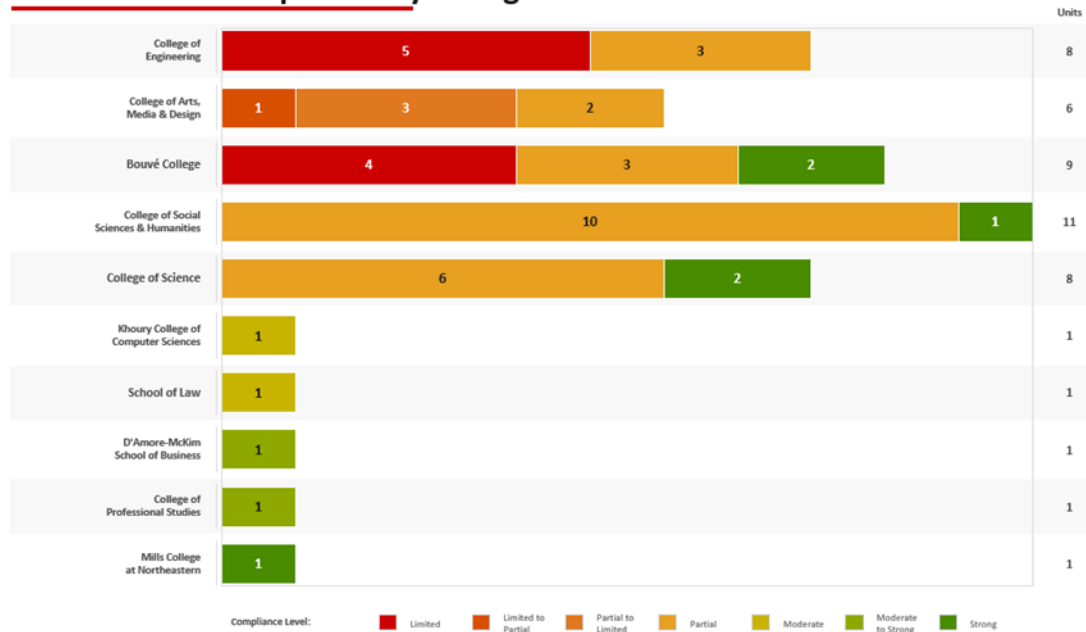
The committee evaluated whether the policies include language that supports the principles articulated in Resolution 13, specifically faculty participation in the determination and adjustment of workload assignments. Figure 2 presents a visual overview of compliance levels with Resolution 13 across the colleges.

- Only about one quarter of the policies reviewed contain explicit language indicating collaborative workload determination between faculty members and unit heads.
- The majority of policies reference consultation, discussion, or appeal processes rather than clearly stating that workload assignments are determined collaboratively.
- Several policies describe workload determination as primarily an administrative process, with opportunities for faculty discussion occurring during annual review or merit evaluation processes.

Figure 2

Distribution of Compliance Levels Across All Units, Ordered From Weakest to Strongest Profile

Resolution 13 Compliance by College



Flexibility for Full-Time Non-Tenure Track Faculty

The review also examined whether policies include provisions that allow adjustments to workload assignments to support research, service, or professional development activities for FTNTTF faculty.

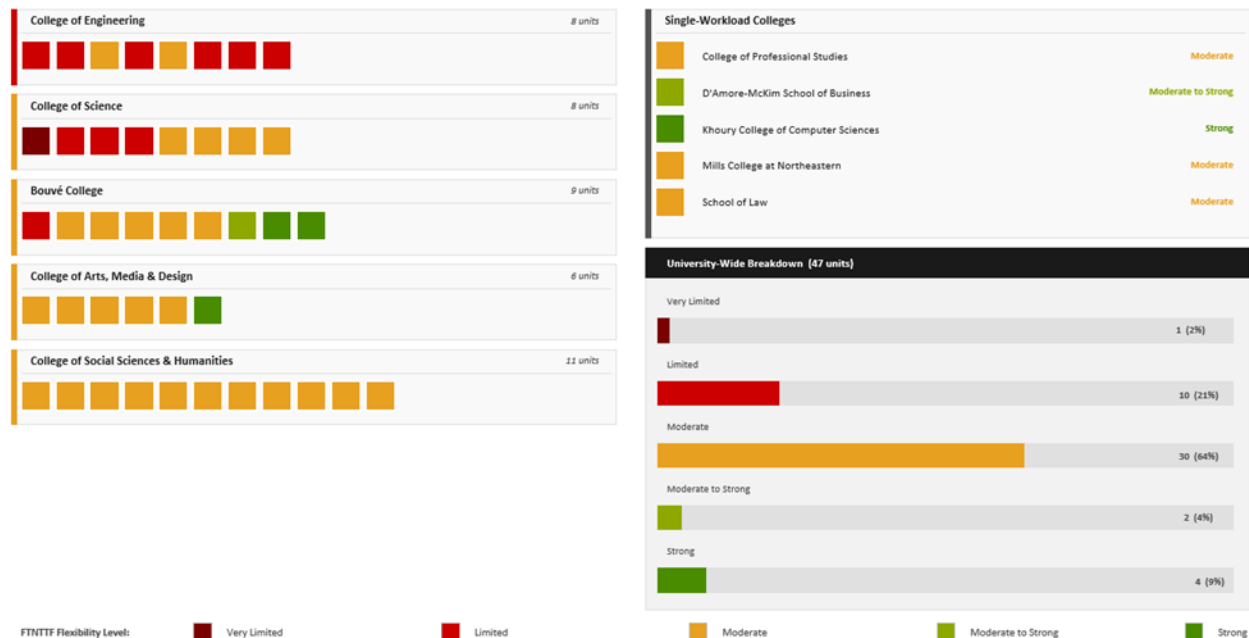
- Flexibility provisions vary substantially across colleges.
- In several colleges, policies allow teaching reductions or adjustments for administrative assignments, research productivity, or special initiatives.
- In other colleges, policies primarily emphasize standard teaching loads for FTNTTF faculty and provide limited guidance regarding adjustments that would allow participation in research or service activities.

As a result, FTNTTF faculty may experience significantly different levels of flexibility depending on their department or college. In some cases, adjustments are handled through informal discussions with department heads rather than through clearly defined policy provisions. Figure 3 illustrates the distribution of FTNTTF workload flexibility levels across colleges and departments.

Figure 3

Distribution of FTNTTF Workload Flexibility Levels Across Colleges and Departments

FTNTTF Flexibility Across Colleges



Variability in Workload Models

The review also revealed that workload policies across colleges employ multiple structural models, including percentage-based allocations, workload unit systems, and credit-hour frameworks. While these approaches reflect disciplinary differences, they also contribute to significant variation in teaching expectations and workload distribution practices across the university.

Recommendations

Based on the review of survey responses and workload policies, the committee makes the following recommendations.

Update Workload Policies

Each college should update its workload policies to reflect the principles articulated in Resolution 13 and the updated language in the Faculty Handbook regarding faculty participation in workload determination and adjustment. Policies should clearly state that workload assignments are determined through a collaborative process between faculty members and the appropriate academic unit leader, as defined by the college's governance structure.

Strengthen Faculty Participation

Policies should explicitly describe mechanisms that allow faculty members, including FTNTTF faculty, to participate in discussions about workload assignments. These mechanisms should include:

- Collaborative determination of annual workload assignments
- Opportunities for discussions regarding workload adjustments

- Transparent procedures for resolving disagreements about workload assignments

Improve Flexibility and Equity

Colleges should incorporate language that promotes greater flexibility in workload distribution. Policies should allow adjustments that support faculty engagement in research, service, and professional development activities, particularly for FTNTTF faculty who often carry heavier teaching loads.

Clarify Timing of Workload Discussions

Policies should clearly identify when workload discussions occur. In addition to annual merit reviews, policies should include provisions for mid-year check-ins or other mechanisms that allow workload adjustments when circumstances change.

Maintain Alignment with Faculty Governance

The committee notes that the resolution proposed under Charge 1, which addresses Faculty Handbook language related to faculty participation in workload determination and adjustment, directly supports the goals of Charge 2. Adoption of that language will provide a university-wide governance framework that colleges can incorporate when updating their workload policies.

CHARGE 3: TRANSPARENCY & CONSISTENCY IN LEADERSHIP EVALUATIONS

Per APC Resolution #41 (**approved by the Office of the Provost, 5/5/2025**), the 2025-2026 APC shall undertake the following:

- In collaboration with faculty governance bodies in each college, develop and implement a confidential, standardized process for collecting annual faculty feedback on administrative appointees not already reviewed through the Administrator Evaluation Oversight Committee (AEOC), including senior associate deans, associate deans, unit heads (as defined by each college), and other administrators with significant impact and oversight of faculty.
- The feedback collection process shall include provisions to ensure that annual results are provided to the administrator's supervisor and shared with faculty within the respective college.

Summary

Pursuant to Faculty Senate Resolution #41 (2025), approved by the Office of the Provost on May 5, 2025, the Academic Policy Committee was charged with developing a confidential and standardized process for collecting annual faculty feedback on administrative appointees who are not currently evaluated through the Administrator Evaluation Oversight Committee. To address this charge, the committee reviewed existing practices across colleges, consulted Associate Deans of Faculty Affairs, and surveyed faculty senators to identify administrative roles with significant influence on faculty work and academic decision making. The analysis revealed variation across colleges in how faculty feedback on administrators is collected and reported, as well as limited transparency regarding the use of evaluation results. Based on these findings, the committee

developed a standardized framework for annual administrator evaluation, identified the administrative roles appropriate for inclusion in this process, and proposed the establishment of College-Level Administrator Review Committees responsible for administering confidential faculty surveys and reporting aggregated results to administrators' supervisors and the faculty of each college.

Methods

The committee employed a two-part data collection approach. First, the committee contacted Associate Deans of Faculty Affairs across all colleges to document existing practices related to annual faculty feedback, including current processes, survey instruments, and reporting practices. This outreach focused on identifying areas of commonality as well as variation across colleges.

Second, the committee surveyed all elected faculty senators to gather faculty perspectives on which administrative roles have the most direct and meaningful impact on faculty work, evaluation, workload, and academic decision making. This survey provided insight into faculty priorities and helped validate or refine the scope of administrative roles that should be included in a standardized evaluation process.

Findings

Finding 1: Scope of Administrative Roles for Evaluation

Consistent with the findings of the 2025 Academic Policy Committee report, faculty identified the following administrative roles as having significant influence on faculty work and therefore appropriate for inclusion in an annual administrator evaluation process:

- Senior Associate Deans of Academic Affairs
- Senior Associate Deans of Faculty Affairs
- Associate Deans of Faculty Affairs
- Senior Associate Deans for Academic Programs
- Associate Deans of Graduate Programs
- Associate Deans of Undergraduate Programs
- Associate Deans of Research and Innovation
- Associate Deans of Curricular Development
- Associate Deans of Graduate Education
- Unit Heads
- Group Chairs

The committee noted that some of these roles are college specific. For example, the role of Group Chair exists within the School of Business, while other colleges use different leadership structures. Similarly, certain colleges employ Senior Associate Deans, while others rely solely on Associate

Deans. These structural differences suggest the need for a standardized framework that allows for limited local adaptation.

The committee also found that Assistant Deans of Academic Affairs generally do not exercise independent managerial or evaluative authority over faculty. Decisions associated with these roles are typically authorized by Associate Deans or Senior Associate Deans. As a result, faculty feedback indicated that Assistant Deans of Academic Affairs do not warrant inclusion in the annual administrator evaluation process.

Finding 2: Administration and Use of Survey Results

The committee found that faculty administrator evaluations are currently administered at the college level, typically through the Office of the Dean in collaboration with the Associate Dean of Faculty Affairs. While survey instruments and administration practices vary, faculty responses indicated that results are rarely shared with faculty and are often treated as internal administrative documents. This lack of visibility limits faculty understanding of how feedback is used and reduces confidence in the evaluation process.

Recommendations

1. Adopt a standardized, confidential annual faculty feedback process for administrative roles with significant oversight of faculty, as identified in Finding 1. The framework should specify core roles subject to evaluation while permitting colleges to map equivalent titles within their local governance structures.
2. Exclude Assistant Deans of Academic Affairs from this process unless a college can demonstrate that the role carries independent decision-making authority that directly affects faculty.
3. Provide annual evaluation results to the administrator's direct supervisor and share summarized feedback with faculty within the college. Shared results should emphasize aggregate themes and areas for improvement rather than individual responses.
4. Engage faculty governance bodies in each college in the review of survey instruments to promote consistency, clarity, and confidence in the evaluation process.
5. Use the survey instrument included in the appendix of this report as a baseline for annual administrator evaluations. A well-designed survey captures faculty perspectives on leadership effectiveness, communication practices, decision-making transparency, and support for academic work while offering structured opportunities for written feedback. Adoption of a common baseline instrument promotes consistency across colleges, supports longitudinal analysis, and strengthens faculty confidence in the process. Colleges may tailor selected items to reflect local governance structures and role titles, provided that core questions remain intact to allow meaningful comparison and institutional learning.

Resolution

Resolution to Establish College-Level Administrator Review Committees for Annual Faculty Feedback

WHEREAS Faculty Senate Resolution #41 (2025), approved by the Office of the Provost, directs the development and implementation of a confidential and standardized annual process for collecting faculty feedback on administrative appointees who are not reviewed through the Administrator Evaluation Oversight Committee (AEOC); and

WHEREAS Resolution #41 requires that this process be administered annually within each college and that evaluation results be shared with the administrator's supervisor and with full-time faculty within the respective college; and

WHEREAS regular faculty feedback on academic administrators promotes transparency, accountability, and effective shared governance within the university; and

WHEREAS effective implementation of Resolution #41 requires a clearly defined faculty governance structure at the college level to administer and oversee the evaluation process; Be it resolved that each college shall establish a College-Level Administrator Review Committee responsible for administering and overseeing the annual faculty feedback process required under Faculty Senate Resolution #41 for administrators who are not evaluated through the Administrator Evaluation Oversight Committee (AEOC);

Be it further resolved that administrators subject to this process shall include Senior Associate Deans of Academic Affairs, Senior Associate Deans of Faculty Affairs, Associate Deans of Faculty Affairs, Senior Associate Deans for Academic Programs, Associate Deans of Graduate Programs, Associate Deans of Undergraduate Programs, Associate Deans of Research and Innovation, Associate Deans of Curricular Development, Associate Deans of Graduate Education, Unit Heads, and Group Chairs, or equivalent administrative roles whose responsibilities include significant oversight of faculty;

Be it further resolved that the College-Level Administrator Review Committee shall consist of five (5) to seven (7) full-time faculty members elected by the full-time faculty of the college, with the specific number determined by a majority vote of the faculty. For colleges with fewer than 60 faculty members, the CARC shall be comprised of three (3) to five (5) faculty members elected by the faculty of the college, with the specific number determined by a majority vote of the faculty. Members shall serve staggered two-year terms to maintain continuity. Faculty holding administrative appointments shall be ineligible to serve on the Committee; and

Be it further resolved that the Committee shall administer an annual confidential survey of full-time faculty within the college to collect feedback regarding the leadership and administrative performance of the administrators subject to this process. The Committee shall use the evaluation

instrument recommended in the Academic Policy Committee's 2025–2026 Final Report as the baseline instrument. Colleges may adapt or supplement the instrument to address college-specific governance structures or administrative responsibilities, provided that the core evaluation dimensions remain intact; and

Be it further resolved that the Committee shall compile the evaluation results in aggregated and anonymized form and prepare a summary report. The report shall be transmitted to the administrator's supervisor and the college dean, shared with the full-time faculty of the college, and provided to the Senate Agenda Committee for institutional awareness and oversight.

Respectfully submitted,
Professor Jacques Alexis
Professor Caitlin Bradley
Professor Seth Hutchinson
Professor Kristen Mathieu Gonzalez
Senior Vice Provost Deb Franko (Ex Officio)
Professor Jordan Theriault-Brown
Professor Peter Desnoyers (SAC Liaison)

Appendix A

Sample Survey Instrument for Faculty Feedback

Purpose

The College-Level Faculty Evaluation Committee, in collaboration with the college's shared governance body, is conducting this confidential survey to collect faculty feedback on academic leadership across the college. Your input will help assess the effectiveness of administrators in supporting faculty work, fostering inclusive and collaborative environments, and advancing the academic mission of the college.

The results will inform efforts to strengthen leadership practices, guide professional development, and improve decision-making processes within academic units.

Instructions

- Reflect on your experiences during the past academic year.
- Respond based on your direct interactions with the administrator and their impact on your experience and work environment.
- If you do not have sufficient experience to answer a question, select “**Unable to Comment.**”
- You may evaluate multiple administrators. Each must be evaluated **separately**.

List of Administrators to Evaluate

(Please select one administrator at a time to complete the full evaluation.)

- Administrator 1
- Administrator 2
- Administrator 3
- Administrator 4
- Administrator 5

Administrator Evaluation Section

Choose the administrator you want to evaluate and complete the process for each individual. For each administrator, rate the following statements using the provided scale:

- 1 – Strongly Agree
- 2 – Agree
- 3 – Neutral
- 4 – Disagree
- 5 – Strongly Disagree
- 6 – Unable to Comment

The Administrator:

1. Provides effective leadership in the implementation of program/unit goals.

2. Involves faculty in the formulation and implementation of program/unit goals and curricular decisions.
3. Fosters the professional and career development of faculty.
4. Recruits high-quality new faculty and staff.
5. Works to retain high-quality faculty through supportive policies and practices.
6. Effectively advocates for the program/unit within the college and institution.
7. Establishes and maintains high-quality and innovative curricula.
8. Promotes student recruitment, retention, and success.
9. Establishes a supportive and inclusive environment for students, fostering their development.
10. Promotes diversity, equity, inclusion, and belonging in policies, practices, and decision-making.
11. Fosters excellence in teaching, mentoring, and advising.
12. Supports and fosters excellence in faculty scholarship and research contributions.
13. Conducts evaluations constructively, fairly, and in a timely manner, with actionable feedback.
14. Appropriately and fairly implements the unit's workload policy.
15. Delegates effectively while ensuring accountability.
16. Engages in clear, effective, and timely two-way communication with faculty and staff.
17. Creates a climate that encourages faculty to develop, innovate, and learn.
18. Promotes interprofessional and cross-unit collaboration.
19. Fosters a collaborative and respectful work environment open to new ideas.
20. Supports faculty well-being and work-life balance.
21. Fosters faculty morale and engagement.
22. Leads effectively through change, promoting innovation and continuous improvement.
23. Provides a clear strategic vision and aligns it with institutional priorities.
24. Fosters an environment of transparency and openness.

Open-Ended Questions

1. What strengths have you observed in the leadership of this administrator?
2. What areas could benefit from improvement?
3. Are there specific initiatives or changes you would recommend for the coming year?
4. Additional feedback regarding leadership effectiveness or support services.

Unit-Level Support Evaluation

Satisfaction with Dean's Office Support: Please rank your satisfaction with the support you receive from the Dean's office in the following areas:

- 1 – Very Satisfied
- 2 – Somewhat Satisfied
- 3 – Neutral
- 4 – Somewhat Dissatisfied
- 5 – Very Dissatisfied
- 6 – Unable to Comment

1. Support for curriculum and academic program development.
2. Assistance with faculty recruitment and retention.
3. Guidance and resources for research and innovation.
4. Support for student success and services.
5. Administrative processes such as budgeting and HR.

In the box below please feel free to share any positive examples and experience or suggestions for improvement/priorities in any of the other areas that the Dean's Office provides support (e.g. academic affairs, administration and finance, advancement and fundraising, clinical and experiential education, inclusion and belonging initiatives, faculty affairs, human resources, network programs, research and innovation):

[]