

2018-2019 Faculty Development Committee (FDC)

Final Report

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FDC Members:

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2018-2019 FDC Charges:

1. The FDC shall examine the appropriateness of the current GEO policies and practices for faculty leaders of Dialogue of Civilizations courses, and, if warranted, make recommendations for improving these policies and practices.

Process: The committee started by conducting interviews with several Dialogue of Civilizations (DOC) leaders and meetings with Marina Markot (Director of GEO) and Katherine S. Ziemer (Acting Senior Vice Provost for Undergraduate Education and Experiential Learning). The committee requested and received from GEO the list of all Northeastern faculty who proposed a DOC in 2016 or later. The committee then put together a survey to collect constructive feedback from these faculty leaders. Before finalizing, the survey draft was then shared with twenty faculty members (seasoned DOC leaders), as well as Marina Markot and Katherine S. Ziemer. Many of their comments and suggestions were incorporated in the final survey instrument, administered to 93 faculty members (who proposed a DOC in 2016 or later). We received 44 responses (47% response rate) from faculty across six colleges leading programs in eight different world regions; of those respondents 34% (15) were seasoned faculty who led 7-10+ Programs, 45.5% (20) have led 2-6 Programs, and 20.5% (9) have led just one program.

Findings: While DOC faculty leaders mostly agree that they have a clear understanding of Northeastern and GEO policies and procedures that govern their involvement in DOC programs (**3.77** on 5-point scale), they split on their perceived ability to learn about changes in policies and procedures through communication from GEO in a timely fashion (**3.11**), and strongly disagree that they have sufficient opportunities to provide input on DOC-related policies and procedures (**2.26**). When it comes to assessing GEO's effectiveness in supporting DOC faculty leaders, the ratings vary from **2.27 to 3.48**

across twelve different program stages, from preparing initial proposal to post-program debrief (see Appendix A for details).

We find that faculty strongly agree that having data on how many students applied and enrolled in DOC programs in the past helps better anticipate potential student demand for a new program (**4.09**), while **89%** of faculty members either definitely (67%) or probably (22%) willing to share data on how many students applied and enrolled in the Dialogues they have led in the past. DOC leaders strongly disagree (**2.11**) that eliminating the priority application deadline (only one January deadline for students to apply for 2019 Dialogues, in contrast with having early priority deadline in December before) improved their experience with recruiting and selecting students. We find strong agreement with allowing faculty to choose between booking a group flight and allowing students to book individual flights (**3.62**), and split opinion on whether DOC student evaluation forms provide feedback that is beneficial to the development and success the program.

DOC Faculty leaders report relatively high number of hours spend on program development before departure (**86% spent 60+ hours, 67% spent 80+ hours, 34% spent 120+ hours**) and leading DOC program on the ground, outside of class time (**89% spent 60+ hours, 71% spent 80+ hours, 33% spent 120+ hours**). Relatedly, faculty strongly disagree that they are fairly compensated for the time spent on developing and leading DOC programs (**2.24**) and disagree that the amount of per-student fee (currently set at \$300) is adequate to incentivize their recruitment efforts and compensate for the program-related administrative duties as a DOC leader (**2.40**). They also do not believe that they receive appropriate recognition (from college or University) for their efforts as a DOC faculty leader (**2.34**).

Finally, there is almost unanimous (**98%**) general support for creating Faculty Advisory Board to improve communication and interactions between DOC faculty leaders and GEO, as long as it is diverse, does not create additional administrative overhead for all faculty, and enables provision of actionable input on DOC-related policies and procedures implemented and enforced by GEO and the Office of the Provost.

Through open-ended questions, we have also received many suggestions for improvement across multiple dimensions of faculty experiences with DOC programs (summarized in Appendix A) that we used for creating the following recommendations.

Recommendations: We recommend for GEO and the offices of the chancellor and provost to consider:

(1) Developing a sustainable and strategic multi-year plan that takes into account 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;*
- (6) Developing a faculty mentorship program to foster relationships between seasoned and new DOC faculty leaders;*
- (7) Working with colleges to accelerate Phase 2 approval process, to enable earlier DOC fair and program promotions;*
- (8) Re-establishing 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.*

1st FDC Resolution

Whereas Dialogue of Civilizations (DOC) faculty leaders have identified challenges with multiple Global Experience Office policies and practices, and do not have sufficient opportunities to provide timely input on frequent changes in DOC-related policies and procedures that directly affect their effectiveness and satisfaction with leading DOC programs,

BE IT RESOLVED That the Senate recommend that the offices of the chancellor and the provost establish a DOC Faculty Advisory Board, with membership drawn from faculty members with DOC experience across multiple colleges, to be charged with recommending policies and procedures that affect the experience of DOC faculty leaders, improving communication and interactions between DOC faculty leaders and GEO, and conducting regular surveys among DOC faculty leaders to enable reliable feedback and monitor their satisfaction with GEO policies and practices,

BE IT FURTHER RESOLVED That the Senate recommends that GEO should work with the offices of the chancellor and provost and the colleges to develop 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.

2. The FDC shall collaborate with the staff at the Office of Marketing and Communications (OMC) and with faculty members to assess the impact and effectiveness of recent efforts to increase the dissemination of information concerning faculty accomplishments in teaching, research and professional activities, and, if warranted, make recommendations for improving these efforts.

Process: The Committee conducted individual interviews with several faculty members across several colleges and also met in person with Renata Nyul (Vice President for Communications) and Michael Armini (Senior Vice President for External Affairs).

Findings: While the Communications department is committed to collaborating with faculty members on disseminating their research findings and communicating other notable accomplishments, we have identified several opportunities to strengthen and expand such collaboration.

2nd FDC Resolution

Whereas Northeastern faculty members need to have efficient and impactful mechanisms for disseminating their accomplishments in teaching, research and professional activities,

BE IT RESOLVED That the Senate recommends that the University Communications team should consider (1) communicating to faculty the availability of an email account monitored by the University Communications team that faculty members interested in disseminating their accomplishments may use to share their pitch ideas and receive helpful and timely feedback; (2) organizing a series of regular workshops for faculty on how to market their research findings outside academia (e.g., via an Op-Ed, social media tools); and (3) increasing the opportunities for major outlets to meet on campus with interested faculty members.

3. The FDC shall undertake a study of the practices and procedures related to course buyout using overhead return funds and, if appropriate, make recommendations.

Process: The committee reached out (via emails) to all Colleges and Associate Deans within these colleges inquiring about information relating to buyout policies. The committee has received responses from all Colleges.

Findings: Overall, we find that course buyout rates at colleges where this is a common practice are consistent at 1/6th of the academic year salary per course. Detailed responses obtained from all colleges regarding their course buyout practices can be found in Appendix B.

Recommendation: Due to the high degree of variability in teaching expectations, teaching needs, research activities and faculty development processes across colleges, we recommend that practices and procedures related to course buyout using overhead return funds should remain at the discretion of each college.

4. In collaboration with the FTNTTFC, the FDC shall explore the option of FTNTTFC sabbaticals and present a review of policy/process at other institutions and recommendations for Northeastern.

The Committee worked closely with FTNTTFC on this charge and also met in person with FTNTTFC members to discuss the charge. Findings and Recommendation can be found in FTNTTFC Final Report.