

Northwestern University
Minutes of the Faculty Senate Meeting
Pancoe Auditorium - Evanston, Wieboldt Hall 421 - Chicago
June 8, 2016

The meeting of the Faculty Senate of June 8, 2016 took place on the Evanston Campus in Pancoe Auditorium with videoconferencing to the Chicago Campus in Wieboldt Hall 421. A number of Senators participated remotely. President Edward FX Hughes called the meeting to order at 5:02 PM. There were 58 of 88 members in attendance, with 30 attendees in Evanston, 5 in Chicago, and 23 participating off-site. The quorum of fifty-one percent was met. Also in attendance on the Evanston Campus were Professor Roger Boye, serving as Senate Parliamentarian, and one Faculty visitor.

1. Welcome, Greetings, and Introductions:

President Ed Hughes welcomed everyone and made opening remarks. He introduced a minor change to the order of the Agenda which entailed moving item 13 before item 12A. Faculty visitor Jackie Stevens, Professor of Political Science and Legal Studies and Director of the Deportation Research Clinic at the Buffett Institute, introduced herself. President Hughes introduced Medill Professor Roger Boye and announced that he would be serving as the Parliamentarian for the meeting.

2. Rules for Meeting:

President Ed Hughes presented the following rules for the meeting, asking that:

1. Senators speak only when recognized by the President
2. The President will list Senators desiring to speak from raised hands and call upon them in the order recorded
3. Senators will not interrupt speakers
4. A Senator who has just spoken, at the invitation of the President, may respond to a subsequent speaker for up to a minute if responding to a specific and relevant point made by the subsequent speaker
5. Guest Faculty will be invited to speak only upon motion for same made by their Department Senator and passed by the Senate

3. Review and Approval of Minutes of May 4, 2016 Faculty Senate Meeting:

Motion to approve the minutes of the May 4, 2016 Faculty Senate meeting carried unanimously.

4. Succession Planning/Call for Nominations: Position of Vice President/President Elect:

Senator and Governance Committee Chair, Carol Simpson Stern, nominated Senator and Chair of the Budget and Planning Committee, Bob Hariman, to serve as Vice President/President Elect of the Faculty

Senate for the 2016-2017 academic year. Senator Simpson Stern spoke briefly about the merits of Senator Hariman's candidacy, followed by brief remarks made by Senator Hariman.

There being no new nominations a vote took place.

Motion to elect Professor Bob Hariman as Faculty Senate Vice President for the 2016-17 academic year and subsequently as Faculty Senate President for the 2017-18 academic year carried unanimously.

Professor Bob Hariman will serve as the Faculty Senate Vice President for the 2016-2017 academic year and will begin his term on August 1, 2016. Subsequently he will serve as Faculty Senate President for the 2017-18 academic year.

5. The Ongoing Work of the Senate: Committee Reports:

Educational Affairs: Chair Michele McDonough gave an update on the compilation of the Senate's polling of each Department for its opinion of the recommendations contained in the Report of the Task Force on Undergraduate Academic Experience. She thanked members of the Task Force as well as Senators who participated and gave numerous accolades to members of the Educational Affairs Committee for having expended substantial time and effort to complete the project. Chair McDonough presented line by line each finding from the departmental poll and then the recommendations put forth by the Committee.

Chair McDonough noted that The Faculty responses were noteworthy in their seriousness, their praise for the hard work of the Task Force members, and their genuine concern for the welfare of undergraduates and the University as a whole. The responses were not motivated by Faculty convenience but rather by a commitment to a higher purpose.

Salient among the results of the polling was the fact that thirty-three departments responded to the 10-5-5-10 calendar change recommendation. Twenty-three (70%) were opposed to the recommendation; one was in favor; and nine were split. Based on these findings, the Educational Affairs Committee recommended maintaining the current Academic calendar.

Further, the Educational Affairs Committee recommended that the Task Force's recommendation that "a working group of faculty be appointed...to undertake a comprehensive discussion of requirements and...examine...curricular policy across all schools" be adopted. It further proposed that the Senate's Educational Affairs Committee, expanded with additional faculty to increase its breadth across the University, be designated as that working group.

A motion was then introduced that the Senate endorse the findings and the recommendations of the Educational Task Force regarding their evaluation of the Departmental responses to the Report of the Task Force on Undergraduate Academic Experience.

The vote to ratify was 35 in favor to 2 opposed.

A report summarizing the findings and recommendations of the Departmental polling regarding the recommendations of the Report of the Task Force on Undergraduate Academic Experience as herein ratified by the Senate will be sent to Provost Daniel Linzer and distributed to the Senators. [NOTE: A copy of the report is attached to these minutes.]

Faculty Handbook: Chair Lois Hedman reported on the currently proposed Faculty Handbook changes, affirmed by the Faculty Senate Executive Committee, that focus on getting representation of Non Tenure Eligible Faculty in the handbook as well as on Committees that have to do with disciplinary actions. She thanked Senator Grace Dodier and Senator and NTE Committee Chair Heather Colburn for their involvement in the process and for doing the heavy lifting. Chair Hedman went line by line explaining each change and Senators were given an opportunity to ask questions and make remarks.

A motion recommending that the proposed changes to the Faculty Handbook that focus on getting representation of Non Tenure Eligible Faculty on Committees that have to do with disciplinary actions be adopted and written into the Handbook carried unanimously.

Budget and Planning: Chair Robert Hariman reported on the Committee's proposal to the Administration meant to strengthen the infrastructure of the Faculty Senate and help build the resources necessary to contribute directly to the important discussions in the University on Faculty matters. He stressed that it was most important to the Committee for there to be an official Senate office that would have a research function and ongoing full time administrative support.

Chair Hariman went on to report that the Administration approved, as a starting point, many of the elements in the original proposal as follows:

- A Senate office with conference rooms and offices to be shared with the Northwestern Emeriti Organization and the Ombudsman Office
- One full time staff support position
- One part time Director of Senate operations, potentially an Emeriti Faculty member
- One full time research assistant
- Release time and research funds alike for the Senate President, Vice President, and Past President
- Additional funds for Senate daily operations

Research Affairs: In the absence of Chair André Luiz de Gouvêa, Senator James Conley, Research Affairs Committee member, reported that the Committee did a number of things over the past year including looking at the Authorship Proposal. The Research Affairs Committee has appointed André de Gouvêa (Physics & Astronomy), Jim Conley (Kellogg), and Bryan Pardo (EECS) to serve in the five member Faculty Copyright Committee. The two additional members will be appointed by the Central Administration and will include a Faculty member from Medill and one from McCormick. The Faculty Senate was invited by the Administration to designate these members as opposed to the Administration alone appointing members, another gain the Senate has achieved over this academic year.

Student Affairs: Chair Karen Springen reported that the Committee has met with many undergraduate and graduate students both individually and as a group. Undergraduates have expressed concerns over money and mental health. Students have asked that Faculty consider the cost of courses and the stress they feel paying for them and help by posting syllabi early and include supplies such as course packets that can be purchased sooner at a discounted rate or post materials on canvas for free. Students also want Faculty to help low income students participate in the NU Dance Marathon by providing financial support at any level. Students would like Faculty to get training in dealing with mental health issues. Lastly, students are interested in accessibility for people with physical disabilities as many of the NU buildings are not fitted accordingly. The graduate students raised concerns over items such as childcare; breastfeeding; changing diaper areas; stopping the five year PhD clock for medical leave; and shortage of teaching opportunities.

Faculty Rights and Responsibilities: Chair Rives Collins reported that the Committee has approved Kathleen Rundell as an Ombudsman and she is already actively involved on the team.

Secure Faculty Survey: Chair Martin Block reported that the Committee is waiting for the fourth section of the report to be released by the Administration.

Salary and Benefits: In the absence of Chair Larry Christiano, President Ed Hughes reported that the Committee is continuing to monitor the retirement plan changes.

Cause: Chair Charlotte Crane reported that the Committee is not currently working on any cases.

NTE: Chair Heather Colburn briefly talked about the "NTE Faculty at NU: An Overview" report and strongly encouraged Senators to read its contents. She gave a special thanks to Grace Dodier and Lois Hedman for their hard work and many contributions to the NTE efforts.

Governance: Chair Carol Simpson Stern outlined the proposed changes to the Faculty Senate Bylaws that were made available at the May 4, 2016 Faculty Senate meeting as a first read, with this meeting's presentation constituting a second read.

Amendment #1: Chair Simpson Stern explained that one proposed change should now be omitted and offered an amendment for the proposed change to *Article II: Membership, Section 3* to be stricken. The section would remain as follows:

Article II: Membership

Section 3: *Each year one third of the members will be chosen in elections supervised by the Faculty Senate in conjunction with the appropriate academic departments. Elections for the following academic year must be completed before the end of the spring quarter.*

Amendment #2: Subsequent to Chair Simpson Stern's presentation of each proposed Bylaw change, an amendment was proposed for *Article III: The Executive Committee, Section 1* to have the Executive Committee members also turn over on August 1st at the same time as the Senate President, Vice President and Past President and not wait until the Fall Quarter.

Amendment #3: An amendment was made to add to the last sentence of *Article V: Committees* that the names of Committee members be posted on the Faculty Senate website. The proposed language reads as follows: *They are Faculty Senate Standing Committees, University Standing Committees, and Special Faculty Committees whose membership will be posted on the Faculty Senate website.*

Due to loss of a quorum, the vote to approve the Bylaw changes was deferred to the October 5, 2016 Faculty Senate meeting.

In light of this delay, a suggestion was made to change the current way in which the Executive Committee members/Standing Committee Chairs are nominated and allow the process to become a part of the regular Senate business via a Committee on Committees or a nominating Committee as is done at peer institutions.

Chair Carol Simpson Stern gave a special thanks to the members of the Governance Committee, including Charlotte Crane, William Bleich, Bernie Dobroski, and Sandip Ghosal for their hard work and dedication on the Committee.

6. Report on Coalition on Intercollegiate Athletics and Committee on Athletics and Recreation by Senate Representative Jeanne Herrick:

Senate Representative for the COIA Jeanne Herrick gave a brief report on the Coalition on Intercollegiate Athletics and Committee on Athletics and Recreation and also submitted a full report in writing. Professor Jeanne Herrick has agreed to continue serving on the COIA as the Senate Representative.

7. Data Breach Update

President Ed Hughes reported that Pamela Beemer, Vice President of Human Resources, and Sean Reynolds, Vice President and Chief Information Officer, are interested in meeting with anyone that is having issues and Senators can reach out to them directly.

8. Global Strategy Task Force Update:

President Ed Hughes reported that the Leadership of the Global Strategy Task Force has asked to present at the October Faculty Senate meeting and that request has been granted.

9. New Business:

"SharkNotes": Vice President Laurie Zoloth briefly explained "SharkNotes", a website created by Northwestern students that allows the purchase and selling of course notes. She talked about its potential impacts on Faculty and what everyone should be aware of. Faculty can take several measures to protect themselves including writing on their syllabus that the document is a copyrighted tangible work product.

10. Other Business:

Proposed Minutes Revision: President Ed Hughes explained that there was a request to amend the minutes of the April 6, 2016 meeting made by Professor Jackie Stevens of the Political Science department. Due to loss of a quorum, the request to amend the minutes could not be addressed at this time.

11. Thoughts on Next Year:

Vice President Laurie Zoloth laid out her plans for next academic year when she assumes the role of Senate President. Her overarching priority is "Creating a discourse that represents Faculty concerns on policies and practices critical to our University."

Highlights of her plans include:

- Learning, creating structures, deliberate rational public discourse, and leading
- Inviting national experts to come speak to the Senate
- Use of Robert's Rules for meetings and minutes
- Prioritize learning how to disagree with each other
- Senate to fully represent departments
- Senators to report monthly to their departments
- All Senators must get involved and join a Committee
- Improve shared governance
- Partner with NUSAC, ASG and the Administration

12. Salutations and Senate Achievements for the 2015-2016 Academic Year:

Senator Rives Collins presented a list of Faculty Senate salutations and achievements for academic year 2015-2016, including, among others:

- The largest number of departments to ever participate in the history of the Senate
- Name tags for all Senators to create a climate of inclusion
- Professor Babette Sanders stepping up to fill the role of Past President again
- The Senate President stands in the middle of the room, never turning his back on the Chicago Campus venue, and is in the mix of the conversations among the Senators
- Exceptional Senators chosen to chair Standing Committees, serve on the Executive Committee, and achieve a great deal: Lois Hedman, Charlotte Crane, Martin Block, Karen Springen, Bob Hariman, Rives Collins, Carol Simpson Stern, Michele McDonough, Heather Colburn, André Luiz de Gouvêa, Lawrence Christiano, Marcus Moseley
 - Bob Hariman and team obtained significant resources from the Administration for the infrastructure and support of the Senate.
 - Michele McDonough and her team harnessed the resources and wisdom of the Senate to reach out to departments to stand up to the oncoming train of the calendar change.
 - Lois Hedman's labor intensive work on the Faculty Handbook in partnership with Heather Colburn on NTE issues.
 - Martin Block relentlessly pursued the Faculty Survey data with great success
 - Karen Springen stepped up to chair the new Student Affairs Committee and has done an outstanding job getting it up and running
 - The Executive Committee met at a minimum every month, a major advance over previous years

- Minutes were distributed for all Faculty Senate meetings, again a major advance over the previous year
- The Administration now seeks the recommendations of the Senate when the University needs Committee members and also for recommendations for people to serve in University wide functions.
- The Faculty Senate was invited for the first time to dinner at President Morty Schapiro's home, further evidence of the way in which the Faculty Senate has earned the respect and admiration of partners in the Administration. This inaugural dinner is the beginning of a longstanding tradition to come.
- Unprecedented invitation from Provost Dan Linzer to the Faculty Senate President, Vice President, and Past President, to participate in the Commencement ceremonies, leading the Faculty in the ceremonial procession, and,
- Convening the first ever "Special Meeting" of the Senate to disseminate information to the Faculty as a whole regarding proposed changes to the University Retirement Plan.

13. Goals, Processes, and Achievements of This Year: Concluding Comments from Faculty Senate President Ed Hughes:

President Ed Hughes talked about the rewards and challenges of serving as Senate President. He explained that one of the goals of accepting the Presidency was to see whether the organization could be run on the same principles that are taught in the University's leadership courses. President Hughes shared a number of lessons learned and principles for effective leadership.

He stressed two overarching principles critical to effective leadership that need to be continuously borne in mind as the Senate moves forward

- First off, assume good will. People are not necessarily nefarious in their intentions.
- Second, seek first to understand. This principle is difficult to implement and takes discipline. It is important to listen to understand, not just to respond, and not to jump to conclusions about other people's motives and preferences.

Success is achieved by finding the right people to serve in key leadership roles

- Many of the of the outstanding Executive Committee members/Standing Committee Chairs including Bob Hariman, Larry Christiano, and Charlotte Crane were explicitly sought out.

Communication is critical to success

- There was constant communication within the Executive Committee over the course of the year. As noted above, it met, at a minimum, monthly for the first time in the history of the Senate.

Lessons learned

- An enhancement to the year would have been more regular communication with the Senators as a whole. Plans are underway to enhance that communication next year.

President Ed Hughes then thanked for their service Senators whose terms were ending this year.

President Hughes gave a special thanks to Michele McDonough and Charlotte Crane who served on the Executive Committee and as Committee Chairs and whose terms as Senators are ending. He thanked all of the members of the Executive Committee for their hard work and commitment and for providing excellent leadership.

President Ed Hughes gave a special recognition to Babette Sanders, in absentia, for her commitment and outstanding service to the Faculty Senate. She has served as President and three terms as Past President. Babette Sanders will be given a special gift in honor of her service.

Lastly, President Hughes thanked Laurie Zoloth for doing an exceptional job as Vice President of the Senate and for being extremely helpful throughout the year.

14. Special Recognitions:

Vice President Laurie Zoloth gave special recognition to Diana Snyder, the Faculty Senate Administrative Coordinator, for her hard work and dedication since 2002, first supporting the General Faculty Committee and then contributing to the effort to create and cultivate the Faculty Senate. After nearly 14 years, Diana will be stepping down from her part-time position with the Senate on July 31st, when her responsibilities will be assumed by a full time Administrative Coordinator. Diana Snyder was presented with a special gift from the members of the Faculty Senate Executive Committee.

Vice President Laurie Zoloth gave special thanks to outgoing President Ed Hughes for being an extraordinary teacher and good hearted person from whom she has learned tremendously. She presented President Hughes with a gift honoring his hard work, stellar service, and dedication in advancing the Faculty Senate.

President Hughes concluded by thanking all of the Senators for their hard work and commitment in advancing Faculty shared Governance at Northwestern University.

15. Adjournment:

There being no further business the meeting was adjourned at 7:32PM.

Respectfully submitted,

Diana Snyder

Administrative Coordinator

**Report
Of
The Faculty Senate
Of
Northwestern University
On
The Faculty Responses
To The
Recommendations
Of
The Task Force on The Undergraduate Academic Experience**

Ratified by the Faculty Senate

June 8, 2016

Executive Summary

In December 2015, the Task Force on the Undergraduate Academic Experience disseminated its Report containing multiple recommendations. At the subsequent meeting of the Faculty Senate, Senate Leadership asked each Senator to poll their respective departments regarding the recommendations of the Task Force and to report the results to the Senate's Educational Affairs Committee (EAC), Prof Michele McDonough, Chair.

The EAC tallied the responses, analyzed them, and made recommendations regarding them to the Senate as a whole at its meeting on June 8.

All of the recommendations of the EAC were ratified by the Senate. The vote to ratify was 35 to 2.

This Report summarizes the responses from the Faculty and the recommendations of the EAC ratified by the Senate.

Responses were received from 33 of the potentially affected departments — a 71.6% response rate. Departments in the Pritzker School of Law and the Feinberg School of Medicine were polled, but Faculty responding from those schools did not offer specific responses.

Within the 33 departmental responses, the response rate to specific Task Force recommendations varied considerably. All 33 respondents addressed the calendar change issue. Thirteen responded to the ten hours of homework per credit recommendation. The number of responses per recommendation fell off from there. Many recommendations received no responses.

In a few of the instances where there were minimal or no responses to a specific recommendation, the EAC provided their own recommendations. All of these recommendations were ratified.

The Faculty responses were noteworthy in their seriousness, their praise for the hard work of the Task Force members, and their genuine concern for the welfare of undergraduates and the University as a whole. The responses were not motivated by Faculty convenience but rather by a commitment to a higher purpose.

In addition to its specific curricular and institutional recommendations, the Task Force recommended that “a working group of faculty be appointed... to undertake a comprehensive discussion of requirements and... examine... curricular policy across all schools” (p. 26). The Senate ratified that recommendation and a proposal that its Educational Affairs Committee, expanded with additional faculty to increase its breadth across the University, be designated as that working group. A number of the Task Force recommendations and a number of the Senate’s own recommendations were identified as appropriate to be addressed by that working group.

Highlights of the Faculty responses are summarized below:

The Proposed Calendar Change:

33 departments responded to the 10-5-5-10 calendar change recommendation.

23 were opposed (70%); one was in favor; and nine were split.

The Faculty Senate ratified maintaining the current academic calendar.

Other Task Force Recommendations:

- 1) **Opposed** (Number of responses in parenthesis): Though the number of departmental responses was low, Faculty sentiment was opposed to: limiting the work load to ten hours per one credit course (n=15); normalization to a 4-year foreign language requirement (n=11); development of a set of standard common experience courses (n=10); the proposed normalization of distribution requirements (n=10);
- 2) **Supported:** Normalization of AP Credits accepted across all schools (n=6); decreasing the total required academic work load (n=3); supporting wellness through counseling and expanded psychological services
- 3) **No Departmental Responses but Ratified by Senate:** Allow courses to be dropped as needed; facilitate and reward effective teaching in and out of the classroom; refer recommendations regarding: Orientation to, Placement in, and Access to Academics; Assessment; and Classrooms to the Faculty working group for further consideration.

The breakdown of the responses by Department is given below in this Report as well as, for many of the recommendations, a list of “Faculty Concerns” and “Alternative Solutions Expressed.”

The Faculty Senate and its Educational Affairs Committee look forward to continuing to work closely with the Administration and Faculty from across the University to enhance the academic experience of undergraduates as well as all students of the University.

Introduction and Process:

In December 2015, the Task Force on the Undergraduate Academic Experience disseminated its Report containing multiple recommendations. At the subsequent meeting of the Faculty Senate, Senate Leadership asked each Senator to poll their respective departments regarding the recommendations of the Task Force and to report the results to the Senate's Educational Affairs Committee (EAC), Prof Michele McDonough, Chair.

The EAC tallied the responses, analyzed them, and made recommendations regarding them to the Senate as a whole at its meeting on June 8.

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Results:

There are 74 Departments represented in the Senate, excluding Qatar. Twenty-eight of these Departments are in the Feinberg School of Medicine or the Pritzker School of Law. These Departments were polled, but the few Senators responding did not offer any responses to the Report's specific recommendations— possibly due to the fact that each School has its own academic calendar, the proposed calendar change being the most salient issue at the time of the polling.

Of these remaining 46 Departments, 33 responded to the Senate Leadership's request for comment on the Report's recommendations— a response rate of 71.6%*.

All 33 respondents addressed the calendar change issue. Thirteen responded to the ten hours of homework per credit recommendation. The number of responses per recommendation fell off from there. Many recommendations received no responses.

In a number of the instances where there were no responses to a specific recommendation, the EAC proposed to the Senate ratification of the original recommendation of the Task Force. All of these recommendations were ratified.

The specifics of the responses to the Task Force recommendations and the Senate's own recommendations are given below:

*One response was received from the Medill School suggesting it represented the view of three Senators' departments and one response from the Bienen School of Music similarly

suggesting the views of two Senators' Departments. Hence, in our results, these two responses are counted as 5 Departments.

◇ **Feedback In Response To Task Force Recommendation A1: Implement A Modified Quarter System—A "10-5-5-10" Calendar.**

All of the 33 Departments that responded and were potentially affected by the proposed calendar change responded to the calendar change proposal— a response rate of 71.6% of the units regarding the proposed calendar change. 70% of the Departments responding were opposed to the calendar change.

Unit Responses To The Proposed 10-5-5-10 Calendar:

Opposed: 11 WCAS Departments, 5 McCormick Departments, 3 Kellogg Departments, 2 Communication Departments, Bienen School

In favor: 1 WCAS Department

Split: 2 WCAS Departments, 2 Kellogg Departments, 2 Communication Departments, Medill School

Faculty Concerns Expressed With Proposed 10-5-5-10 Calendar:

- The proposed calendar change having negative impact on academics, foreign travel, and study abroad; creating a "competitive disadvantage" in not coinciding with any other schools; and "no real student vacation"
- "Increased stress" due to additional "multiple stops/scheduling"
- Difficult "logistical coordination"
- "Less summer research time"
- "No track record from other schools"

Alternative Solutions Expressed:

- Lengthen the number of minutes in each class (9 weeks with an increase within each class ~10')
- Be flexible with exams
- Eliminate senior week
- Consider experimenting with some 5 week classes in the spring quarter, enabling students to leave early if needed
- Shorten winter and / or spring quarters to 9 weeks (with student course-loads limited to three classes for the shortened quarters)

Action Step: Based on feedback from the Senators, the Educational Affairs Committee recommended the Senate vote against the 10-5-5-10 calendar. The Senate so voted. The current calendar is considered preferable to making the proposed changes.

◇ **Feedback In Response To Task Force Recommendation B1. Develop A Set Of “Common Experience” Courses That Would Bring Together Students From Multiple Schools In One Classroom.**

The Senators responded to this broad topic in regard specifically to distribution requirements and diversity/inclusion classes.

Unit Responses To The Proposed Standardization Of Distribution Requirements And Diversity Classes:

10 responses: 8 oppose and 2 not opposed

Oppose: 3 WCAS Departments, 2 McCormick Departments, Medill School

In favor: 1 WCAS Department, 1 McCormick Department

Faculty Concerns Expressed Regarding The Proposed Standardization Of Distribution Requirements And Diversity Classes:

- Most thought decisions belonged within School’s purview
- Some sentiment that some students chose Northwestern because it did not have a common core requirement
- Some concern that adding additional requirements would add stress and increase the number of credits required for students to graduate

◇ **Feedback In Response To Task Force Recommendation B2a. The Proposed Normalization OF AP Credits Accepted In All Schools.**

Unit Responses To The Proposed Normalization OF AP Credits Accepted In All Schools.

6 responses: 0 oppose and 6 not opposed

Oppose: none

Not Opposed: 2 McCormick Departments, 1 WCAS Department, Medill School

Faculty Concerns Expressed Regarding Normalizing AP Credits:

- Most thought decision of whether AP credits would count toward major belonged within School/Department’s purview
- Recommend enforcing residency requirement to ensure students still getting NU education (prevent early graduation) versus allowing students to graduate with lower financial burden

Alternative Solutions Expressed:

- Use for placement or allowing to take other “electives”

◇ **Feedback In Response To Task Force Recommendation B2b. Normalize Foreign Language Requirements**

There was an inquiry from the Senate as to whether four years of language should be required. While this was not proposed in the Task Force Recommendation, many responses specifically addressed to this four-year question.

Unit Responses To The Proposed Normalization To A4 Year Foreign Language Requirement:

12 responses: 7 oppose, 2 in favor, 2 favor proficiency

Oppose: 3 McCormick Departments, 1 WCAS Department, Medill School

In favor: 1 WCAS Department, 1 McCormick Department, 1 WCAS Department

Proficiency: 2 WCAS Departments

Faculty Concerns Expressed Regarding The Proposed Normalization To A 4 Year Foreign Language Requirement:

- School specific requirements preferred
- Too many other obligations for majors to add this
- Relevance to field varies
- Proficiency preferred over number of courses

◇ **Feedback In Response To Task Force Recommendation B2c. Update And Normalize Distribution Requirements Across Schools (Range 10 – 12)**

Unit Responses To The Proposed Normalization Of Distribution Requirements:

10 Responses: 8 oppose and 2 not opposed

Oppose: 3 WCAS Departments, 2 McCormick Departments, Medill School

In favor: 1 WCAS Department, 1 McCormick Department

Faculty Concerns Expressed Regarding The Proposed Normalization Of Distribution Requirements:

- Most thought decision belonged within School's purview
- Some sentiment that some students chose Northwestern because it did not have a common core requirement
- Some concern that adding additional requirements would add stress and increase # of credits to graduate

Action Step: The EAC felt that the ideas outlined in Recommendations B1 and the three parts of B2 were complicated and should be further assessed. As previously stated, the Task Force had recommended the creation of a working group to undertake a comprehensive discussion of curricular policy across all Schools. The EAC recommended that the Senate vote in favor of the creation of such a working group of faculty. The Senate ratified the creation of such a working group and recommended that the Senate's Educational Affairs Committee, expanded by adding non-Senate faculty from across the University constitute that working group.

◇ **Feedback In Response To Task Force Recommendation B3a: Limiting Each One Credit Course To An Average Of Up To 10 Hours/Week**

Unit Responses To The Proposed 10 Hour/Credit Limit:

15 responses: 14 oppose and 1 in favor

Oppose: 5 McCormick Departments, 4 WCAS Departments, 1 FSM Department, 1 Communication Department, Medill School

In favor: 1 WCAS Department

Faculty Concerns Expressed Regarding The Proposed 10 Hour/Credit Limit:

- Too hard to enforce
- Students work at different rates
- Some classes require more time

Alternative Solutions Expressed:

- Classes requiring more than 10 hours/week should be given a gradation # of credits based on the number of hours anticipated
- This could be a guideline perhaps but not a requirement

Action Step: Based on the above feedback from the Senators, the Educational Affairs Committee recommended that the Senate vote against limiting each one-credit course to an average of up to 10 hours/week. Such traits may be recommended as guidelines but current department-focused policies are preferable to making the proposed changes. The Senate so voted.

◇ **Feedback In Response To Task Force Recommendation B3b. Decrease The Total Required Academic Workload Through School Specific Reductions Of Required Credits (Where Possible) Or Committed Hours (Elsewhere).**

Central Administration approved this Task Force recommendation to reduce the graduation requirement for credits from 45 to 42. Senator feedback indicated that as long as this was a lower level and not a cap, this proposal was acceptable.

Unit Responses To Task Force Proposal To Reduce Graduation Requirements By Three Credits From 45 To 42 Credits:

3 responses: 0 oppose and 3 in favor

Oppose: 0

In favor: 2 WCAS Departments, 1 McCormick Department

Action Step: The Educational Affairs Committee recommended the Senate affirm its support for the decision to move forward with changing the university wide policy from 45 to 42 credits required for graduation. This policy will still allow for flexibility for units that require more credits. The Senate so voted.

◇ **Feedback In Response To Task Force Recommendation B3c: Make The Workload More Flexible By Allowing Courses To Be Dropped As Needed, Without Unrelated Long-Term Negative Consequences Related To Financial Aid.**

This recommendation was not specifically addressed in Senate responses. The Educational Affairs Committee recommended, however, that this task force proposal be delegated to the Faculty working group for further consideration. The Senate ratified the EAC's recommendation.

◇ **Feedback In Response To Task Force Recommendation D: Supporting Wellness Through Counseling And Psychological Services And Advising**

D1: Provide additional resources to increase the availability of counseling and psychological services, in terms of both number of providers and session numbers.

D2a: Provide resources to decrease the number of students seen by a single academic adviser.

D2b: Coordinate interactions among advisers, possibly through a personalized advising site for each student.

The University has already initiated steps to increase the number of providers available and increase the number of CAPS sessions allowed. Information has also been distributed that the University is working to create a system to allow advising to be tracked across schools. Senate feedback that was received on these items was in favor of these measures.

The Educational Affairs Committee recommends the Senate voted to affirm its support for the decision to move forward with this Task Force recommendation to enhance the counseling and advising services provided. The Senate so voted.

◇ **Feedback In Response To Task Force Recommendation E: Facilitating, Supporting, And Rewarding Effective Teaching In And Out Of The Classroom**

The recommendation was not specifically addressed in most Senate responses and the Reports' recommendation did not provide a lot of the details about how merit would be determined and what types of rewards would be provided. The Educational Affairs Committee recommended, however, that the Senate affirmed the need to facilitate, support, and reward effective teaching and this Task Force proposal be delegated to the Faculty working group for further consideration. In particular, the types of credits and valuation methods should be addressed. The Senate voted to ratify the EAC's recommendation.

◇ **Feedback In Response To Task Force Recommendations G (Orientation to, Placement in, and Access to Academics), H (Assessment) and I (Classrooms):**

These recommendations were not specifically addressed in most Senate responses. The EAC recommended, however, that these Task Force recommendations be referred to the Faculty working group for further consideration in the fall. The Senate voted to ratify the EAC recommendation.

Concluding Comment:

The Faculty Senate and its Educational Affairs Committee look forward to continuing to work closely with the Administration and Faculty from across the University to enhance the academic experience of undergraduates as well as all students of the University.