



# Framingham

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## State University

**Framingham State University**  
**Academic Affairs Subcommittee of the Board of Trustees**

**January 11, 2017**  
**8:30 a.m. – 9:30 a.m.**

**Forum, McCarthy Center (8:30 a.m. – 9:05 a.m.)**  
**1839 Room, McCarthy Center (9:10 a.m. – 9:30 a.m.)**





# Framingham

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## State University

Academic Affairs Subcommittee of the Board of Trustees

Wednesday, January 11, 2017

McCarthy Center, Forum & 1839 Room

8:30 a.m. - 9:30 a.m.

8:30 a.m. - 9:05 a.m.: Forum

9:10 a.m. - 9:30 a.m.: 1839 Room

- 1.0 January Day Breakfast and Welcoming Remarks, hosted by CELTSS
- 2.0 Approval of Past Minutes:
  - 2.1 May 12, 2016 (p. 1)
  - 2.2 September 14, 2016 (p. 5)
  - 2.3 November 16, 2016 (p. 11)
- 3.0 Provost's Updates
  - 3.1 Mid-Year Report (p. 14)
- 4.0 Faculty Evaluation Process (p. 24)
  - 4.1 Spotlight by Susan Dargan
  - 4.2 Spotlight by Marc Cote

### *Academic Affairs Committee Charter, Board of Trustees*

*The Academic Affairs committee is chartered with the responsibility of assuring the quality of the educational experience and the fit between the university's mission and the academic programs offered. The committee's oversight involves reviewing policies and practices related to teaching, learning and evaluation; faculty development, training and evaluation; assessment of student learning, outcomes and related responses, accreditation at the program and institutional level, new or expanded programs, and results related to retention, graduation and the total educational experience. The committee is charged with examining the adequacy of financial resources allocated to support a high-quality educational experience and monitoring regularly the connections between academic programs and financial sustainability.*



## Attendance

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### Subcommittee Members Present

Board of Trustees Member:	Nancy Budwig (Acting Committee Chair)
Board of Trustees Member:	Fernando Quezada
Board of Trustees Member:	Richard Gregory (remotely)
Provost & Vice President (VP), Academic Affairs:	Linda Vaden-Goad
Associate VP & Dean, Continuing Education:	Scott Greenberg
Dean, Graduate Studies:	Yaser Najjar
Dean, Arts & Humanities:	Marc Cote
Dean, Science, Technology, Engineering, & Mathematics:	Margaret Carroll

### Additional Present

Executive Assistant, Academic Affairs:	Katelyn Christopher (Recording Secretary)
President, Framingham State University:	Javier Cevallos
Chief of Staff & General Council:	Rita Colucci
Assistant Director, CELTSS:	Jon Huibregtse
Director, Assessment:	Mark Nicholas
Associate Director, Institutional Research:	Ann Caso
Coordinator, Student Retention & Graduation Success:	Lauren Keville
Director, Grants & Sponsored Programs:	Jonathan Lee
Director, International Education:	Jane Decatur
Director, Marketing:	Averil Capers
Director, John C. Stalker Institute of Food & Nutrition (JSI):	Karen McGrail
Instructor, JSI:	Maureen Gonsalves
Department Chair, Food & Nutrition Department:	Janet Schwartz

## Proceedings

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### Approval of Past Minutes – March 9, 2016

- N. Budwig moved to approve the minutes.
- F. Quezada seconded this motion.

### Presentation from the John C. Stalker Institute of Food & Nutrition

- This presentation is being given as an example of how the centers on campus work with the academic departments.
- JSI wants to lead schools in thinking about the health of the whole child.
  - Sign above their office door: “We are here to make good things happen for other people”.
- JSI offers many opportunities, including:
  - An advisory board, which for the past two years, has provided information on the nutritional needs of schools.
  - Professional development opportunities.
  - Workshops given directly on-site at various schools

- Credit-bearing, state-recognized programs.
- Massachusetts recently passed a new, statewide standard on food and nutrition in schools (as of July 2015).
  - JSI is uniquely positioned to help with this standard.
- JSI has received many grants, including:
  - A childcare grant in the amount of \$305,000.
  - A grant for introducing smarter lunchrooms in the amount of \$48,000 (which will be wrapping up this year).
    - With this, JSI has provided both trainings and technical assistance.
  - \$405,000 from the Department of Higher Education to do JSI's regular program of work.
- N. Budgwig asked if there were FSU faculty who took part in the programs presented by JSI.
  - M. Gonsalves is a full-time temporary faculty member at FSU teaching two courses, and what would be her third course is working for JSI.
- J. Schwartz mentioned that Patricia Luoto, the Director of the Framingham State Food Study (FS<sup>2</sup>) program, was on the USDA board, and helped develop the professional standards the organization puts forth.
- Regarding the Food & Nutrition Department:
  - The Department currently has nine full-time faculty.
  - They have expanded the curriculum to include wellness, in addition to nutrition.
  - After dietician students (both undergraduate and graduate students) complete their coursework, they compete for an internship; only 48 students are accepted into the internship per year.
- N. Budgwig asked about gender issues in the program.
  - While the program traditionally has more females than males enrolled, it is currently comprised of 10% males (the highest in the program's history).
- F. Quezada mentioned that, across the country, there seem to be problems regarding the delivery of the knowledge base of food and nutrition issues.
  - The USDA is the champion of food and nutrition information in our country, and right now, they have a great opportunity to create policies that will affect our children and farmers across the nation.
  - Massachusetts has been a big supporter of locally-grown foods.
  - Regarding the safety of our food, people have grown more conscious of pesticides and how they affect cost-containment.
  - Other departments that will have a big impact on these issues include the Biology Department, the Chemistry & Food Science Department, and even the Business Department (supply-chain management issues, along with just-in-time delivery and reducing the amount of food that needs to be shipped across long distances).

### **Budget Update**

- We are currently in the fourth year of the strategic plan.
- Academic Affairs receives \$69.00/FTE student. We use this information to plan budgets for the upcoming academic year.
- In addition to the budgets for each department and area in Academic Affairs, we also put aside money for specific initiatives.
  - For example, there have been a number of first-year retreats that have become re-occurring initiatives in certain departments, which have now been built into their standard budgets.

- If departments do not end up using the money set aside for specific projects, Academic Affairs takes the money back and re-allocates it to a new department that does have a need for the money.
- N. Budwig commented on how there has been a significant dip in the funds for Psychology.
  - This was due to the fact that the department was not spending the money that had been allocated to it.
- N. Budwig mentioned that the start-up fund amount indicated that we are hiring fewer faculty this year than is usual.
- F. Quezada mentioned that budgeting is tricky and that Academic Affairs has accomplished much with very little funding. F. Quezada asked L. Vaden-Goad about the process of assigning funds to the various divisions on campus.
  - L. Vaden-Goad said that the process is fair. Dale Hamel, Executive Vice President for Administration, Finance, and Technology, understands the whole budgeting process. He knows how to open the decisions to the community.
  - Academic Affairs specifically goes back and opens their budgeting process with the Department Chairs directly. We do this to see how we can best shift money around for its greatest possible use.
- N. Budwig mentioned the speech on the air conditioning in May Hall that was given at a Fall 2015 Semester BOT meeting.
  - The Facilities Department is going forward with this, after having shifted other priorities around.
- N. Budwig asked if they took the 15% issue into account with budgeting.
  - L. Vaden-Goad responded affirmatively.

### **Grants & Sponsored Programs**

- The office is small, but they deliver a great amount.
  - J. Lee would like to see a full-service office in the future.
- J. Lee presented a few updates regarding his office:
  - They plan to take an annual retreat to the Wellesley Free Library sometime during Summer 2016.
  - Starting in Summer 2016, they plan on focusing more on private foundations.
  - They would like to secure funding for the World of Work Program, and have been looking at TJX for this.
  - Their office would like to continue with the Davis Education Foundation.

### **End-of-Year Report**

- We have one year left of the five-year strategic plan, and we are in a very good place with it.
- We would like to start more collaborative projects for our faculty.
  - During Summer 2016, we have faculty working in China.
  - We would also like to teach in Ecuador in Spring 2017, and bring FSU students along for this experience.
- Regarding retention, we have many new initiatives.
  - The Re-Imagining the First Year of College is a new project for this issue.
    - Currently, there are four committees that have been working on this project.
  - Starfish Retention Solutions will also be rolled out this Fall 2016.

- F. Quezada mentioned that the World of Work Program is a direct response to labor market trends.
  - Not only do we want to prepare our students, we also want to make connections with the industries and increase the number of industry advisory boards.
  - L. Vaden-Goad said that in Fall 2016, the BOT will be presented with data on this program.
  - The upcoming Academic Affairs Strategic Planning Retreat will help with this, as there will be a panel of experts talking about labor market trends.
  - A. Caso said that the Department of Higher Education looks at this information and breaks it down.
- Regarding updates from a few of L. Vaden-Goad's direct reports:
  - L. Keville has been working diligently on retention efforts.
  - CELTSS recently held a poetry reading.
  - The College of STEM is working on a proposal to the Howard Hughes Medical Institute for a program to broaden the diversity of students seeking STEM education.
    - This would fund 20 students - FSU was one of 91 institutions chosen to submit full proposals.
  - Assessment has become a natural part of the culture here on campus.
    - M. Nicolas is currently working with Y. Najjar on programs for graduate students.
  - Graduate Studies has been increasing enrollment every year.
  - Continuing Education is planning on starting the FSU at MassBay collaboration in Fall 2016.
    - There has been a nice response for this program.

## **Attendance**

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### **Subcommittee Members Present**

BOT:	Fernando Quezada
Provost & Vice President (VP), Academic Affairs:	Linda Vaden-Goad
Associate VP & Dean, Continuing Education:	Scott Greenberg
Dean, Graduate Studies:	Yaser Najjar
Dean, Arts & Humanities:	Marc Cote
Dean, Science, Technology, Engineering, & Mathematics:	Margaret Carroll
Dean, Social & Behavioral Sciences:	Susan Dargan

### **Additional Present**

Executive Assistant, Academic Affairs:	Katelyn Christopher (Recording Secretary)
BOT:	Richard Logan (remotely)
President, Framingham State University:	Javier Cevallos
VP, Enrollment & Student Development:	Loretta Holloway
Chief of Staff & General Council:	Rita Colucci
Chief Diversity & Inclusion Officer:	Sean Huddleston
Executive VP, Administration, Finance, & IT:	Dale Hamel
Assistant Director, CELTSS:	Jon Huibregtse
Director, Honors Program:	Paul Bruno
Director, Library:	Bonnie Mitchell
Director, Institutional Process & Efficiencies:	Cynthia Glickman
Director, Assessment:	Mark Nicholas
Associate Director, Institutional Research:	Ann Caso
Coordinator, Student Retention & Graduation Success:	Lauren Keville
Director, Grants & Sponsored Programs:	Jonathan Lee
Director, International Education:	Jane Decatur
Chair, Art & Music:	Brian Bishop
Director, Advising:	Christopher Gregory
Director, CASA:	LaDonna Bridges
Registrar, Office of the Registrar:	Mark Powers

## **Proceedings**

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### **Approval of Minutes: 12 May 2016**

- F. Quezada moved to hold on voting for approval of the minutes, due to a lack of a quorum.

### **Updates - Provost**

- S. Dargan has taken over as the Interim Dean of the College of Education, due to the resignation of Arlie Woodrum.
  - The intent is to hire the new Dean of Education by the middle of AY 2016-2017.
- Three new offices have joined the Division of Academic Affairs:
  - Office of Academic Advising (headed by C. Gregory).

- Center for Academic Success and Achievement (CASA) (headed by L. Bridges).
- Office of the Registrar (headed by M. Powers).
- L. Vaden-Goad outlined the list of new tenure-track (TT) and full-time temporary (FTT) faculty hired for AY 2016-2017.
- L. Keville and the Academic Deans have added many personal touches to FSU's retention effort.
  - They have received much support from other offices, too, such as CASA, Advising, Resident Life, and others.
- The Framingham State Food Study (a.k.a. (FS)<sup>2</sup>) is in its third year.
  - FSU and the Boston Children's Hospital will complete this study again, with the help of an NIH grant.
  - The current FSU Director, Professor Emerita Patricia Luoto, will not be continuing as the director, so we will need to find another person to fill this position.
- The various offices and departments at FSU have been focusing on the Three R's while developing their goals for the upcoming years.
  - Academic Affairs has added additional focus points we call the Three P's: Policies, Procedures, and Practices.
- The Re-Imagining The First Year of College (RFY) project, (an American Association of State Colleges & Universities (AASCU) project), is in its second year at FSU.
  - FSU has chosen to focus on gateway courses (or, courses with high enrollment for first-year students that tend to cause "gateway" problems).
- F. Quezada was impressed with the many goals we have set, and said it was important not to separate efforts made for the administration and the students.
  - He also said that the dean structure seems to be working very nicely, and has relieved L. Vaden-Goad of certain tasks.

### Danforth Museum

- D. Hamel said that FSU has begun discussions with the Danforth on merging/acquiring them.
- The Finance Committee has met about this, while the Risk & Assessment Committee will talk about this issue next Thursday, 22 September 2016.
- B. Bishop has been on the Danforth BOT for four years.
  - He recently had to step down from this position because of these discussions.
  - He has a background in working with University museums.
- It would be a good opportunity for FSU to acquire the Danforth:
  - Medical schools have been known to bring their students to museums in order to teach them the art of observation.
    - Medical students who have undergone this exercise have been shown to diagnose issues faster without charts.
  - This could help increase the visual literacy of FSU students.
- The Danforth already has strong learning programs, with a children's summer camp program and adult classes in the evening.
- M. Cote added that courses taught at the Danforth have been previously led by FSU alumni and current professors (including M. Cote himself).
- Potentially, the museum director would be a salaried employee of FSU.
  - The director could also teach Museum Studies as part of the minor.
- F. Quezada asked about the financial implications of this acquisition, as well as The Danforth's budget cycle.

- D. Hamel said that they have been weighing all of this and plan to bring their findings to the full BOT.
- The current and past operations of the Danforth have shown struggle.
  - As a non-profit, they have been losing money.
    - This is in conjunction with having the building rent-free from the town.
- There are capital obligations FSU would need to consider.
  - We would want to renovate it before employees moved in, because right now, it is really only ready for the exhibits themselves.
  - We would also like to add art studios to this building (previously, we had been discussing renovating the Mayhew building for this purpose).
- D. Hamel said that FSU would submit a letter of intent, with the aim of having things underway for July 2017.
- F. Quezada asked if there was any interest in special fundraising for this.
  - The Danforth has already tried, but FSU would like to continue these efforts.
  - Having stability with FSU could make all the difference for these efforts.
  - M. Cote said that our recent affiliation with the Smithsonian Institute could help with this, too.
- F. Quezada said that the community link will be key toward making this potential acquisition a success.

### Commencement Survey

- M. Nicolas talked about the Commencement Survey, which is administered to graduating seniors during graduation rehearsal.
- There is almost a 95% response rate.
- Biases include: the euphoria that comes with the graduation ceremony.
- One of the positive results of the survey had to do with the availability of faculty members, as well as the quality of teaching.
- The results of the survey were presented to the Department Chairs.
  - They noted that there was only a 73% response from students on those who see the connection between their major and general education courses.
- Based on this survey, FSU could improve on
  - Community service.
    - The CLEO initiative could help with this.
  - Preparation for the major.
  - Directing students to Career Services.
- F. Quezada said that we know there have been demographic changes in the student population, and this survey would be a good way to capture levels of comfort for these demographics.
  - This is especially important because there have been reports in the newspapers in which students have talked about their discomfort.

### Updates - Provost's Direct Reports

- Cross Collaborations Among the Colleges:
  - The Academic Deans held the first Annual Department Chair Retreat in August 2016 at the Warren Center.
  - The Chairs gave very positive feedback regarding this retreat.
- Continuing Education:

- Continuing Education received a \$45,000 grant to provide a college-level opportunity for under-represented high school juniors and seniors.
- There are three cohorts taking advantage of this opportunity:
  - Joseph P. Keefe Regional Technical School.
  - Framingham High School.
  - Milford High School.
- F. Quezada asked what the trends regarding need have been, especially from the perspective of our sister schools. How does FSU fare against our competitors when providing these services?
  - These types of programs have proven to be a place of great growth and can be adaptable to the needs of the community.
  - Plus, these programs are important money-makers for the University.
- Graduate Studies:
  - This year, Graduate Studies will hold town hall meetings for graduate students, the first of which will take place on October 17<sup>th</sup> from 5:00 p.m. - 6:30 p.m. in the Forum.
  - They have been doing this for faculty, but now they would like to hear directly from the students.
- College of Arts & Humanities:
  - Two students from the Fashion Design & Retailing Department will be featured in this season's running of *Project Runway*.
  - The department will hold a group viewing of the first episode of the show.
- College of Education:
  - Professor Mary Grassetti won a mixed-reality simulator, which will help teach students.
  - This tool will enable Dr. Grassetti to get into a suit and manipulate young student learner avatars to simulate different behaviors the Education students may encounter in their own classrooms.
- College of STEM:
  - Irene Porro hosted the National Convention of Challenger Centers over Summer 2016.
  - There are Challenger Centers all across the U.S., Canada, and England.
- College of Social & Behavioral Sciences:
  - Professor Paul Bruno attended the Inside Out training, and will be offering a course related to this in Spring 2017.
  - F. Quezada asked if FSU had a history with this program already.
    - FSU has worked with this program before, especially via Professors Daisy Ball and Deborah McMakin.
    - The program has prompted a few students to seek graduate courses with this discipline.
- Advising:
  - The challenge this office faces over the summer is to get students registered in relevant courses.
  - This summer was particularly challenging, because the office has split from CASA and moved to O'Connor Hall.
  - F. Quezada asked if this office helped students more on the curriculum, or more on career placement.
    - The Office of Academic Advising is more involved in getting students into relevant classes for their coursework.
    - After October, when things start to settle down for the office, they then ask students to come back for more career-oriented work.

- CASA:
  - The Center has been working on training others to deal with students of concern.
  - There are a few subcommittees involved with this; S. Dargan heads the subcommittee for the faculty.
  - Both Paul Welch of the Health Center and L. Bridges have become certified as behavioral specialists.
  - F. Quezada said that this is important work.
    - Starfish will help with these efforts, since it is all about early-intervention strategies.
- CELTSS:
  - The upcoming Lyceum Lecture, which will take place in the Forum on October 24<sup>th</sup>, 2016, will feature Professor Kelly Matthews.
  - F. Quezada said that it is a luxury to have a program like this one, and was wondering if the Center kept statistics on the types of people served by this program.
    - Currently, it is geared toward the students, faculty, and the community, but they currently do not keep track of who attends.
    - F. Quezada said that he would like to see how the trends go over time, in terms of numbers served, and sectors served.
- Honors Program:
  - This year, the Program welcomed 74 new freshmen.
  - This Friday marks the fifth annual Carolyn Maibor Thompson Island Honors Program retreat.
  - F. Quezada asked what P. Bruno would consider the problems are in retaining people in the program, as well as diversity.
    - P. Bruno has been working on a plan to reach out to freshmen who meet the GPA requirement after the Fall 2016 semester and recruit within FSU.
    - Granting scholarships has been a hurdle, as it becomes costly.
  - F. Quezada asked how long the program has been in existence.
    - In its present form, (with its Commonwealth Honors Program designation), it has existed since 2011.
    - It was originally started in 1990.
  - F. Quezada said it would be interesting to see the patterns the alumni have fallen into.
    - The Program does not currently keep statistics on this, as there is not currently an apparatus to do so.
    - However, it might be good to start, for mentoring purposes.
- Assessment:
  - M. Nicholas has compiled the results of three different surveys (the Commencement survey, discussed above, as well as the academic advising and the graduate exit surveys).
  - The office also assessed approximately 500 artifacts over Summer 2016.
- Institutional Process & Efficiencies:
  - Starfish was the main project over summer 2016.
  - They identified two issues about which the company, Hobson, had not previously known.
- Student Retention & Success:
  - The early alert feature of Starfish has many people excited.
  - They have been partnering with CASA and Advising on this project.
- International Education:
  - They currently have 9 faculty-led study tours scheduled for this year.

- Last week, the office held the annual study abroad fair.
- Library:
  - They received a new grant, (effective 1 October 2016), for career resources.
  - This grant will help the library purchase materials and host workshops related to career issues.
  - F. Quezada asked what the interaction is with the library and departments regarding accreditation.
    - B. Mitchell said that they primarily work with the undergraduate programs and Department Chairs.
  - F. Quezada asked what the relationship is between the Framingham Public Library and the Whittemore library.
    - They both belong to the Minuteman Library Network.
    - In addition to this, there are many projects and grants that the two libraries work on together.
- Registrar:
  - The office recently acquired software that will help students create multiple versions of possible schedules.
  - This will go live in October 2016.
  - F. Quezada asked how far back the data in the registrar's office extends.
    - Technically, our records go back to 1840, the first year when we started graduating students.
    - There are a number of databases that collect all this information (hard copies, electronic versions, etc.).
  - F. Quezada asked about the resource gaps in terms of hardware capacity.
    - The Office has been working with IT on this issue.
    - Everything coming from Admissions has been indexed electronically.
    - They have been working backwards too, to re-image paper copies.
    - Patrick Laughran has been helping acquire another server for this storage.
- Grants & Sponsored Programs:
  - The Office has been focused on internal controls.
  - They have also been looking at the compliance calendar.
    - They are thinking about allocating this role to their student intern.
    - However, the issue with this lies in consistency from intern to intern.

### **U.S. News & World Report**

- This report was publically released yesterday.
- FSU ranks in the second tier on this report.
- L. Vaden-Goad would like to put together a task force that will look at each piece of this report.
- With regard to alumni giving - it does not matter the amount given, but the participation numbers instead.
  - It might be helpful to say in our literature for this that even just \$5.00 is appreciated.
- S. Greenberg asked is we knew who our peers were who assessed us.
  - A. Caso will send the list of these schools to everyone.
- F. Quezada said that there are many ways to enhance our image.
  - We can accomplish this with data.

## **Attendance**

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### **Subcommittee Members Present**

BOT:	Sonia Diaz
Provost & Vice President (VP), Academic Affairs:	Linda Vaden-Goad
Associate VP & Dean, Continuing Education:	Scott Greenberg
Dean, Graduate Studies:	Yaser Najjar
Dean, Science, Technology, Engineering, & Mathematics:	Margaret Carroll
Dean, Social & Behavioral Sciences:	Susan Dargan

### **Additional Present**

Executive Assistant, Academic Affairs:	Katelyn Christopher (Recording Secretary)
BOT:	Richard Logan (remotely)
President, FSU:	F. Javier Cevallos
VP, Enrollment & Student Development:	Loretta Holloway
Chief of Staff & General Council:	Rita Colucci
Chief Diversity & Inclusion Officer:	Sean Huddleston
Director, Advising:	Christopher Gregory
Director, CASA:	LaDonna Bridges
Assistant Director, CELTSS:	Jon Huibregtse
Director, Education Technology & Interactive Media:	Robin Robinson
Director, Honors Program:	Paul Bruno
Director, IE - Assessment:	Mark Nicholas
Associate Director, IE - Institutional Research:	Ann Caso
Coordinator, IE - Student Retention & Graduation Success:	Lauren Keville
Director, International Education:	Jane Decatur
Director, Library:	Bonnie Mitchell
Registrar, Office of the Registrar:	Mark Powers
Executive Assistant, Chief of Staff & General Council:	Emmanuella Gibson (remotely)
ITS:	Dariusz Sychtysz (remotely)

## **Proceedings**

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### **Approval of Past Minutes - May 12, 2016 & September 14, 2016**

- S. Diaz moved to hold on voting for approval of the minutes, due to the lack of a quorum.

### **Updates - Provost**

- L. Vaden-Goad distributed FSU's Mission Statement, Vision Statement, and Core Values.
  - She then went over the Three P's (Policies, Procedures, & Practices).
- M. Carroll has been working on the Incomplete Grade policy, including an updated form that will help keep the process consistent.
  - Current issues include:
    - A tracking system is lacking with this process, as it is just an agreement upon which the student and professor agree.

- Students who do not complete their Incomplete Grade request automatically receive an 'F', instead of a grade based on work that the student submitted. Therefore, students could potentially earn a higher grade if the assignments they completed were taken into consideration.
- If the faculty member is unable to complete the Incomplete Grade with the student, there is no way for another faculty member to step in and help.
  - M. Carroll's work with this policy will help to rectify each of these issues.
  - The form will help to lay out the pertinent details of each Incomplete Grade.
- Regarding the Re-Imagining the First Year (RFY) of College:
  - The group has picked a logo that was created by a student.
  - J. Huibregtse helped create a contest for student to design a logo for this initiative, and a student from Professor Stephanie Grey's class won.
  - The color palette of the design may change, but the examples in the packet will give a good idea about the final product.

### **Sabbaticals**

- Sabbaticals give our faculty an important opportunity to work on their professional development, as it allows them concentrated time to focus on their research.
- Faculty work on many various types of projects, including writing books and scholarly articles.
- Dale Hamel created a method to think about the cost of the sabbaticals, using a fairly complex but ingenious formula.
- S. Diaz asked what happens to the final report.
  - Currently, it gets placed in the faculty member's official personnel file.
  - However, we could compile them to help the BOT look at their scholarship.
  - S. Diaz added that sabbaticals help bring growth and development to the faculty.
- Because these sabbaticals will go to the full BOT for approval, we do not have to worry about a quorum at this meeting.

### **Featured Collaborations for Student Success**

- M. Carroll shared the results of recent STEM Success Workshops.
  - A number of concerned faculty held a workshop for students who were not doing well in STEM classes..
  - Students receiving a mid-semester warning for a D or F were invited to these workshops.
  - L. Bridges, M. Carroll, and faculty from the Biology and Chemistry & Food Science Departments led the discussions, which included a "contest" among faculty on who received the lowest grade in their undergraduate program on STEM tests.
    - This was done to show students that a bad grade does not mean that they will never success in the STEM fields.
  - They found that many of the problems students would experience involved not knowing how to study for these types of tests.
  - The faculty will track the success of these students to see if this kind of intervention is helpful.
  - S. Diaz said that this is an example of how we needs to collaborate more with the K-12 systems, since the education students receive there will determine the remediation they will need once they get to the university level.
    - In the high schools, there is a divide between the Honors students and the CP students.

- In the past, students who were not ready for science courses would get enrolled in a remedial math course.
  - This year, we did something different:
    - The students were enrolled in College Algebra classes.
    - The classes met 6 hours per week, instead of 4.
    - The students were only enrolled in 3 courses for the semester, instead of the traditional 4.
- There has been bad news and good news:
  - The bad news is that some of the CHEM 107 students, while they had a supplemental instruction (SI) portion of the lab, were not required to spend more time on their work outside of class time, and are still doing poorly.
  - The good news is that in the math course, there are only two students who received a warning (one of which has a D+). So, they are doing much better.

### **Updates - Provost's Direct Reports**

- Each of the Provost's direct reports shared one update (the full versions of which can be found in the "Updates - Provost's Direct Reports" section of this meeting's packet).
- In addition to this, other individuals shared updates in their areas:
  - J. Cevallos and R. Colucci:
    - FSU is developing its new strategic plan.
    - L. Vaden-Goad will conduct an open presentation to FSU about the Academic Affairs current plan, as well as the new plan.
    - L. Vaden-Goad will also host two roundtable discussions for this. They will focus on sustaining a learning environment and creating work/life balance.
  - L. Holloway:
    - Last night marked the SGA Open Forum.
    - Questions focused on having more minors in addition to their majors.
  - S. Huddleston:
    - Regarding the SGA Open Forum: students were also actively engaged with a discussion on more diversity studies.
    - A task force has been created about this.

### **Closing**

- The meeting was adjourned.

## 1. Develop and retain quality faculty and staff

### a. *Develop recruiting strategies to attract top faculty candidates*

- **IN PROGRESS. Mary Miles Bibb Fellowship.** A search committee has been formed to launch a search for a Mary Miles Bibb Fellow, a position that commence in September 2017. The Mary Miles Bibb Teaching Fellows are early career faculty members who have exhibited sustained and passionate commitments to diversity and inclusion in teaching, scholarship, and/or service.
- **ONGOING. Successful Diversity Hiring.** We regularly support departments to send search committee representatives to professional conferences to recruit diverse and highly qualified faculty. Many departments are participating in this new practice, and it is working well. As of fall 2016, we have progressed from our baseline of 8.1% overall to 19.6% for TT faculty (our 2017 target was 10%).
- **ONGOING. Sociology and Criminology Recruitment.** The Department of Sociology recently recruited candidates for a tenure-track criminology position at the American Sociological Association annual conference in Seattle. One of the candidates whom they met in Seattle recently accepted a position with the department and will start in September 2017.
- **ONGOING. Art and Music Recruitment.** Representatives from The Department of Art and Music will attend the College Art Association Conference this year to recruit candidates for its two openings (Studio Art/Sculpture and Art History/Generalist).

### b. *Orient and mentor early-career faculty*

- **DONE. Continuing Education English Language Program.** Developed a new Teacher Mentoring of TOEFL Preparation Teachers to provide consistency throughout the programs and improve desirable outcomes.
- **ONGOING. Department of Sociology Mentoring Program.** The department has launched a new mentoring program that matches junior faculty members with new faculty members.

### c. *Support CELTSS and other faculty and staff development resources*

- **DONE. CELTSS Events Supporting Faculty Excellence in Teaching, Learning, Scholarship, and Service.** The second annual CELTSS Faculty Writing Retreat was held in June 2016. Fall events included New Faculty Welcome Day, Fall Lyceum Lecture by Dr. Kelly Matthews, Celebration of the 2016 Distinguished Faculty Awards, and two Scholars on the Hill sessions for presenting faculty scholarship. CELTSS Director of Mentoring, Dr. Ira Silver, held four mentoring sessions for new and pre-tenured faculty.
- **DONE. CELTSS Funding for Faculty Work.** In fall 2016, VP Vaden-Goad approved 5 course releases for 2017 and 44 recommendations for CELTSS funding for innovation in teaching, research stipends, travel to present research, and travel for professional development.
- **DONE. CELTSS Teaching Pairs.** In the fall, 16 faculty visited each other's classrooms and discussed pedagogy and improving students' learning. The program will continue in the spring.
- **ONGOING. CELTSS Contribution to Re-Imagining the First Year (RFY).** Collaborating with RFY Faculty & Staff Working Group and First-Year Foundations Steering Committee, CELTSS is planning a spring Conference on Teaching.
- **ONGOING. CELTSS Online Teaching Resource Center.** CELTSS Directors are working with Library staff to create a LibGuide to make available a wide variety of teaching materials and resources.
- **IN PROGRESS. CELTSS Annual January Day: Perspectives on Teaching and Advising** includes sessions on the importance of the Humanities, Connecting Course Concepts to the Real World, and Solution Focused Academic Advising.
- **IN PROGRESS. CELTSS will fund the second "Advising is Mentoring" faculty workshop.** Dr. Gregory and the Academic Advising Advisory Group will offer a workshop for faculty on February 4.
- **IN PROGRESS. CELTSS Day in May.** CELTSS Day in May will celebrate faculty teaching, scholarship, and creativity, with a keynote presentation by Dr. David Yeager. The day will conclude with CELTSS annual "All About Personnel Actions" workshop.
- **ONGOING. Project NeXT.** Dr. May Chaar of the Math Department has applied to participate in Project NeXT. This is a program of the Mathematical Society of America aimed at providing mentoring to early career faculty.
- **ONGOING. Project Kaleidoscope.** We have partnered with our sister institutions to form a Massachusetts Chapter of PKal. The inaugural meeting was held at FSU in October. The next meeting will be at Westfield State in June.
- **IN PROGRESS: Certificate in Program Assessment.** Ten faculty from undergraduate and graduate programs will participate in a five workshop series in Spring 2017 focused on developing an assessment Plan. The program is sponsored by CELTSS and the Office of Assessment.

### d. *Provide the tools and equipment to support faculty work*

- **IN PROGRESS. Ceramics/Sculpture Facility and Art Studio Space for Seniors.** A new space has been identified in the capital plan for migration of the Ceramics and Sculpture studio classrooms to the Mayhew Building. This move would open up space in May Hall for senior art studios.
  - **IN PROGRESS. LifeSize Equipped Classroom Space for Multi-institutional Learning.** Hemenway Hall 107 has been designated as a classroom space for an upgrade to include the LifeSize system, which will allow classes to be taught simultaneously at FSU and other institutions. In Spring 2017, a French language class will be the pilot for the use of this technology. Fitchburg State has agreed to stream the class to us. In Fall 2017, FSU Professor Cheng-Fu Chen will stream three Chinese courses out to Fitchburg and Mass Maritime.
  - **ONGOING. Digital Repository.** The Digital Repository team continues to maintain and promote the University’s Digital Repository. They add items into the Faculty Selected Works pages, highlight campus wide programs (including the NEASC self-study), and digitize editions of the Gatepost and other archival images. Other projects in the pipeline include the completion of the McAuliffe digital collection, the creation of an events community, and the addition of all CELTSS programs into the repository.
  - **DONE: Library.** Upon request, purchased an Archives of American Newspapers (Readex) for History department faculty.
  - **ONGOING. Office Space Additions.** Members of the Department of Business and the Department of Economics have moved in Crocker Hall so that all members of each department are housed together on separate floors. Because the Departments of Psychology and Philosophy and Sociology moved to O’Connor Hall, it became possible to relocate business and economics faculty. All full-time faculty in Crocker Hall now have single offices. Part-time faculty in those departments are now housed in Crocker Hall as well.
  - **ONGOING. Collaborative Response Group.** The Student Assistance Team (SAT), which is made up of representatives from residence life, campus police, the Counseling Center, the Center for Academic Success and Advising (CASA), the Office of the Dean of Students, the Office of Academic Affairs, and the faculty was formed in the fall semester. The mission of SAT is to “identify and respond to students of concern in a coordinated manner in order to promote student safety, success, and community well-being.” Specifically, the team provides a mechanism for various community stakeholders (e.g., faculty, staff, students) to share information and refer students who are identified as in need of additional support (beyond what is offered by existing offices) in academic and/or co-curricular aspects of student life. The goal of the team is to arrange for such support through a process of assessment, assistance, collaboration, and ongoing monitoring. The group meets on a weekly basis.
  - **ONGOING. Increased Office Space for Faculty.** Faculty in Education, Political Science, Psychology and Philosophy, Sociology, and World Languages have moved to O’Connor Hall. This move has allowed all full-time faculty in most departments to have single offices. Part-time faculty are also now housed with their departments.
  - **ONGOING. New GIS Lab.** A new GIS lab has opened.
  - **ONGOING. New Psychology Labs.** We have moved our psychology labs from Hemenway Hall to O’Connor Hall. We now have four psychology labs in O’Connor Hall in close proximity to the faculty offices.
  - **ONGOING. New Equipment Purchases.** The Biology and Chemistry Departments have purchased approximately \$500,000 of equipment with the equipment allocation from the new building funds. Nursing and Computer Science are in the process of using their building funds.
  - **DONE. Davis Educational Foundation grant.** The Office of Assessment successfully completed the two-year grant-funded project focused on faculty development in critical thinking and written communication. A report was submitted to the Davis Educational Foundation.
  - **IN PROGRESS. Sociology Lab and Smart Conference Room.** The Department of Sociology has submitted proposals for dedicated laboratory space for Methods classes and a Smart Conference Room in O’Connor Hall to facilitate Skype class sessions with scholars around the world.
  - **IN PROGRESS. Alumni House Special Collections.** Dr. Lori Bihler, in collaboration with Whittemore Library Staff, is working to secure the gifting of the Alumni House’s special collections to Framingham State University.
  - **IN PROGRESS. Mixed-Reality Simulation Lab.** The Department of Education was recently awarded an equipment grant from the Department of Secondary and Elementary Education. The department has received software and equipment to provide students with simulated classroom experiences to prepare them for their student teaching placements. Course instructors will manipulate avatars in the simulations to replicate classroom settings and dynamics.
- e. *Strengthen academic community***
- **DONE. Master Contact List for Graduate Studies Faculty.** In response to faculty’s request to have a consolidated list of helpful staff contacts, Graduate Studies compiled and distributed a master contact list to all Graduate Studies faculty members.
  - **DONE. Department of Art and Music Retreat.** The Department of Art and Music held an early summer retreat at the newly-purchased Warren Center to discuss recruitment strategies, student involvement, retention, engagement with the community, and curricular programming, including the possibility of a new BFA program.

- **ONGOING. Seminars for the Presentation of Faculty Research.** The Department of World Languages launched a series of department seminars for faculty to present their research to students and peers.
- **ONGOING. Federal ICR rate.** Grants & Sponsored Programs and executive and senior administrators are discussing the possibility of approaching a federal agency for a federal ICR rate that will replace Framingham State University's current standard 10 percent.
- **ONGOING. Formalizing a time & effort policy.** Grants & Sponsored Programs collaborated with Human Resources and the Provost to set a time & effort policy for FSU. This policy will document annual time commitment by faculty and staff to federal and state grant programs.
- **ONGOING. Graduate Program Coordinators and Advisors periodic meetings.** In addition to the offsite retreat held in May of each year, there is a Coordinator/Advisor meeting in both fall and spring, where the Dean of Graduate Studies presents program and administrative updates. All attendees are encouraged to submit ideas for discussion.
- **ONGOING. STEM Faculty Fridays.** STEM faculty held a series of informal Friday afternoon meetings to discuss pedagogy and research opportunities. These meetings were funded in part with money from the STEM retention grant from DHE.
- **ONGOING. Chairs Retreat.** The Academic Deans launched the inaugural chairs retreat in August 2017 at the Warren Center. They spend two days with chairs working on strategic planning, budgeting, student recruitment, and personnel evaluations.

## 2. Strengthen new student preparation, induction and early academic success

### a. *Improve orientation, first-year and transitional programs*

- **ONGOING. Re-Imagining the First Year (RFY).** Framingham State University has been selected as one of 44 public universities across the nation to study and improve best practices for first-year students. We have four committees and a steering committee working steadily for the next 3 years. Our motto: "FSU Belong." The motto highlights one of the significant constructs impeding 1st-year student success: "belongingness uncertainty." With this motto and the logo that now accompanies it, we commit to work together across the university, recognizing our shared interest in moving our first-year students toward success. All roles matter.
- **ONGOING. Retreats for New Students.** Retreats for new students are elaborated each year (especially Biology and Honors), and numerous departments are developing transitional programs by working with alumni and Industry Advisory Boards. The English Department took a field trip for new majors to Literary Concord, fall 2016.
- **DONE. CELTSS Participation in Reimagining the First Year.** CELTSS collaborated with First-Year Foundations on a Foundations workshop for faculty and facilitators on first-year pedagogy, advising, and non-cognitive factors affecting student learning.
- **ONGOING. CASA Early Academic Alert.** The Early Academic Alert system was expanded in anticipation of the launch of Starfish, where CASA staff will review and respond to concerns about student progress raised by faculty.
- **ONGOING. Admissions Faculty Fridays.** The Academic Deans will host half-day admissions events for accepted students in their colleges beginning in spring 2017. Accepted students will attend a student panel, go on campus tours that are targeted towards their colleges, and have lunch together.

### b. *Build connection/community on campus*

- **DONE. Graduate Student Handbook.** The Graduate Student Handbook was revised and redistributed for the new academic year. Links within document to previous website were updated to now reflect new website.
- **ONGOING. Graduate Student Orientation.** New Student Orientation is held in August and January of each year to welcome new Graduate Students and provide helpful information about the administrative services/offices on campus. Students then attend break-out sessions led by the Program Coordinator.
- **DONE. Creation of Course Map/Schedule for Graduate Programs.** All Program Coordinators were asked to develop a map/schedule of all the required courses for their programs so it is available to students (posted on Website). 100% completed.
- **ONGOING.** Starfish 'Connect' and 'Early Alert' will be implemented for the spring 2017 semester.
- **ONGOING. Computer Science Pizza Parties.** The CS department has been holding monthly pizza parties. These events have given students the opportunity for informal interaction with faculty. Discussion topics center on academic and career planning.
- **ONGOING. "Welcoming the World to FSU" Campus Tour** provides continuing education ESL students the opportunity to meet with university officials and ask them questions.
- **ONGOING. Continuing Education Newsletter.** The Dean of CE prepared and sent an electronic fall 2016 newsletter to all matriculated CE students. The newsletter is designed to foster a greater sense of community among CE students and

provide ongoing communication with them regarding courses and campus events. The newsletter will be sent three times during the year.

- **DONE. English Language Programs.** Continuing Education’s English Language Programs (ELP) has moved from the Maynard Building to O’Connor Hall. All ELP noncredit courses will now be held on campus, providing greater opportunities for non-native English speaking students to be integrated into the campus community.

**c. *Align readiness skills with college expectations***

- **IN PROGRESS. Expansion of Dual Enrollment Program.** Through funding in the amount of \$46,000 from the MA DHE Commonwealth Dual Enrollment Partnership Grant, continuing education has expanded opportunities for high school students to enroll in college level courses in STEM and in other academic areas. In fall 2017, college courses were offered to cohorts from Framingham High School, Keefe Technical High School and Milford High School. 58 high school students participated in the fall 2016 program. Three additional courses will be offered in spring 2017.
- **DONE. Online History Skills Modules.** In fall 2016, the History Department introduced six new online skills modules for use in all introductory-level history courses.

**d. *Strengthen assessment, advisement and placement (see 3e for assessment)***

- **IN PROGRESS. Assessment of Advising Process.** Academic Advising Survey 2017 and PLUS Survey 2017 will be prepared for administration this spring 2017 semester. The Director of Advising will work with chairs to tailor the assessment to department advising via department-specific, as opposed to merely standard, questions.
- **ONGOING: New Math Placement Process.** First-Year Programs, Academic Affairs, Math Department, Enrollment Management, Institutional Effectiveness, and CASA are collaborating on a new mathematics placement requirement and procedure based on recommendations from the MA Board of Higher Education. The Math Department is continuing this successful pilot with changes mandated by the BHE.

**e. *Monitor and foster systematic and progressive preparation for graduation***

- **ONGOING. Meetings for Graduate Studies Personnel.** The Dean of Graduate Studies has instituted meetings each semester for all graduate coordinators, advisors, and staff, focusing on the academic aspects of student recruitment, retention, and policies. Also, this year we started a monthly brainstorming meeting for graduate and continuing education staff to address challenges and new initiatives.
- **ONGOING. MA DESE EPIC grant.** The College of Education garnered a \$49,000 grant from the Bill and Melinda Gates Foundation through MA DESE to build collaborative ties with TEC, a consortium of public school districts, to strengthen pre-service training for students in the Education Department at FSU.

**3. Pursue excellence and engagement in the academic experience**

**a. *Increase student-faculty collaboration***

- **IN PROGRESS. New Dashboard Software.** We will be working with faculty during the spring 2017 semesters to assist them in maintaining information which will be used for post-tenure review, promotions, student collaboration and CVs.
- **ONGOING. Honors Program Teaching Assistants.** Three students have served as TAs since the inception of the program in spring 2014.
- **DONE. Honors Program Thesis Completion:** A record 38 honors students completed their honors thesis during the 2015-2016 academic year. We are hoping for an equally vigorous thesis group this year.
- **ONGOING. Graduate Assistantship Program.** This is the 3rd year for implementing this program. Five graduate assistantships were given to qualified graduate students for the duration of the academic year. Students were selected and assigned to interested departments on campus. Students worked 15 hours per week, supervised by faculty or staff, and gained practical experience either in research or in office management.
- **ONGOING. Creating a Culture of Assessment to Enhance Library Services.** This year, the Library improved student assistant customer service training, added an iPad loan program, and improved furnishings in the Periodicals study area based on feedback from previous surveys and focus groups. A follow up on the impact of these improvements will be included in the March 2017 focus group and building usage study. Plans are underway to streamline and update the Reference collection and to add electricity and workstations in the Reference Room for quiet study.
- **ONGOING. Undergraduate Research Conference.** Every April, the Commonwealth Honors College at the University of Massachusetts, Amherst hosts the Annual Undergraduate Research Conference. This year, the state university presidents assisted in covering some of the costs of this event. April 24, 2015 marked the 21st installment of this conference, during which 153 students from Framingham State University presented. Participation was up from last year by 33 students (April 25, 2014 had 120 students). This year, on April 22, 2016, 165 undergraduate students presented.

- **ONGOING. MERC Newsletter.** The 34<sup>th</sup> edition of the MetroWest Economic Research Center (MERC) Newsletter was issued in fall 2016. The newsletter contains student interns' articles on economic issues in MetroWest, South Shore, as well as in the 495/MetroWest region. The newsletter also provides updates of unemployment rates in selected sub-state regions in Massachusetts.
- **ONGOING. MERC Advisory Board.** Three MERC student interns - Timothy Bryan, James Alimi, and Matthew Diver - presented their work at the MERC Advisory Board meetings in October 2016.
- **ONGOING. MERC Presentation at MetroWest Leadership Academy.** MERC student intern Cecilia Valentine, Dr. Luis Rosero of Department of Economics and Prof. Donald MacRitchie of MERC presented their work at the MetroWest Leadership Academy in November 2016.
- **DONE. History Student Research Presentation.** History students enrolled in the fall 2016 courses *HIST 250 Historical Research and Writing* and *HIST 450 Seminar in History* presented their research as posters in a public History Research Symposium.

**b. Increase experiential learning opportunities**

- **DONE. MSEN, Art Department, McAuliffe Center, and the DPW.** Graphic Design students from the Art and Music Department collaborated on four major "real world" projects in designing/developing identity for the MetroWest Stem Education Network, the recruitment website for FSU's Studio Arts, the McAuliffe Center, and the Framingham Department of Public Works.
- **ONGOING. Inside-Out Program.** We have now completed eight courses in this prison exchange program, and have added a new site as well (pre-release facility in Framingham). An additional faculty member has been trained to teach in the program and will begin teaching in spring 2017.
- **ONGOING. Boston Children's Hospital/Harvard and FSU Research Collaboration.** FSU and BCH submitted a grant application to the National Institutes of Health (NIH) under the auspices of Dr. David Ludwig, who currently is the PI on an on-site research study related to weight loss, maintenance, and dietary balance. The total direct costs to FSU are \$984,677 and the total F&A is \$49,525. The total requested is \$1,034,202.
- **ONGOING. Political Science Department.** Political Science students will participate in the National Model United Nations competition in spring 2017.
- **IN PROGRESS. Entrepreneur Innovation Center (EIC) Internships.** The EIC has increased its capacity for student internships with its move to 860 Worcester Road. In spring 2017 the EIC will have its largest internship class since it began with 12 students. Several of these internships are funded by FSU'S CHOICE program and by NorthEast Community Bank.
- **ONGOING. Liberal Studies Degree.** The Bachelor of Arts with a major in Liberal Studies offers undergraduate students the opportunity to earn academic credit for prior experiential learning. Students submit a portfolio detailing their experiences and the learning that they gained. The portfolio is then review for credit by a team of FSU faculty.

**c. Strengthen citizen engagement opportunities**

- **ONGOING. Lifelong Learning Programs.** FSU's Continuing Education Office and the Framingham Public Library (FPL) collaborated to offer 10 Lifelong Learning Lectures in fall 2016, and the four-week October series in *Adventures in Lifelong Learning*. These programs served over 400 citizens. A \$1,500 grant was received from the Framingham Cultural Council for the lecture series in 2017.
- **ONGOING. English Language Programs.** FSU's Continuing Education Office provided English Language Programs (ELP) to over 300 non-native speakers in fall 2016.
- **ONGOING. Science on State Street.** The science departments and the McAuliffe Center are planning FSU's third Annual Science Festival for families from Framingham and the surrounding area in spring 2017. In April 2016, more than 500 people participated in a wide array of science activities on campus.
- **IN PROGRESS. Campus Creative.** The College of Arts and Humanities is preparing for a fall 2017 festival of creativity catering toward students and the community.
- **ONGOING. CLEO Initiative.** A cross-division team of faculty, administrators, and staff has convened as CLEO, a planning group to advise on Civic Learning, Engagement, and Outreach at the University. An environmental scan of all of the University's civic learning and engagement efforts has been completed, and the data analysis process has begun. The CLEO group will deliver a report to the senior staff in the 2016-2017 academic year and make some recommendations as to how to move forward with our civic learning and engagement issues. Academic Affairs has funded a civic learning and engagement faculty institute for the 2016-2017 academic year.
- **IN PROGRESS. College of Education.** Working with Representative Chris Walsh and local parents, the College is in the initial stages of bringing to campus a Parent Resource Center which will serve to support the parents of children with learning challenges.

- **ONGOING. CASA.** Framingham State students continue to provide mentorship to the Framingham community through after-school programming at Musterfield Place and Bethany Hill Place as well as in collaboration with Pelham Apartments.
- **ONGOING. Council on Contemporary Families (CCF) Interns.** The CCF interns, working with Dr. Rutter in the Department of Sociology, are writing short articles that offer sociological perspectives on public issues in a national forum
- **DONE. Election Night Viewing Event.** The History Department and the Political Science Department co-sponsored an Election Night viewing event for students.

**d. *Grow honors and academic enrichment opportunities***

- **DONE. Biology Applies to Host Honors Beta Beta Beta.** The Biology Department has been approved to host a chapter of Beta Beta Beta, the Biological Honor Society. A representative of Beta Beta Beta visited campus in March to review the Department and the application. We held the inaugural induction ceremony in fall 2016.
- **IN PROGRESS. Sociologists for Women in Society (SWS) Student Activism Award.** Two sociology majors, recently nominated by faculty and staff at FSU, were announced as winners of the SWS Student Activism Award. They will receive their award at the SWS conference in Albuquerque in February 2017.

**e. *Assess and document student learning and personal growth***

- **IN PROGRESS. Academic Program Assessment.** A new reporting template for Program Assessment was developed and used across all academic degree granting programs at FSU. This year most of the undergraduate and graduate programs submitted assessment reports. Programs without reports will send representatives to the certificate program in program assessment in order to make reporting an annual campus wide effort.
- **IN PROGRESS. IACBE Accreditation: International Assembly for Collegiate Business Education** self-study has been submitted. An accreditation team from IACBE will be visiting campus in late January 2017.
- **IN PROGRESS. Graduate Program Assessment.** All Graduate programs have assessment plans based on the FSU plan template. A graduate assistant has been hired; funding was made available through the DGCE Trust Fund to facilitate implementation of plan in fall 2016. The Graduate Student Exit survey will be administered in May 2016.
- **IN PROGRESS. Graduating Graduate Students Exit Survey.** The survey instrument has been revised in consultation with the Dean of Graduate Studies for usability and to obtain the results we need. The survey will be administered in spring 2017.
- **IN PROGRESS. Annual Commencement Survey.** The 2016-17 Commencement Survey will be administered in spring 2017. Results from the previous year were compiled and uploaded to the FSU website.
- **ONGOING. Writing through the Core Program.** The Department of Sociology is developing an assessment program that involves student writing assessments in 100-level courses and then subsequent assessments for the same students when they have completed 300-level courses.
- **ONGOING. Spanish Assessment Exam.** The Department of World Languages administers Assessment Exams that measure students' proficiency in the language at the latter part of their FSU tenure.

**f. *Enrich university community with diversity***

- **IN PROGRESS. Institutes for K-12 Teachers.** The Center for Global Education offered two summer institutes for teachers, one on climate change and the other on South Africa.
- **IN PROGRESS. Inclusive Concurrent Enrollment Initiative.** FSU is in the second year of a state grant to bring intellectually disabled 18-22 year-olds to campus to audit classes and to participate in the university community through the Diverse Scholars Program. Nine Diverse Scholars representing five partner school districts participated in fall 2016 and all will be returning for spring 2017. We anticipate additional students and partner districts for fall 2017.
- **IN PROGRESS. Faculty Development in Diversity.** The CDI is currently running FSU's third faculty diversity and inclusion institute, Widening the Circle. Fifteen faculty members are working with peer facilitators to develop assignments focusing on human diversity.
- **DONE. Library Diversity Initiatives.** The Library staff members continue to be trained and provide equipment and services to library users facing visual, hearing or mobility challenges. In addition, the Library received an American Library Association Latino Americans grant to fund several scholar talks on the associated PBS series, a photo exhibit and reception highlighting the various contributions of Latino Americans, a presentation at the Framingham Public Library by the author of the book "Wise Latinas", and a field trip for students to the Edward Kennedy Museum.
- **IN PROGRESS. Library Exhibit.** Plans are underway to participate in the spring 2017 Latinos in Baseball exhibit and artifacts collection event in collaboration with the Center for Excellence and as part of the University's Smithsonian affiliation.
- **ONGOING. FSU continues membership in Bridgewater State University Leading for Change Consortium.** A team of faculty and administrators have joined the consortium, which meets regularly with faculty and staff from over 20 higher education institutions in the region to develop and share benchmarks related to diversity and inclusion efforts.

- **DONE. Beacon Award.** Dr. Maria Bollettino (History) became the first recipient of the Beacon Award for advancing inclusive excellence at FSU.
- **ONGOING. English Language Programs.** Students enrolled in our English Language courses engage in intercultural discussions and experiences with one another and with students enrolled in degree programs on campus.

#### 4. Prepare students for global citizenship and competitiveness

##### a. *Expand global awareness through new majors and programs*

- **IN PROGRESS. Summer Program in China.** In conjunction with Massachusetts Education International, FSU faculty will again teach courses in China during summer 2017. This is the second year of the program and it will take place in Beijing this summer.
- **IN PROGRESS. International Faculty Development Seminar Grant.** One faculty will be awarded the annual \$2000 grant through the Office of International Education's membership in CIEE to attend an international seminar this summer with faculty members from across the United States.
- **IN PROGRESS. Fulbright Scholar-In-Residence.** The Fulbright Scholar Program has selected Framingham State University's application for funding of an international scholar in food science in the 2017-2018 academic year. The South Korean food scientist will be the second Scholar-in-Residence at FSU.
- **DONE: Fulbright Scholar Program.** Scholarly Resources and Collection Development Librarian, Shin Freedman, received a Fulbright award and spent the fall semester in Shanghai, China teaching Master's-level information literacy skills to graduate students.
- **ONGOING. Latin American Studies Minor.** The history department has convened an interdisciplinary team of faculty to redesign the Latin American Studies minor. A log for a redesigned minor will be ready to be evaluated by governance in the 2017-2018 academic year.
- **ONGOING. Semester in Quito.** Dr. Pamela Ludemann, Department of Psychology and Philosophy, is currently recruiting students for a semester in Quito, Ecuador scheduled for fall 2017.
- **IN PROGRESS. Anthropology Major.** The Department of Sociology is planning to design a new major in anthropology.

##### b. *Integrate and grow world language programs*

- **DONE. New Minors in BRIC Programs.** We now have built our Chinese Minor program to a total of 13 students, and we continue work on our Portuguese minor.

##### c. *Support student international experiences*

- **DONE. Growth in International Opportunities for Students.** 37 students studied abroad for the fall 2017 semester, an all-time high. With several innovative new programs and collaborations, outreach to interest students was greatly expanded for the fall semester.
- **ONGOING. Scholarship Awards.** Total of \$17,500 in scholarships for spring study abroad were awarded. Also awarded was \$6,600 for conference travel, faculty led study trips and research with faculty members, bringing the total awarded for international experiences to \$24,100. Last year's total of \$34,025 will be exceeded when summer, next fall and additional travel grants are awarded.
- **IN PROGRESS. Faculty-led study trips.** This year included Winter Break: Dr. Eck (English) India; Dr. Ludemann (Psychology & Philosophy) Costa Rica; February: Rui Zhang ( Fashion, Retailing) Las Vegas trade show; Spring break: Dr. Otto (Geography)-Paris; Summer: Prof. Noon (Fashion/Retailing) China; Prof. Schneider (Art) Amsterdam and Paris; Dr. Matthews (English) Honors Students to N. Ireland; Prof. Schwartz (Food & Nutrition) Slow Food, Italy.
- **DONE. Honors Program Study Abroad.** The Honors Program is again funding two full student scholarships to study in Prague this summer and plans are in the works for the second Honors Program trip to Ireland and Northern Ireland in August 2017. Feedback from returning students will encourage more participation on both the semester and summer opportunities; both are extremely affordable.
- **IN PROGRESS. Showa Women's University-Tokyo** will again award 4 full scholarships to FSU students for a 3 week cultural program this summer 2017. We have two Showa University students spending spring semester on campus as exchange students.
- **IN PROGRESS. Cannes Film Festival Internship:** One Communication Arts major is expected to receive a scholarship from IAUSA to support participation at the festival.

##### d. *Grow and manage FSU partnerships with international universities*

- **IN PROGRESS. New MOU's being developed with Flame University (India); LASPAU (Academic and Professional Programs for the Americas; and Gredos San Diego Cooperative in Madrid, Spain.** These will provide new avenues for collaborations with FSU, its students and faculty.

- **DONE.** Incoming faculty led study tour from Universidad de Las Americas in Quito Ecuador. Eleven students and two faculty spent 3 weeks on campus for a Communication Arts course along with FSU students.
- **IN PROGRESS.** New Study Abroad/Teach Abroad program being developed with UDLA for a faculty member to take a group of students for the semester to a partner university. First launch expected for fall 2017, with Dr. Ludemann (Psychology & Philosophy).
- **ONGOING.** New Program Underway with Bermuda College. Students actively being recruited for transfer to FSU to finish a Baccalaureate degree. High school students are also being actively recruited to matriculate at FSU.
- **IN PROGRESS.** New Program to Accept Chinese Students in the graduate Professional Science Master's program. New program agreement with Massachusetts Education International to review and accept Chinese students in specific majors beginning in fall 2017.
- **IN PROGRESS.** New Program Agreement with CERNET EDUCATION DEVELOPMENT COMPANY, LTD of China. This agreement will admit qualified students to FSU who will have completed language and culture study at Massachusetts International Academy, Inc. in Marlborough, MA.

## 5. Strengthen and expand STEM programs and student success in STEM areas

### a. Expand STEM majors, centers and research and policy analysis

- **IN PROGRESS.** Equipment for Warren Center. The Biology Department has begun purchasing equipment to support teaching and research activities at the Warren Center.
- **ONGOING.** Collaboration with EDC. The McAuliffe Center has developed a collaboration with EDC, a leading educational research organization in Waltham, MA. The joint effort develops a computer science educational PD program for educators at the Center. The program is funded through MassCAN and through the National Science Foundation (NSF).
- **ONGOING.** New Professional Development Program. 109 K-12 teachers attended FSU's new STEM Certificate Program, which focuses on high-level interdisciplinary learning with the integration of advanced technology. An additional 40 teachers are signed up for the summer offering of the program.

### b. Improve STEM preparation and readiness

- **DONE/IN PROGRESS.** Pre-Engineering Program Agreements. The Physics & Earth Science Department developed special transfer agreements with UMass Dartmouth and Mass Maritime for our pre-engineering program, so that our students directly enter the BS Engineering majors at these universities.
- **DONE/IN PROGRESS.** MLSC grant. Framingham State University garnered a \$454,000 grant from the Massachusetts Life Sciences Center (MLSC) for science equipment. This award is an amendment to the previous \$3 million award that FSU was allocated by the Center for the new science facility.

### c. Increase student interest, enrollment and degrees awarded in STEM majors

- **IN PROGRESS.** Math Curriculum Review. The Math Department has conducted a review of their curriculum sequencing and pedagogies. They have made adjustments to improve student progression through their course sequences. They have also developed focused general education courses for students in specific majors.
- **IN PROGRESS.** Creation of a Graduate Certificate in STEM Education. Draft of Graduate Council Log has been created. Needs departmental approval and then will be submitted to Graduate Education Council in Spring 2016 (goal).
- **ONGOING.** Second Computer Programming Competition Added. The Computer Science Department now involves students in programming competitions both fall and spring semesters.

### d. Improve STEM career readiness among FSU graduates

- **ONGOING.** Lecture Series and Mock Interviews. The Food Science program has implemented a series of invited lectures in which representatives from various corporations in food related industries discuss their career paths and current projects. Following their presentation, the representatives conduct mock interviews with students in the program.
- **IN PROGRESS.** Science Communications Minor. Communications Arts, English, and several science disciplines are working toward the creation of a new minor in Science Communications. The proposal is working its way through governance.

### e. Link STEM programs to the regional scientific and technology community

## 6. Respond to labor market trends in academic program and center development

### a. Connect regular, systematic assessment of labor market trends to program review and development.

- **ONGOING. Labor Market Trend Analysis and the 5-Year Program Review.** Now, we have made this review a regular part of the process.
- **ONGOING. Redesign of Education's Post-Baccalaureate Teacher Licensure Program.** In response to changing labor market demands, the College of Education has redesigned the Post-Baccalaureate Teacher Licensure program.
- **ONGOING. The College of Education** is working to establish a Child & Family Studies Program, which, initially, will offer a major in the area of Early Childhood, including private and pre-schools settings, family day care centers, and Head Start.

**b. Develop and maintain dialogue with major area employers**

- **IN PROGRESS. World of Work Certificate Collaboration with Liverpool John Moores University.** Last February 2016, Dr. Terry Dray, Director Graduate Advancement & Employer Engagement, Liverpool John Moores University, visited FSU to help us prepare to tailor the collaborative program to our region and majors so that our students will qualify for the World of Work Certificate. This certificate program is unique in that it is a labor force verified certificate. LJM is sharing the program with us at no cost, and we will be the first American University to offer it. We are in the midst of seeking funding (internally and externally).
- **IN PROGRESS. Local Bank Funds Interns.** The Northeast Community Bank is funding student interns for the Entrepreneur Innovation Center in the current academic year with a \$10,000 grant.
- **IN PROGRESS. Library.** In collaboration with the Career Services department, the Library received an FY 2017 LSTA Career Resources grant to purchase electronic resources and to support programming that prepares students for the world of work.
- **IN PROGRESS. English Language Courses.** The Director of Continuing Education's English Language Program has worked with several businesses to provide customized training for their employees.

**c. Systematize the preparation of students for graduate and professional programs**

- **ONGOING. Sociology and Criminology Graduate School Events.** The Department of Sociology hosts an annual graduate school event, bringing recent alumni who are enrolled in or have attended graduate programs to discuss their experiences with current undergraduate students. Since this program has been launched, the department has seen an increase in the number of successful graduate school applications.
- **DONE. New Certificate in Financial Planning (CFP)** was approved by the CFP Board Registered Programs. The certificate will be offered through Continuing Education and the Business Department.
- **ONGOING. Professional Continuing Education.** Continuing Education continues to partner with school districts, educational consortiums and organizations throughout the Commonwealth to provide professional development programs to thousands of K-12 educators annually. A series of new Solution-Focused Therapy workshops for mental health counselors, nurses and social workers is being offered in spring and summer 2017.

**d. Develop combined degree programs and new graduate programs in response to the needs of the Commonwealth**

- **DONE. Undergraduate Certificate Program in Enterprise Computing** is now offered through the Office of Continuing Education. The curriculum was designed for and with industry representatives to meet the need for workers with mainframe computers.
- **IN PROGRESS. Undergraduate Certificate in Excellence in School Nutrition.** The John C. Stalker Institute, in collaboration with the Food and Nutrition Dept., offers a 5-course certificate program for school nutrition directors and aspiring directors in Massachusetts schools, and is working with MassBay Community College to establish a school nutrition concentration within their business degree using the courses from the Certificate Program.
- **IN PROGRESS. Responding to market demands for education careers.** Responding to market demands for new education careers outside the K-12 classroom, the College of Education is in the process of creating a new Child and Family Studies department and is exploring a non-licensure track in the other majors in the department.
- **IN PROGRESS. 3+3 Law Degree Partnership.** The Pre-Law Advisor has created a 3+3 law degree collaboration with Suffolk University in Boston. Students who enter FSU as first-year students will be able to complete their undergraduate and law degrees in six years. The program will go through the university governance system in fall 2016.
- **IN PROGRESS. 5th-Year Master's Programs.** Development of 5-year B.A.-M.A. in English, the only such Massachusetts state university program, is under development. Also under development is a 5-year Bachelor's to Master's Degree in Education.
- **IN PROGRESS. Master's Programs in Social Research and Criminology.** The Department of Sociology is conducting feasibility studies for two Master's programs in Social Research and Criminology.
- **IN PROGRESS. Entrepreneur Innovation Center (EIC) Grant and Change in Location.** The EIC has moved from the Maynard Building to 860 Worcester Road, increasing the size and improving the layout of the center. The EIC recently received a \$25,000 MassDevelopment grant to improve its infrastructure.
- **IN PROGRESS. ASL 4-year Degree Program.** The Department of World Languages is developing a four-year B.A. program in American Sign Language/English Interpreting.

- **IN PROGRESS. FSU@MASSBAY.** Continuing Education will offer two bachelor's completion programs, Liberal Studies and Management, on the MassBay campus in Wellesley beginning fall 2017. The program is designed for students who have completed their Associate Degree in Liberal Arts or Business Administration at MassBay and would like to continue their bachelor's degree at the Wellesley campus. The sharing of resources with MassBay enables us to offer a reduced tuition of \$240 per course.

## OVERVIEW

Full-time, non-terminal faculty are evaluated annually for reappointment, and for tenure generally in the sixth year of a tenure-track appointment. Faculty also are evaluated when seeking promotion, and tenured faculty are evaluated periodically following tenure (post-tenure review). This document reviews these personnel actions, but it is not meant to be a definitive reference or substitution for the collective bargaining agreement.

While the evaluation process is both formal and lengthy, it also has the potential to be a formative learning experience, especially for new faculty. It may provide an opportunity for reflection and self-analysis as the faculty member thinks about his/her approach to teaching, to advising/mentorship, to scholarship, and to professional service.

## REAPPOINTMENTS

### General Purpose of Evaluations for Faculty in Reappointment Actions

Faculty who are hired on tenure-track appointments are evaluated annually until the tenure review. These evaluations form the basis for the annual reappointments which faculty receive until tenured. The evaluations also provide an informal indication of whether the faculty member is making satisfactory progress toward tenure.

### The Contractual Basis for Evaluations and Reappointments

Article VIII of the faculty collective bargaining agreement specifies that “Evaluations are conducted for the purposes of making personnel decisions, encouraging and assessing professional and pedagogical experimentation and assisting members of the academic community in the improvement of performance and programs.”

**Criteria and Materials:** Faculty are evaluated on a standard set of criteria that encompasses the major performance domains. These criteria or domains are the same as those used in tenure and promotion reviews, although the expectations are somewhat different for these personnel actions. The criteria and the materials\* that are considered in reviewing each criterion are identified below:

#### (1) Teaching Effectiveness

Materials include **student evaluations** (all sections of all courses each semester); **classroom visitation** by the chair and peer review committee (at least one section of each type of course each semester, using the updated personnel timeline and materials in the contract); **course documents** (course syllabi, handouts, etc.); **narrative** or self-evaluation; **other materials** as the faculty may submit.

#### (2) Academic Advising

Materials include those that may be provided by the faculty member such as advising materials used with advisees; evaluations of advising solicited by the faculty member; information provided by the chair including the number of advisees of the faculty member and performance as an advisor.

#### (3) Continuing Scholarship, including:

- a) Contributions to the content of the discipline
- b) Participation in or contributions to professional societies and organizations;
- c) Research as demonstrated by published or unpublished work (or, where applicable, artistic or other creative activities)

- d) Work toward the terminal degree or relevant postgraduate study  
Nothing in this paragraph shall be deemed to require any member of the faculty to engage in all or in any particular one of the activities that constitute continuing scholarship; and no member of the bargaining unit shall be denied a personnel action by sole reason of his/her not having engaged in any one or another such activities. In evaluating each member of the faculty, it shall be the responsibility of those charged with doing so to assess the **quality, significance and relevance** of that faculty member's continuing scholarship.  
\*Materials include those that may be provided by the faculty member documenting activity and accomplishment in one or more of these areas

(4) Other professional activities, including public service and contributions to the professional growth and development of the university community.

- a) Public Service  
b) Contributions to the professional growth and development of the University community (including academic advising of students in excess of 30 assigned at the beginning of a semester)  
\*Materials include those that may be provided by the faculty member documenting activity and accomplishment on this criterion.

(5) Alternative Assignments, if applicable: Such responsibilities as may be assumed in lieu of, in whole or in part, a faculty member's teaching load.

- a) Department Chair  
b) Counseling Center  
c) Article XII, Section D, Alternative Professional Responsibilities (APRs)  
Assignment  
d) Article XIV, Professional Development Program  
e) Other (explain)  
\*Materials include those that may be provided by the faculty member documenting work accomplished for the reduction and report of the faculty member's supervisor for this activity.

Application of the Criteria: The collective bargaining agreement states that in applying the above criteria, "regard shall be had to the fact that the State Universities are primarily teaching institutions." The criteria are applied with reference to each year (or years) being evaluated. In the case of reappointment actions, the review period is generally one year, commencing from the time of the most recent prior evaluation to the beginning of the current evaluation. *Reference may be made, however, to evaluations conducted in prior years.* The standard for evaluations is "**professional quality demonstrated with reference to each of the application criteria.**" In the case of evaluations for promotion and tenure, additional standards/criteria also are applicable as specified in Articles IX and XX of the collective bargaining agreement.

**\*\*\*NEW TO THE CONTRACT:**

Limitation on Materials Submitted for Reappointment during the Third and Fifth Years: The materials to be included in the evaluation of a full-time faculty member during his/her third and fifth years of employment shall only be a narrative by the faculty member (describing his/her teaching effectiveness;

academic advising; continuing scholarship; other professional activities, and alternative professional responsibilities, if any), student evaluations administered pursuant to paragraph (a) above and classroom observations conducted by the Department Chair pursuant to paragraph (b) above, and Chair's evaluation. See Appendix M. \*\*\*

The Evaluation Process (please see chart on p. 10)

Timeline: The timeline for the evaluation process is prescribed by Appendix M-1 (Personnel Calendar) of the collective bargaining agreement.

- Timing of Submission of Materials. In the case of faculty who are being evaluated in their 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup> year, faculty submit materials near the end of September. 1<sup>st</sup>-year faculty do not submit materials.
- Nature of Materials.
  - For faculty who are being evaluated in their 1<sup>st</sup> year (fall semester of the first year), the department chair observes the candidate's teaching, reviews the SIR II student evaluations, and provides a recommendation to the dean, who transmits to the vice president. These materials then are transmitted to the President (on a memo drafted by the VPAA's office).
  - For faculty in their 2<sup>nd</sup> or 4<sup>th</sup> year, faculty submit full sets of materials during the fall semester. Their evaluations are conducted independently by the Peer Evaluation Committee (PEC) in each department and by the department chair.
  - For faculty in their 3<sup>rd</sup> or 5<sup>th</sup> year, faculty submit four types of materials **only**: the (1) narrative, (2) student evaluations, (3) chair's classroom observations, and (4) chair's evaluation. There is no PEC for 3<sup>rd</sup> and 5<sup>th</sup> year faculty. Also, the contents of the dossier only include the 4 types of materials listed above.
- Appeals: In all cases, all evaluation materials are shared with the candidate (who may respond in writing following the appropriate timeline) and then forwarded to the dean and vice president for evaluation and recommendation. The vice president's recommendation is submitted to the president who makes a recommendation to the Board of Trustees.
- Consultation: Prior to making any recommendation to the President, the Vice President may consult with any appropriate Dean concerning the reappointment, promotion or grant of tenure to any faculty member or librarian. (We now have deans as part of the process, but for those universities that do not, this is still a critical piece.)

Peer Evaluation Committee (PEC) Evaluation: After the candidate submits materials in his/her 2<sup>nd</sup> year, the first evaluation is conducted by the PEC. This evaluation step is designed to broaden the involvement and responsibility of faculty for participating in the evaluation process. At the beginning of each academic year, each department forms a PEC. The PEC consists of two tenured members, elected by the department, who serve on the PEC for any departmental member who is a candidate for any type of personnel action and a third member, designated by each candidate and chosen from the department or a cognate department. Thus, two members are common to all PECs in the department; the third member may change, based upon candidate selection. (If the third member is not selected for various reasons, the committee is still obligated to complete the work.) The PEC is first charged with making classroom visitations during the semester in which the evaluation is being conducted (each member of the PEC must visit at least one class, though they need not all visit the same class). Then the PEC reviews all material and completes a single evaluation with reference to the aforementioned criteria and makes a recommendation with respect to the personnel action under consideration. This evaluation is shared with the candidate who has the right to respond in writing within 10 calendar days. The

evaluation, the candidate's response if any, and all materials are then forwarded to the department chair.

Department Chair Evaluation: Upon receiving the above materials, the department chair completes a separate evaluation. The chair has the benefit of all materials submitted and/or completed prior to this step, including the PEC's evaluation. The chair reviews all material and completes an evaluation with reference to the aforementioned criteria and makes a recommendation with respect to the personnel action under consideration. This evaluation is shared with the candidate who has the right to respond within 10 calendar days. The chair's evaluation, the candidate's response if any, and all other materials (including the PEC evaluation) are then forwarded to the dean (or vice president, if there is not a dean).

Dean and Vice President and President's Evaluation: Upon receiving the above materials, the dean completes a separate evaluation. The dean has the benefit of all materials submitted and/or completed prior to this step, including the PEC's and department chair's evaluations and the candidate's response(s) if any. The dean's evaluation is shared with the candidate who has the right to respond within seven calendar days. All materials and evaluations are then forwarded to the vice president who concurs or writes a separate evaluation (and shares it with the candidate, who has 7 calendar days to respond to the vice president's evaluation). The vice president then makes a recommendation to the President, who recommends to the Board of Trustees.

### General Comments

Importance of Effective Teaching. Our faculty should, first and foremost, be effective teachers who are committed to educating their students and to maintaining currency and involvement in their disciplines. This acknowledges that the university is primarily a teaching institution; it also affirms that effective teachers are professionals in their disciplines. The best instructors are generally those who are actively involved with their subject matter.

There are many indicators of effective teaching and, in fact, it is misleading to make judgments based upon any single factor. Certainly, there is no one best style or approach to teaching. Student evaluations, of course, provide important information about student perceptions of their learning and their response to instructional behaviors and style. These evaluations, particularly because they sample responses over multiple courses in multiple semesters, provide information that is generally reliable and useful about instructional presentation. It is important to remember, however, that a positive response to an instructor is not always associated with learning and that a negative response is not always associated with a failure to meet appropriate learning objectives.

Classroom visits, by the chair and by faculty peers, add an important dimension to the evaluation of teaching effectiveness in being able to address issues of subject matter competence and pedagogical methods that a student is less prepared to address in evaluating the instructor. These visits also have a beneficial side effect in stimulating discussion among colleagues about instructional issues. Course documents, (such as syllabi, exams, copies of assignments, lecture notes), speak to the organization of the course, types of learning objectives and how these relate to instructional approach, instructor expectations of students, and subject matter currency. Finally, the faculty member's own self-assessment of all of this information and of the evolution of his/her teaching gives valuable information.

Importance of Engaged Scholarship. In addition to being effective teachers, our faculty also must be engaged in scholarship. The collective bargaining agreement defines continuing scholarship (see above)

fairly broadly to encompass more than just research or the creation of new knowledge. We expect faculty to be involved with their professions, and the continuing scholarship criterion allows faculty to demonstrate this in a variety of ways. There is not an expectation that faculty must generate a specific quantity of scholarship in order to merit a particular personnel action. Rather, scholarship and creative activity should be consistent and sustained and submitted materials should speak to the **quality, significance and relevance** of the work. Ideally, teaching and scholarship are connected and reinforce each other. This often happens when faculty bring their students into their research process, inviting them to work by their side, present with them at conferences, and participate in the creation of professional papers and presentations.

Importance of Professional Service. Faculty also should be “good institutional citizens.” The evaluation criterion of public service and contributions to the growth and development of the college community speaks to this. There are, of course, many ways to demonstrate this, and no one activity is to be necessarily preferred to any other. Service on university and department committees and task forces, advising student groups, professionally related community service are some examples of appropriate activity. Sustained activity and tangible accomplishment are more important than the number of committee memberships or activities in which a faculty member participates. We ask faculty to consider how their actions on the committee, for example, altered the outcomes of the committee during their service.

Note With Regard to the Evaluation of Librarians: For ease of presentation, this document addresses the evaluation of faculty for reappointment. Librarians who are members of the same bargaining unit also are covered by these provisions, and the evaluation process is the same as described above for faculty, except that the department chair’s role is handled by the Director of the Library. The evaluation criteria are essentially the same except that effectiveness in performing assigned responsibilities and in rendering assistance to students, faculty, and the academic community replace teaching effectiveness and advising.

## TENURE

### General Purpose of Tenure

The collective bargaining agreement with the faculty speaks clearly and succinctly to the significance of tenure for the individual faculty member and for the institution:

“The granting of tenure is the single most important type of decision made in an educational institution. Barring unforeseen circumstances, tenure obligates the institution to employ the recipient of tenure for the balance of his/her professional life. It not only makes a major financial commitment to the individual until retirement, but even beyond. Tenure has its place in the academic community as the principal means through which academic freedom is preserved.

“It must be accomplished with the utmost care, concern, and searching evaluation by the faculty and the administration of the institution.

“The serious decision of granting tenure demands that the President, before making recommendations to the Board, have substantial evidence, determined through professional evaluation, that the candidate will be a constructive and significant contributor to the continuous development of high quality education in the institution. It is the responsibility of the candidate for tenure to produce such

substantial evidence based on his/her prior academic and professional life.” (Article IX, p. 138)

### The Contractual Basis for Tenure

Eligibility: Article IX and some provisions of Article XX of the collective bargaining agreement address the issue of eligibility for tenure consideration. Only faculty appointed to full-time tenure-track positions are eligible for tenure consideration. Faculty on temporary appointment may not gain tenure, nor may their service as a temporary faculty member (even if later appointed to a tenure-track position) count in calculating years of service toward tenure. Similarly, part-time faculty do not gain tenure.

Faculty who are initially appointed at the rank of Instructor or Assistant Professor are typically evaluated for tenure in the sixth year of service (completed 5 years of service, and are in their 6<sup>th</sup> year). Faculty who are initially appointed at the rank of Associate Professor or Professor are typically evaluated for tenure in the third year of service (completed 2 years of service, and are in their 3<sup>rd</sup> year). While nothing prevents a faculty member from seeking an earlier tenure review than just described, the agreement clearly stipulates that a faculty member may be a candidate for tenure only once. If denied tenure, a faculty member is given a terminal appointment for the following year.

If a faculty member is a candidate for both tenure and promotion, then he or she must either receive both or receive neither. It is not possible to be recommended only for one and not the other. It remains possible, however, to stand for tenure as an assistant professor and, if successful, to be considered for promotion in the following year. Most faculty who are not already at the Associate Professor rank have selected this option.

### Evaluation for Tenure

The evaluation of faculty for tenure is prescribed by the terms of Article VIII, the evaluation article in the collective bargaining agreement. In most respects, the structure of this evaluation is similar to that for other personnel actions such as reappointment and promotion.

Application of the Criteria: The collective bargaining agreement states that in applying the above criteria, “regard shall be had to the fact that the State Universities are primarily teaching institutions” (p. 101). Its intent is to assign greater importance to teaching effectiveness relative to the other criteria.

In a tenure review the performance period under consideration encompasses the faculty member’s entire tenure-track career at Framingham State University, that is, from the time of hire into a tenure-track appointment to the beginning of the evaluation. For faculty who are evaluated in their fifth year, this means that the performance period is four years; for faculty who are evaluated in their third year, this means that the performance period is two years.

Timeline: The timeline for the tenure evaluation process is prescribed by Appendix M of the collective bargaining agreement. Faculty submit materials at the end of September. The department chair is charged with completing an evaluation by the end of October. This evaluation and all materials are shared with the candidate who may respond in writing within 10 calendar days. Following the chair’s evaluation the candidate may request, but is not required to do so, another evaluation, to be conducted by the Peer Evaluation Committee (PEC). Unlike other personnel actions where there is a mandatory evaluation by the PEC prior to the chair’s evaluation, in the case of tenure the PEC evaluation is not mandatory and, if requested, occurs after the chair’s evaluation. Generally, a PEC evaluation would be

requested only when the faculty candidate is not satisfied with the chair's evaluation. All evaluations and materials are then forwarded to the vice president's office. The vice president then arranges for the selection of a tenure committee for each candidate. This committee is responsible for conducting a tenure hearing to be held no later than mid-February. Recommendations of the tenure committees are then forwarded to the president who makes her/his recommendations to the Board of Trustees.

Evaluation Process, Department Chair: Upon receiving the candidate's materials, the department chair completes an evaluation. The chair has the benefit of all materials submitted by the candidate, as well as student evaluations, classroom visitations, and prior evaluations and any other material in the official personnel file. The chair reviews all material and completes an evaluation with reference to the aforementioned criteria and makes a recommendation with respect to the granting of tenure. This evaluation is shared with the candidate who has the right to respond within 10 calendar days. The chair's evaluation, the candidate's response if any, and all other materials are then forwarded to the vice president's office. As noted above, the candidate may request an evaluation by the departmental PEC following the chair's evaluation.

Selection of the Tenure Committee: The collective bargaining agreement provides for the selection of a tenure committee for each candidate. Other than the initial evaluation completed by the department chair and the recommendation of the vice president, the tenure committee represents the principal evaluation mechanism. The composition of the tenure committee consists of six (6) tenured members of the faculty: four (4) tenured members of the bargaining unit (elected at-large), all of whom shall be from among the Assistant Professors, Associate Professors, Professors, Assistant Librarians, Associate Librarians, Librarians and Senior Librarians at each University; and in the case of each candidate for tenure, one (1) person elected by and from among the tenured members of the candidate's home department or, in the case of a librarian, elected by and from among the tenured librarians; the person so elected shall not be precluded from serving on more than one (1) tenure committee. The candidate's department chair (1) also serves as a consultant to the tenure committee regarding the candidate. He/she must attend at least one substantive meeting in which the candidate is discussed so he/she can provide input and answer questions (but not to be present during the final vote). Therefore, the composition of the tenure committees changes with each candidate, but the four at-large members are constant for all candidates. These committees are usually formed late in the fall semester, and an effort is made to hold the tenure hearings prior to the close of the semester. The tenure committee submits its recommendation to the vice president who makes a separate recommendation to the president and also transmits the tenure committee recommendation. Appendix M, the personnel calendar, provides that the hearings be held no later than mid-February.

Tenure Committee Hearing: Each member of the tenure committee has the responsibility for reviewing all materials for the candidate. A formal meeting is then held at which tenure committee members discuss the candidate and his/her credentials. The candidate also meets with the committee and is invited to discuss his/her performance as well as to consider goals and objectives for the future. The candidate is dismissed from the hearing and a formal vote is taken on whether to recommend the granting of tenure. The set of minutes of the hearing becomes a formal part of the tenure evaluation record. The department chair also is invited to the hearing.

Tenure Committee Recommendation: At the conclusion of the committee's deliberations, the committee shall make in writing to the Vice President its recommendation either supporting or declining to support such grant of tenure. The committee's report in each case shall contain a record of the votes cast for and against its recommendation and a statement of the reasons in support of its

recommendation. The chair of the committee signs the committee's report and includes therein or in a letter of transmittal a statement certifying that the procedures prescribed herein have been complied with. At the same time a copy of such recommendation shall either be sent to the candidate by certified mail, return receipt requested, or be delivered to the candidate in hand and accepted with a written acknowledgement of receipt. Within either ten (10) days of such mailing or seven (7) days of such delivery, the candidate for tenure may submit to the Dean a written response to the recommendation of the committee.

Dean's recommendation. Prior to transmitting the Dean's recommendation to the vice president, a copy of the dean's recommendation shall be transmitted to the faculty member or librarian, who may, within seven (7) days, submit a written response, which shall be attached to the recommendation. The dean makes to the vice president his/her own recommendation, only after he/she first receives the recommendation of the Committee on Tenure, and includes all materials used for evaluation and all such recommendations, evaluations and responses.

Vice President's recommendation. Prior to transmitting the Vice President's recommendation to the President (either concurs with the dean or writes own evaluation), a copy of the Vice President's recommendation shall be transmitted to the faculty member or librarian, who may, within seven (7) days, submit a written response, which shall be attached to the recommendation.

The Role of the President of the University: With respect to the evaluation of any member of the bargaining unit, the President shall receive for his/her review all reports, recommendations, and materials submitted to him/her by the Vice President and take such action thereon as he/she may deem appropriate. Thereafter the President shall submit to the Board of Trustees his/her recommendation regarding the awarding of tenure.

## **PROMOTION**

Eligibility: Promotion to Associate Professor: At the time of promotion, the faculty member has served at least 3 years in rank as an Assistant Professor, has completed 6 years of full-time teaching experience, at least 3 of those years in 2- or 4-year college or university. Promotion to Full Professor: At the time of promotion to Full Professor, the faculty member has served at least 4 years in rank, completed 8 years of full-time teaching, at least 5 in an accredited 2- to 4- year college or university.

Evaluation for Promotion: The basis for every evaluation shall be professional quality demonstrated with reference to each of the applicable criteria. Whenever any unit member is being evaluated as a candidate for promotion, such criteria shall be applied together with the requirements applicable to promotion to the rank for which such person is a candidate: it being the understanding of the parties that for promotion to each higher rank, a higher order of quality may properly be demanded.

Composition of the Promotion Committee: Seven (7) tenured members of the bargaining unit, elected at-large by their peers in the bargaining unit, compose the Promotion Committee. Three (3) types of individuals must be excluded from Promotion Committee membership: (1) faculty who are on full-time leaves of absence, (2) department chairs, and (3) those who are up for promotion, themselves. The term of office of each member shall be for two (2) years commencing with the date of his/her first election; and if any member leaves office prior to the expiration of his/her term, the position is filled for the duration of the term.

Role of the Committee on Promotions: The Committee on Promotions considers the recommendations and all related materials that pertain to each member of the bargaining unit who is a candidate for promotion. The committee makes in writing to the appropriate dean its recommendation either supporting or declining to support such promotion. In each case the committee's report shall contain a statement of the reasons in support of its recommendation. The chair of the committee signs the committee's final report and includes a statement certifying that the procedures prescribed were followed. Nothing prohibits the dean and the committee from meeting at any time before or after the committee shall have submitted its recommendation to the vice president, with a copy to the candidate, who may respond within 7 days to the committee's recommendation.

Dean's recommendation. The dean makes a recommendation to the vice president (with a copy to the candidate, who has 7 days to respond). The dean makes to the vice president his/her own recommendation, only after he/she first receives the recommendation of the Committee on Promotions, and includes all materials used for evaluation and all such recommendations, evaluations and responses.

Vice President's recommendation: The vice president may concur with the dean or may write his/her own evaluation. Prior to making any recommendation to the president, the vice president may consult with any appropriate Dean concerning the promotion of any faculty member or librarian. Prior to transmitting the Vice President's recommendation to the President, a copy of the Vice President's recommendation shall be transmitted to the faculty member or librarian, who may, within seven (7) days, submit a written response, which shall be attached to the recommendation.

The Role of the President of the University: With respect to the evaluation of any member of the bargaining unit, the President shall receive for his/her review all reports, recommendations, and materials submitted to him/her by the Vice President and take such action thereon as he/she may deem appropriate. Thereafter the President shall submit to the Board of Trustees his/her recommendation regarding the candidate's promotion.

#### **MISCELLANEOUS PROVISIONS REGARDING PERSONNEL ACTIONS**

1. All recommendations for personnel actions regarding promotions or tenure shall be forwarded to the Vice President whether they support or oppose such actions.
2. A person shall not be eligible for promotion unless he/she has been recommended by the Committee on Promotions, the Dean and/or by the Vice President (needs 2 of 3).
3. A person shall not be eligible for tenure unless he/she shall have been recommended by the (1) Department Chair, or by the Library Director or the Library Program Area Chair, as may be appropriate, (2) Committee on Tenure, (3) Dean, and/or (4) Vice President (needs 3 of the 4).

#### **POST-TENURE REVIEW**

Eligibility: Post-Tenure Review is elective. To be eligible for Post-Tenure Review (PTR), a faculty member must have held tenure for 6 or more years on September 1 of the academic year during which the review will be conducted, and must not have been reviewed under Alternative One (of the earlier agreements) during the preceding six academic years. The eligible faculty member who wants to

participate in PTR must let the Vice President know prior to April 1. (The Vice President notifies each eligible faculty member know he/she is eligible.)

Conduct of the Review: During the fall semester of the review year, the Department Chair of each faculty member (and of any librarian then teaching in the department) who is being reviewed will conduct a classroom observation in the regular manner described in Section D of Article VIII of the Agreement. When completed, the record of such observation shall be transmitted to the Vice President (or dean if the vice president delegated responsibility for assessments, and at FSU, that has been delegated except in the case of the Library). This is added to the materials. If a Department Chair does not hold tenure or is being reviewed for PTR, also, a tenured member of the department, elected by and from among the tenured members of the department, shall serve in the Department Chair’s stead for all purposes of this review. If a tenured member other than the Department Chair is not available for the purposes of this paragraph, a tenured member of a cognate department shall be elected by the tenured members of the affected department (or by the tenure-track members of that department if there are no tenured members other than the Department Chair).

The Vice President’s (or Dean’s) Review: There is no overall evaluation conducted by the Department Chair or a PEC. The candidate submits the candidate’s dossier (using the same criteria and types of materials used for other evaluations) directly to the vice president (or **dean** if the vice president delegated responsibility for assessments, and this is true for all cases except the Library). The vice president or dean conducts and completes the only review by April 1st of the review year. In doing so, he/she may consult with the Chair of the unit member’s department or, in the case of librarians, with the Library Director. The Vice President or **dean** shall record his/her determination that the unit member’s work is rated “no adjustment warranted,” “3% adjustment warranted” or “6% adjustment warranted” and shall set forth clear and convincing reasons for it. Promptly upon the completion of all such reviews and the transmittal of each to the member of the bargaining unit to whom it pertains, the Vice President or **dean** shall transmit to the Chapter President a list on which is set out the name of and the rating given to each such member of the bargaining unit.

Candidate’s Response to Review: Following receipt of the Vice President’s or **dean’s** assessment, the candidate may appeal in writing and request a meeting (10 calendar days). Following the meeting, the Vice President or **dean** transmits his/her final assessment to the candidate. The candidate may appeal to the president in writing and meet with the president. The president submits a final decision.

Performance Improvement Plan: The candidate also may work with the Vice President on a Performance Improvement Plan (PIP), and at the end of such a PIP, may be reevaluated for PTR. This allows for targeted effort and improvement in particular areas of the faculty workload. It is a valuable piece of Post-Tenure Review.

Type of Review	Year of Service	Student Evaluations	Dossier	Peer Evaluation Committee	Department Chair	Tenure and/or Promotion Committee	Dean	Vice President	President
Reappointment	1 <sup>st</sup>	X			X (classroom observation only)		x	x (transmit names to President on memo)	x
Reappointment	2 <sup>nd</sup>	x	x	x	x		x	x	x
Reappointment	3 <sup>rd</sup>	x	Narrative, student		x		x	x	x

Faculty Evaluation Process  
Background Information for the Board of Trustees  
Framingham State University, Office of Academic Affairs

Type of Review	Year of Service	Student Evaluations	Dossier	Peer Evaluation Committee	Department Chair	Tenure and/or Promotion Committee	Dean	Vice President	President
			evaluations, chair's evaluation						
Reappointment	4 <sup>th</sup>	x	x	x	x		x	x	x
Reappointment	5 <sup>th</sup>	x	Narrative, student evaluations, chair's evaluation		x		x	x	x
Tenure	Usually during the 6 <sup>th</sup> year. If hired at Assoc. or Full, usually during the 3 <sup>rd</sup> year. Faculty may be evaluated earlier.	x	x	x	x	Tenure Committee	x	x	x
Promotion	<b>At time of appointment:</b> <b>to Associate</b> -at least 3 years at Asst. Rank, and 6 full years of completed full-time teaching, at least 3 in 2- or 4-yr college or university. <b>to Full</b> -at least 4 years in rank, 8 years of full-time teaching, at least 5 in an accredited 2- to 4-year college or university.	x	x	x	x	Promotion Committee	x	x	x
Tenure with Promotion	Individual must be eligible for promotion at the time of the tenure review. See above.	x	x	x	x	Tenure Committee only	x	x	x
Post-Tenure Review	6 years of tenured service, or more than 6, if not prior review within 6 years.	x	x		X Classroom Observations Only (no overall evaluation)		x	X (only if Dean does not conduct PTR)	
Part-Time Faculty (Day)	1 <sup>st</sup> semester (eval); then, either 6 <sup>th</sup> semester or 11 <sup>th</sup> course, whichever is sooner (VP can require sooner)	x	SIR II Resume* Course Docs** D(2)(c)(d)(e)		X Classroom Observation D-2 (a)		x	X chair submits eval to VP	
FTT	Once during any period of full-time employment (4 semesters)	x	Submits materials		X - classroom observations 1 <sup>st</sup> and 3 <sup>rd</sup> consec. sem; 1 section of each type of course		x	Submitted to VP	
DGCE	1 <sup>st</sup> semester; 6 <sup>th</sup> subsequent course (no more than once a	x	SIR II Resume* Course		X, Program Chair D-4, Submits to				

Faculty Evaluation Process  
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 Framingham State University, Office of Academic Affairs

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	year, unless VP requires it)		Docs**		Dean (dean takes appropriate action)				

\*Comprehensive Resume (Appendix B): Official transcripts of additional coursework completed since last evaluation; progress reports from authorities supervising or direction advance study; bibliography of published works, and documentation of other professional activities.

\*\*Course Documents: course outlines, syllabi, bibliographies