Northeastern University

Canadian Faculty

Terms of Reference

Revised and Approved
July 10, 2026

Academic Freedom

This document applies to all individuals insofar as they are involved in teaching or scholarship at Northeastern University.

The university will impose no restraint upon the extramural pursuits of any member of the faculty unless the time devoted to that pursuit unduly interferes with their obligations to the university or violates the university's Conflict of Commitment and Interest Policy or expectations related to faculty outside professional activities.

The university will impose no limitations upon the freedom of faculty members in the exposition of the subjects they teach, either in the classroom or elsewhere. Classroom discussions, including of controversial matters, should serve pedagogical goals. The university will also impose no limitations upon the freedom of faculty members in research/scholarship/creative activity. However, faculty members are expected to exercise appropriate discretion and professional judgment.

The university assumes no responsibility for the extramural statements of faculty members. When appropriate, faculty members will make it clear that their statements are personal and are not sponsored or approved by the faculty or by Northeastern University.

When exercising academic freedom, members of the university community must act responsibly, respect others' rights, and adhere to Northeastern's Academic Integrity Policy.

Statement on Free Expression: A foundational principle of Northeastern University is that a global, multicultural, diverse and inclusive community is vital to learning, discovery, and innovation at the highest levels of human endeavour. Further, we believe that an institution of higher learning has a responsibility to foster a community that protects and supports free expression, welcomes open dialogue on critical issues, and maintains an inclusive educational environment where diverse views can be safely expressed and debated by community members in an atmosphere of civility and mutual respect.

To embody these principles, Northeastern is a place for its community members to engage in open discourse on conflicting and diverse views and/or ideas, including those that others may find unwelcome, controversial, disagreeable, or even offensive. In the spirit of free expression, the university encourages professional, scholarly and respectful debate and critical thinking regarding differing views. In this way, we enhance and increase opportunities for learning and expanding thought perspectives through experience and engagement with those whose opinions and experiences differ from our own.

This statement on free expression is neither intended to contravene Northeastern's long-standing policy regarding academic freedom, nor imply acceptance of discrimination on the basis of protected categories or other forms of communication or action that violate university policy, including the university's commitment to diversity, equity and inclusion.

Statements of Faith and Codes of Conduct: Northeastern confirms that any statement of faith, code of conduct, community standards document, or comparable behavioural policy shall be

interpreted and applied in a manner consistent with this document and shall not constrain lawful teaching, learning, scholarship, or research protected by academic freedom.

Pedagogical Works

1. **Definitions**
    a. **Original Work of Authorship** refers to a work under the *Copyright Act*, RSC 1985, c C-42.

    b. **Pedagogical Work** means teaching material(s), which are not Directed Works, created by faculty primarily for instruction of university students, and include, but are not limited to, syllabi, curricula, exams, sample exam answers, course materials, lecture notes, slide decks, individual illustrations, video clips, audio clips, class exercises, class assignments, case studies, recorded lectures, and recorded classes.

    c. **Directed Work** means any Original Work of Authorship agreed upon in writing between the university and faculty author(s)/creator(s), the creation of which is (i) based on a specific request by the university and (ii) which is supported by Significant Use of University Administered Resources.

    d. **Significant Use of University Administered Resources** means the use of university facilities, equipment, funds, personnel, and other resources that exceeds what is customarily and currently provided to similarly situated colleagues of an author in the author's department or to similarly situated students enrolled in the same course or college. The following examples are intended for guidance purposes only and do not exclude other uses that may be considered significant:

        i. Use of specialized services or facilities such as equipment, production facilities, service laboratories, studios, specialized computing resources or facilities, wherein fees normally required for access or use are waived.

        ii. Use of financial or other support, including reduction in levels of teaching, service, or other typical university activities (e.g., course load, student advising responsibilities, department meetings, office hours, administrative responsibilities) for the creation of an Original Work of Authorship that exceeds the typical supplemental pay and offloading from regular duties.

        iii. Use of university personnel (including secretarial, clerical, and administrative staff) and research assistants beyond the level customarily provided to all university faculty and departments.

        iv. Use of university proprietary property that serves as a significant basis for the resulting Original Work of Authorship.

        v. The university shall not consider use of facilities, equipment, funds, personnel and other resources to be significant if the university makes them generally available

to the university community, provided that such use is not in excess of the amount normally provided.

2. **Use of Pedagogical Works**

The decision to use Pedagogical Works in any form resides with the individual faculty member responsible for the instructional sequences under consideration and the faculty member's department.

3. **Objectives and Content**

The objectives and content of Pedagogical Works for courses and programs are the responsibility of the faculty member developing the instructional sequences and the faculty member's department. Suggestions, criticisms, and major revisions may be proposed by university faculty or staff members outside of the faculty member's department, but only in an advisory capacity.

4. **University Support for Pedagogical Works and Directed Works**

The university may withhold or, after reasonable notice, withdraw its support from the development, production, or implementation of an instructional method, device, or system whose design its authorized officials consider inadequate to achieve the proposed objectives or to carry the proposed content.

5. **Academic Credit**

Decisions concerning the award of academic credit (how much, if any) for courses offered by means of various Pedagogical Works are the responsibility of the faculty of the College in which the students are enrolled.

6. **Authorship and Attribution**

Appropriate authorship or other credits should be given to any faculty or staff member who substantially assists the development or production of Pedagogical Works.

7. **Ownership of Pedagogical Works**

Subject to Canadian copyright laws and university policies, and except in the case of Directed Works, Pedagogical Works are normally owned by the faculty author(s) , who hereby grant to the university a non-exclusive, royalty-free, non-transferable, and non-sublicensable license to use, reproduce, translate, and make available Pedagogical Works, in whole or in part, for the internal educational, administrative, and academic purposes of the university. Following the author's separation from the university, the foregoing licence shall continue for a period of six (6) months to permit the orderly transition, continuity, and completion of courses and programs. The author(s) hereby grant to the University a non-exclusive, perpetual, irrevocable, royalty-free, non-transferable, and non-sublicensable license to keep copies of Pedagogical Works in any format for archiving purposes only.

8. **Indigenous Rights**

The university has a continuing commitment to respectful relationship-building with First Nations and enhanced relations with Indigenous communities around the world. The University recognises the sui generis nature of Indigenous rights and also recognizes that the intellectual property of Indigenous communities can include cultural knowledge, expressions, traditions, artefacts and sites that may not always be included or protected within general definitions of intellectual property or Canadian copyright law. The university and members of the university are committed to respecting the cultural property of Indigenous people such as historical sites, artefacts, designs, ceremonies, performing arts, artwork and literature.

9. **Ownership of Directed Works**

Unless otherwise stated by written agreement between the university and the applicable faculty author(s)/creator(s), Directed Works developed with Significant Use of University Administered Resources are the property of the university. A written agreement must be executed between the university and the cooperating faculty before the development of the Directed Work. The purpose of such agreements should be to facilitate the free flow of ideas and information and the maximum utilization of such Directed Works. The agreement should address the following where relevant:

a. the portion of the normal academic load of the faculty member to be committed to the project;

b. authorship or other credits;

c. arrangements for the sale, lease and gratuitous lending of the media;

d. royalty payments from net income derived from the marketing of the media;

e. provisions for subsequent use, revision, or withdrawal of the media; and

f. provisions for arbitration of unresolved issues.

10. **Moral Rights**

To the extent permitted by applicable law, the author(s) waive any moral rights in Pedagogical Works and Directed Works in favour of the university and its licensees to the extent necessary to enable the University to exercise its rights under this document, including the use, adaptation, and modification of such works for internal academic purposes. Where reasonably practicable, the university will maintain attribution to the author(s).

Faculty Outside Professional Activities

Outside professional activities can be valuable to both faculty members and the university. For these reasons, the university encourages full-time faculty members so desiring to engage in these activities and to arrange their schedules so as to allow the equivalent of one day away from campus during the regular five-day week of the faculty member’s contract period. It is important

to emphasize, however, that engagement in outside professional activities by a full-time faculty member does not imply or result in a reduction in the faculty member's University workload.

Judgments concerning faculty performance, whether they be related to over- or under-involvement in outside professional activities, or to any other cause, are part of the usual merit evaluation system. In some circumstances, however, guidelines and limitations may be required in order to handle cases in which these activities may become excessive, to avoid conflicts of interest, and (perhaps most importantly) to provide faculty with guidance in these matters.

Nothing in this document limits or detracts from academic freedom, and this document shall be interpreted and applied consistently with the university's expectations related to academic freedom.

The university encourages faculty members' knowledge transmission and engagement with communities, including Indigenous communities.

1. **Time Limitations on Compensated Outside Activities**

The amount of time spent on compensated outside professional activities must not exceed the equivalent of one day (e.g., two half-days) during the usual five-day week of the full-time faculty member's contract period. Some averaging over the academic year may be possible, but in any event these activities should not conflict or interfere with the faculty member's schedule of assignments and responsibilities at the University.

2. **Conflicts of Interest**

The main safeguards in avoiding conflicts of interest are the high ethical standards which full-time faculty members impose on themselves. However, in some situations, judgments may differ and individuals may inadvertently place themselves in situations where potential conflicts exist. Certainly, faculty members should not engage in outside professional activities which conflict with the discharge of their university responsibilities and/or violate the university's Policy on Conflict of Interest and Commitment. Nor should a faculty member make direct use of the university's name, seal, facilities, personnel, equipment, or confidential and/or proprietary information in outside professional activities without prior approval of the applicable academic unit head and agreement to reimburse the university where appropriate.

Under certain circumstances, potential for conflict may exist (e.g., a full-time faculty member teaches a course, other than a short course or seminar, at another institution during the academic year contract period, or a full-time faculty member owns or operates a substantial business which engages in professional activities). In these, and other situations in which the potential for conflict exists, it is the responsibility of the faculty member to report the activities in advance to the college dean and the academic unit head (e.g., school dean, department chair, program director), and on the annual Conflict of Interest and Commitment form. Should questions concerning the suitability of certain outside activities arise, it is the responsibility of the dean and academic unit head to discuss these issues with the faculty member involved and develop a plan of action, if necessary.

3. **Nature of the Outside Professional Activities**

Because there is so much variation in the types of outside professional activities, the following is intended to provide full-time faculty with general guidance. Each College or Department may have more specific guidelines.

Ideally, the professional level of those activities should be sufficiently high that it is worthy of recognition during the faculty member's merit evaluation as well as making a significant contribution to the faculty member's ongoing professional development. It is clear that any engagement in outside professional activities involves a personal judgment between gains and losses and the decision can be a difficult one. For example, any time which is spent on consulting might be said to detract from the time that one could spend in direct service to the University. However, the implication of abstaining from consulting could be to isolate the faculty member from developments in their field and, hence, in the long term, to make them less effective in those services provided to the university. In any event, should a faculty member have doubts concerning the advisability of undertaking certain outside professional activities, they are strongly encouraged to seek the advice of the college dean and academic unit head.

If at any time a faculty member has an opportunity to pursue an outside professional activity that appears to be in conflict with this document, the faculty member should consult the chair of their department or dean, where appropriate, about waiver or the possibility of a leave of absence.

4. **Non-Full-Time Faculty**

This document is directed primarily to full-time faculty members. Part-time, adjunct, sessional, and other non-full-time faculty members are not subject to the one-day-per-week limitation applicable to full-time faculty members. However, they remain responsible for ensuring that any outside professional activities are consistent with the terms of their appointment and do not interfere with their assigned university responsibilities, create an actual, potential, or perceived conflict of interest or commitment, involve unauthorized use of university resources or confidential information, or adversely affect teaching quality, student support, or program integrity.

Faculty Workloads

All continuing faculty members are expected to participate in some combination of instructional; research; scholarship; and creative and service activities that have been established to encourage the general development of Northeastern University students.

Given that academic units vary in their contributions to the university mission, workload expectations may vary from one department or unit to another. However, each academic unit must have a comprehensive workload policy in accordance with criteria jointly approved by the university's provost and the Faculty Senate. Each unit's workload policy must be approved by a vote of the full-time faculty of the academic unit and be approved by the College dean and the provost. Faculty workloads are administered by the appropriate academic unit head and/or college deans.

Faculty workloads are structured to ensure high-quality teaching, appropriate student support, and the achievement of program learning outcomes. Workload policies will define administrative

workloads to allow faculty time for course development, preparation time, continuing research, student support (e.g., office hours) and/or involvement in other appropriate scholarly activities.

Performance Expectations

The performance expectations for faculty differ, depending on their position and the terms and nature of their employment. Full-time continuing faculty members will be evaluated annually in the following three areas as appropriate to their position and/or terms of appointment: (i) research/scholarship/creative activity and/or professional development; (ii) teaching; and (iii) service. In addition, full-time continuing faculty members will be evaluated on contributions to the quality and effectiveness of their unit, their college, and the university in the light of Northeastern's mission. Nothing in this document limits or detracts from academic freedom, and this document shall be interpreted and applied consistently with the university's expectations related to academic freedom.

The university recognizes that every faculty member offers a unique combination of accomplishments relative to the criteria listed above, depending on academic field, specialized scholarly interests, varying professional opportunities, and responsibilities for teaching, laboratory and field work. However, while relative weights may vary, all full-time continuing faculty members are expected to be active in each of the three areas over time, or as specified by the terms of their appointment and their unit's workload policies.

Performance criteria in the areas of research/scholarship/creative activity and/or professional development, teaching, and service shall be clearly delineated in each unit's documents concerning merit review and promotion. Units should have in place appropriate guidelines for all full-time faculty that make clear the distinct expectations and relative weight of each of the categories of performance. Documents governing promotion for full-time continuing faculty should specify the criteria for promotion to each level. Each unit's policies are subject to review and approval by the dean of the respective college and by the provost.

For greater certainty, performance expectations and evaluations for all faculty will be administered without discrimination, with reasonable accommodation of characteristics protected under applicable law, and in a manner consistent with equity, diversity, inclusion, and anti-racism principles.

1. Scholarship/Research/Creative Activity and/or Professional Development

All full-time continuing faculty members are expected to engage in research/scholarship/creative activity and/or professional development as defined by their disciplines and appropriate to their position and terms of appointment. Units shall develop and make available their own criteria of productive scholarship, research, and creative activity and/or professional development consistent with the expectations in the discipline and their position.

2. Teaching

Through their teaching, faculty members are expected to transmit knowledge, extend their students' understanding and vision, and develop in their students the ability for critical and independent thinking. In their roles as teachers, faculty members are expected to maintain and

reflect currency in their discipline and to enable students to understand and appreciate the material of the course. Teaching effectiveness includes the following indications:

i. Clearly stated course objectives;

ii. Adherence to professional standards in the development and delivery of subject matter, approach, and evaluation methods;

iii. The creation of an engaging learning environment responsive to student needs and developments in the field; and

iv. Implementation of multiple, mutually independent mechanisms of evaluation, at least one of which is based on input from students.

Performance expectations in teaching include a faculty member's adherence to university policies and requirements with respect to an instructor's interactions with students and to meeting scheduled and assigned obligations, including those governing distribution of syllabi, scheduling of examinations, submission of grades and return of student work.

3. Service

The effective operation and development of the university significantly relies on the service contributions of the faculty. Performance expectations in service, as in teaching and scholarship, include the faculty member's adherence to professional standards. Full-time continuing faculty members are expected to perform service activities within the university and to the profession. Internal faculty service responsibilities may include administrative duties, committee work, advising student organizations, and involvement in other roles that contribute to the unit, college and university. Professional service activities include participation in professional organizations, seminars and colloquia relevant to the individual's academic interests or to the education process. Faculty members also serve by contributing their disciplinary knowledge to the general community. As with the other categories above, expectation of service contributions vary based on the faculty member's position, the unit's needs and workload policies, specifics of the faculty member's term of appointment, and relative weight and productivity expectations of other performance duties.

Promotion Procedure

1. Criteria

i. Promotion by change in academic rank of a full-time continuing faculty member results from recognition by the university of significant professional achievement and the expectation that this level of attainment will be sustained and/or exceeded in the future. The primary consideration in evaluating the record of achievement shall always be the degree to which this achievement improves the academic quality of the university.

ii. The university recognizes that every faculty member offers a unique combination of accomplishments, depending on academic field, specialized scholarly interests, varying professional opportunities, and contracted responsibilities for (i) teaching,

(ii) research/scholarship/creative activity and/or professional development and/or (iii) service. Consequently, when a judgment is made of the total contribution of a faculty member, the evaluation criteria shall be weighted according to primary assignments during the period under consideration.

iii. Eligibility for promotion is governed by academic rank and appointment. Full time continuing faculty members, with the exception of tenured faculty, may request consideration for promotion to the next academic rank after completing at least three years of full-time service at the faculty member's current rank.

2. Procedures for Promotion for Full-Time Continuing Faculty, Except Promotion With Tenure

b. Definitions

i. Unit – The term unit, as used herein, refers to the local academic unit (whether called a department, school, group, or college) where the evaluation process begins.

ii. Promotion Committee – As used herein, Promotion Committee refers to the standing department committee or a single college committee in non-departmentalized colleges.

iii. Advisory Committee – As used herein, Advisory Committee refers to a standing college committee whose function is to review the actions of the unit promotion committees and make recommendations to the dean or deans.

iv. Candidate's submission – The candidate's submission includes all material submitted by the candidate as required by the rules of the unit/college/university.

v. Dossier – As used in this document, the dossier includes the candidate's submission and all evaluative letters or reports from external reviewers, the unit head, the dean, and the unit, college, or university committees who are identified below as playing a role in the promotion review process, as well as any responses of the candidate to any of the above.

vi. Confidential Material – Documents developed in the promotion procedure with an expectation of confidentiality will be treated as confidential, except to the extent disclosure or disclosure of their substance is required by applicable law or procedural fairness.

vii. Unsolicited Material – Any material that is neither solicited by the unit promotion committee nor included in the candidate's initial dossier submission, nor placed in the dossier at subsequent review levels in accordance with these procedures shall be considered to be unsolicited material.

c. The Promotion Committee shall be composed of no fewer than three members of the candidate's department or comparable unit. The majority shall be of an academic rank above that of the candidate.

    i. Committee size and membership shall be determined according to the procedures established by each unit and college. The unit chair may be a nonvoting ex officio member.

    ii. If the unit has fewer than three members of appropriate rank, the dean of the college shall, in consultation with the faculty members of the unit, choose the necessary additional members from the faculty holding the appropriate ranks in allied disciplines. During this process the candidate's suggestions shall be sought by the dean; however, such suggestions shall not be binding on the dean. The membership of such a committee shall be subject to review by the provost.

d. If during its review of a dossier and preparation of its report, any reviewing entity identifies an item or issue which it believes needs clarification or explanation before it can reach a fully informed decision, it should make such items or issues known and request clarifying or explanatory material from the candidate and/or from any previous reviewing body before its report is finalized.

e. The Promotion Committee shall consider the promotion of each eligible faculty member when the faculty member so requests consistent with paragraphs 1) through 5).

    i. Due dates for faculty to request promotion consideration and for units to submit promotion dossiers to the college are established by units and colleges as needed in order to meet the February 15 deadline for submission of all promotion dossiers to the Office of the Provost.

    ii. The candidate's submission to the unit head and Promotion Committee is due October 1. The candidate may not add any further information to the dossier after the dossier has been submitted except as provided below for responses to the reports of the Promotion Committee, Advisory Committee (if one exists) or the dean, or in response to a request from any reviewing entity seeking clarification of material in the dossier. However, updates concerning the status of already submitted materials may be added with the approval of the unit Promotion Committee which may append appropriate updates.

    iii. The Promotion Committee shall evaluate all appropriate evidence, including a written evaluation by the unit head, which will become part of the candidate's dossier.

    iv. The Promotion Committee shall prepare a written report, which shall be submitted first to the candidate and then, after the candidate has had ten calendar days to respond in writing, to the Advisory Committee, where one has been established, and/or the dean of the college.

v. The candidate shall have the right to have their response, so long as the response was submitted within the ten calendar day response period provided in 4) above, appended to the documents sent to the Advisory Committee, where one has been established, and/or to the dean.

f. The Promotion Committee's recommendations and the unit head's recommendation, whether favorable or unfavorable to the candidate, shall be considered in turn by the Advisory Committee where one has been established, the dean of the appropriate college or unit, and the provost.

   i. The decision in each instance shall be communicated, in writing, to the individual candidate, giving them ten days to respond in writing before it is sent on to the next level; the last decision to be communicated by the provost.

   ii. With the exception of a tenure-track faculty member, denial of promotion does not preclude reappointment at the current faculty rank, nor does it preclude reconsideration for promotion at a later date.

   iii. A faculty member may not be reconsidered for promotion until two years have passed since the previous unsuccessful promotion submission, unless a shorter period is approved by the provost, in consultation with the dean, on the basis of exceptional circumstances.

g. Members of the Promotion Committee and Advisory Committee shall, as soon as reasonably practicable, disclose any conflicts of interest that may arise in the course of carrying out their duties on the respective committee and shall comply with the university's conflict of interest policy.

h. For all faculty, promotion evaluations will be conducted without discrimination, with reasonable accommodation of characteristics protected under applicable law, and in a manner consistent with principles of equity, diversity, inclusion, and anti-racism.

Faculty Dispute Resolution Procedure

1. **Purpose**

From time to time, concerns may arise within the Northeastern faculty community regarding the manner in which decisions are made or policies are applied. While many such matters can be addressed through collegial discussion, Northeastern recognizes the importance of providing a clear and structured process where concerns remain unresolved.

This procedure sets out the framework for raising and addressing such concerns as they arise in the course of academic and administrative interactions. It is intended to ensure that concerns are addressed in a manner that is fair, timely, and consistent with the principles of natural justice.

This procedure operates alongside Northeastern's Policy on Nondiscrimination and Equal Opportunity (CAN). Where a matter falls within the scope of a more specialized institutional process, that process will apply. If a faculty member makes a claim of discriminatory acts prohibited by law or by university policy, this should be pursued through the Office of University Equity and Compliance and its procedures**.**

This Dispute Resolution Procedure does not apply to terminations or decisions to discontinue or non-renew a faculty appointment.

2. **General**

Northeastern places a strong emphasis on resolving concerns at the earliest possible stage. Individuals are encouraged to raise issues directly with the individual or individuals involved and, where appropriate, through relevant academic and/or administrative leadership.

The procedure described below provides a framework for the consideration of concerns where those efforts have not led to a satisfactory resolution.

This process is intended to be constructive and non-adversarial. It is not designed to replicate judicial or arbitral proceedings, nor to limit Northeastern's authority to make reasonable decisions in accordance with its management rights. Nothing in this procedure is intended to limit any rights any party may otherwise have at law.

3. **Administration**

Responsibility for the administration of this procedure rests with the Senior Vice Provost for Academic Affairs (SVPAA) as designated by the Provost, who serves as the Officer of Dispute Resolution and as the primary point of contact for concerns raised under this procedure and who is responsible for receiving and coordinating the review of such matters, including examining the evidence, determining the appropriate routing of the matter, and facilitating its resolution.

In carrying out this role, the Officer of Dispute Resolution may refer a matter to, or designate, an appropriate administrator, individual, or group to consider and assist in resolving the concern, having regard to the nature of the matter and the relevant academic or administrative unit(s) engaged.

The Officer of Dispute Resolution may be contacted at:

provost@northeastern.edu

4. **Notifications**

Northeastern will provide notice of any substantive changes to this procedure through normal communication channels and such updates will be reflected in any published version of the procedure.

5. **Informal Resolution**

When a concern arises, it should in the first instance be raised directly with the individual whose action or decision has given rise to the issue.

Where the matter is not resolved, the concern should ordinarily be raised with that individual's immediate supervisor or, in an academic context, the relevant program director, Department Chair, or equivalent.

At any stage, individuals may seek guidance from the Officer of Dispute Resolution, which may assist in facilitating informal resolution or provide direction on appropriate next steps.

At each stage, those involved are expected to make reasonable efforts to understand the concern and to resolve it in a timely and fair manner.

6. **Initiating a Review**

If a matter is not resolved through the informal steps described above, an individual may request that it be considered more formally.

Such a request should be made in writing to the Officer of Dispute Resolution, which serves as the central point of intake for matters under this procedure. The request should set out, in reasonable detail, the nature of the concern, the circumstances giving rise to it, the steps taken to date, and the outcome sought.

Requests for review should normally be brought forward within a reasonable period following the events in question and, in any event, no later than 30 days after the matter arises, unless exceptional circumstances warrant otherwise.

Upon receipt, the Officer of Dispute Resolution will assess whether the matter is appropriately addressed through this procedure and will determine its appropriate routing, including referral to a designated reviewing administrator or other appropriate individual. Where a concern falls outside the scope of this procedure, or has already been appropriately addressed through another process, the individual will be advised in writing accordingly.

7. **Consideration of the Matter**

Where a matter proceeds, it will be assigned to a reviewing administrator, the Vice Provost of Faculty Affairs, or, where warranted, to an individual or group designated by the Officer of Dispute Resolution and convened to assist in its resolution.

The reviewing administrator is responsible for considering the matter, including reviewing relevant information and documentation and, where appropriate, meeting with the parties involved.

In administering this procedure, the university will be guided by principles of fairness and natural justice.

Individuals involved in a matter under this procedure are entitled to:

- **A fair and timely resolution within reasonable and established timelines**. The time required to address a concern will depend on its nature and complexity. At the outset of the process, the university will establish and communicate a reasonable timeframe for addressing the matter. That timeframe may be adjusted as necessary, including where additional information comes to light, and individuals will be advised of any such adjustments.

- **Clear written notice of any concern affecting them,** including an explanation of the substance of the issues raised.

- **A meaningful opportunity to respond** before any decision affecting them is made.

8. **Outcome**

Following consideration of the matter, the university will determine what, if any, steps are appropriate. Where concerns are identified, the response may include clarification of expectations, adjustments to process, disciplinary action, or other appropriate measures. The outcome will normally be communicated in writing.

9. **Appeal**

An individual who believes that a matter has not been appropriately addressed through the process described above may request that it be reviewed by another administrator not previously involved in the original decision via writing within 7-10 business days of being provided with the decision. The outcome of this further review is final.

10. **Participation and Conduct**

All participants are expected to engage in the process respectfully and in good faith.

11. **Confidentiality**

Matters raised under this procedure will be treated with appropriate discretion. Information will be shared only as reasonably necessary to consider and address the concern. Participants are expected to respect the sensitivity of the process.

12. **No Reprisal**

Individuals are expected to raise concerns honestly and in good faith. Knowingly or intentionally making false or vexatious complaints may constitute a breach of university policy and may be addressed under applicable University processes.

Northeastern prohibits retaliation or reprisal against any individual for raising a concern in good faith, participating in this procedure, or providing information in connection with a matter under review. Any allegations of reprisal will be taken seriously and investigated under applicable university policies.