

Approved

<b>Proposed course title</b>	Forging the Imagination
<b>Proposed course department and number</b>	Art 81
<b>Proposed course department and number</b>	Art 81
<b>How many credit hours is the course?</b>	3
<b>Contact person or instructor(s) for this course</b>	Robert Craig
<b>Department submitting proposal</b>	Art and Design
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	Fall 2017
<b>With what frequency will this course be taught?</b>	once a year
<b>Who else in the department is qualified to teach this course</b>	Edward Kelley
<b>Schedule type</b>	Lecture + lab
<b>Offer to what levels of students</b>	Undergraduate Graduate Pharmacy Law

Non-degree

<b>Grading Categories</b>	Standard ABC
<b>Maximum number of students to be enrolled in proposed course</b>	8
<b>Proposed course description (as it will appear in the catalog)</b>	Introductory studio course focusing on making representational, abstract, and functional objects out of steel. Traditional and contemporary methods will be introduced including oxy-acetylene and arc welding, forging, fabrication, and assembly. Through progressive projects students will: achieve the ability to conceive and develop an idea in three dimensions, develop manual dexterities with a range of metal working tools and techniques, become critically aware of representational, abstract, and functional objects, and gain contemporary and historical perspectives.
<b>Are there service-learning components of the proposed course?</b>	No
<b>Which AOI requirement will this course fulfill?</b>	Artistic Experience
<b>Include only students from these colleges</b>	No restrictions
<b>Exclude only students from these colleges</b>	No restrictions
<b>Are there major exclusions for this course?</b>	No
<b>Include only students in this class</b>	No class restrictions
<b>Exclude only students in this class</b>	No class restrictions

---

**The Arts & Sciences  
Curriculum  
Committee  
evaluates new  
course proposals in  
keeping with the  
educational goals  
articulated in the  
college's mission  
statement. The  
course proposal  
form is not complete  
until you email a  
sample syllabus to  
ask.as@drake.edu.  
The syllabus must  
include the  
following:**

Yes, I will email the syllabus to ask.as@drake.edu.

Approved

<b>Proposed course title</b>	Biology Internship
<b>Proposed course department and number</b>	Bio 196
<b>Proposed course department and number</b>	Bio 196
<b>How many credit hours is the course?</b>	1-3
<b>Contact person or instructor(s) for this course</b>	Thomas Rosburg
<b>Department submitting proposal</b>	Biology
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	Fall 2017
<b>With what frequency will this course be taught?</b>	available every semester
<b>Who else in the department is qualified to teach this course</b>	everyone
<b>Schedule type</b>	Lab
<b>Offer to what levels of students</b>	Undergraduate
<b>Grading Catagories</b>	Standard ABC

<b>Maximum number of students to be enrolled in proposed course</b>	15
<b>Proposed course description (as it will appear in the catalog)</b>	An off-campus, one semester, experiential learning outcome that incorporates a biological theme. May include work in local or state governments, biotechnology firms, medical or health businesses, conservation agencies, or private businesses. Registration with the College of Arts and Sciences Internship Registration form is required, and an internship supervisor must be identified. Students will compile a list of responsibilities and learning objectives, and provide a written report upon completion. Prereqs: BIO 012/012L or BIO 013/013L; consent of the Biology Chair 1.00 to 3.00 credit hours
<b>List any required prerequisites.</b>	Bio 12/12L, Bio 13/13L
<b>List any required corequisites.</b>	none
<b>Indicate with which course this would be cross listed, if applicable.</b>	none
<b>Are there service-learning components of the proposed course?</b>	Yes
<b>Which AOI requirement will this course fulfill?</b>	None
<b>Include only students from these colleges</b>	No restrictions
<b>Exclude only students from these colleges</b>	No restrictions
<b>Are there major exclusions for this</b>	No

course?

---

<b>Include only students in this class</b>	SO JR SR
--	----------------

---

<b>Exclude only students in this class</b>	FR
--	----

---

<b>If applicable, note which particular degree (e.g. BA, BS, BFA) a student must be pursuing to take this course.</b>	BA or BS
---	----------

---

<b>The Arts &amp; Sciences Curriculum Committee evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample syllabus to ask.as@drake.edu. The syllabus must include the following:</b>	Yes, I will email the syllabus to ask.as@drake.edu.
---	---

---

<b>Proposed course title</b>	Law and the Borders of Belonging
<b>Proposed course department and number</b>	LPS 31
<b>Proposed course department and number</b>	LPS 31
<b>How many credit hours is the course?</b>	3
<b>Contact person or instructor(s) for this course</b>	Nate Holdren
<b>Department submitting proposal</b>	Law, Politics, and Society
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	Uncertain at this time
<b>With what frequency will this course be taught?</b>	Uncertain at this time
<b>Who else in the department is qualified to teach this course</b>	Anyone could
<b>If this course was taught as a special topics course in the past, please provide that course number and title.</b>	LPS 35, Law and the Borders of Belonging

<b>Schedule type</b>	Lecture
<b>Offer to what levels of students</b>	Undergraduate
<b>Grading Categories</b>	Standard ABC
<b>Maximum number of students to be enrolled in proposed course</b>	28
<b>Proposed course description (as it will appear in the catalog)</b>	Who is fully American? What happens to people who are not fully American? Often, law has provided the vocabulary for asking these questions, and defined the consequences for the answers. This course focuses on times and places when law has sometimes been a force for injustice in American history. We will pay particular attention to discrimination against specific populations such as women, people with disabilities, gender, disability status, sexuality, and race. We will also pay attention to the way the law has constructed gender, race, (dis)ability, and sexuality.
<b>List any required prerequisites.</b>	None
<b>List any required corequisites.</b>	None
<b>Indicate with which course this would be cross listed, if applicable.</b>	None
<b>Are there service-learning components of the proposed course?</b>	No
<b>Which AOI requirement will this course fulfill?</b>	None
<b>Include only students from these colleges</b>	No restrictions

<b>Exclude only students from these colleges</b>	No restrictions
<b>Are there major exclusions for this course?</b>	No
<b>If yes, please list majors and whether they are included or excluded.</b>	LPS students should get priority, but if there are seats in the class other students are welcome.
<b>Include only students in this class</b>	FR SO
<b>Exclude only students in this class</b>	No class restrictions
<b>The Arts &amp; Sciences Curriculum Committee evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample syllabus to ask.as@drake.edu. The syllabus must include the following:</b>	Yes, I will email the syllabus to ask.as@drake.edu.

<b>Proposed course title</b>	Who Bosses Whom and How? Sociolegal Perspectives on Work, Employment, and Class
<b>Proposed course department and number</b>	LPS 131
<b>Proposed course department and number</b>	LPS 131
<b>How many credit hours is the course?</b>	3
<b>Contact person or instructor(s) for this course</b>	Nate Holdren
<b>Department submitting proposal</b>	LPS
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	Uncertain at this time (teaching it in the spring as LPS 135)
<b>With what frequency will this course be taught?</b>	Uncertain at this time
<b>Who else in the department is qualified to teach this course</b>	Anyone could
<b>If this course was taught as a special topics course in the past, please provide that course number and title.</b>	LPS 135, Who Bosses Whom and How

<b>Schedule type</b>	Lecture
<b>Offer to what levels of students</b>	Undergraduate
<b>Grading Categories</b>	Standard ABC
<b>Maximum number of students to be enrolled in proposed course</b>	28
<b>Proposed course description (as it will appear in the catalog)</b>	Employers and the need for employment are significant factors that shape the lives of a great many people. This power in people's lives is in many respects private, rather than public. This class will investigate the role of law in regulating and maintaining the authority of employers and the need for employment. More broadly, we will treat the focus on employment as a case study through which to address larger questions about the relationship between law, social class, and private centers of authority.
<b>List any required prerequisites.</b>	None
<b>List any required corequisites.</b>	None
<b>Indicate with which course this would be cross listed, if applicable.</b>	None
<b>Are there service-learning components of the proposed course?</b>	No
<b>Which AOI requirement will this course fulfill?</b>	None
<b>Include only students from these colleges</b>	No restrictions
<b>Exclude only</b>	

<b>students from these colleges</b>	No restrictions
<b>Are there major exclusions for this course?</b>	No
<b>If yes, please list majors and whether they are included or excluded.</b>	Seats should be reserved for LPS students initially, with other students welcome after LPS students have had a chance to register.
<b>Include only students in this class</b>	No class restrictions
<b>Exclude only students in this class</b>	No class restrictions
<b>The Arts &amp; Sciences Curriculum Committee evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample syllabus to ask.as@drake.edu. The syllabus must include the following:</b>	Yes, I will email the syllabus to ask.as@drake.edu.

<b>Proposed course title</b>	Art and Perception
<b>Proposed course department and number</b>	ART 177
<b>Proposed course department and number</b>	ART 177
<b>How many credit hours is the course?</b>	3
<b>Contact person or instructor(s) for this course</b>	Lenore Metrick-Chen
<b>Department submitting proposal</b>	Art & Design
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	Fall 2017
<b>With what frequency will this course be taught?</b>	every two years or so
<b>Who else in the department is qualified to teach this course</b>	no one
<b>If this course was taught as a special topics course in the past, please provide that course number and title.</b>	It was taught as an independent study for 8 students

<b>Schedule type</b>	Discussion
<b>Offer to what levels of students</b>	Undergraduate Graduate Pharmacy Law Non-degree
<b>Grading Categories</b>	Standard ABC
<b>Maximum number of students to be enrolled in proposed course</b>	12
<b>Proposed course description (as it will appear in the catalog)</b>	<p>The Oxford dictionary defines perception as: “a way of regarding, understanding or interpreting something: a mental impression.” This class explores the importance of perception as applied to the visual arts. For instance, questions addressed might include: What separates Chinese aesthetic from Nigerian aesthetic from Renaissance aesthetic? How does a modern-day viewer’s perception include all of these divergent forms of art --and more? How are found objects perceived to be considered Art? How does a 2D surface convey a 3D illusion? The course will be reading intensive and will involve the curation of an exhibition or an alternate engagement with art objects to convey manners of perception. The class is discussion based; students will be required to do reading each week and respond to the text in writing and with images of art. Additionally, notes will be required on each reading to have more in-depth discussions. The note taking will be mandatory. The reading list will change each year, depending on the idea of perception being pursued, but the core list will include: Walter Benjamin (of course!) Lewis Carroll Franz Kafka Le Zehou Barbara Stafford Tang Hou</p>
<b>List any required prerequisites.</b>	any previous art or philosophy classes
<b>Are there service-learning components of the proposed course?</b>	Yes
<b>Which AOI requirement will this course fulfill?</b>	Artistic Experience

---

<b>Include only students from these colleges</b>	No restrictions
<b>Exclude only students from these colleges</b>	No restrictions
<b>Are there major exclusions for this course?</b>	No
<b>Include only students in this class</b>	SO JR SR
<b>Exclude only students in this class</b>	FR
<b>The Arts &amp; Sciences Curriculum Committee evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample syllabus to <a href="mailto:ask.as@drake.edu">ask.as@drake.edu</a>. The syllabus must include the following:</b>	Yes, I will email the syllabus to <a href="mailto:ask.as@drake.edu">ask.as@drake.edu</a> .

---

**Approved**

<b>Current course title</b>	Microbiology Lab
<b>Current department and number</b>	Biology 103L
<b>Contact person or instructor(s) for this course</b>	Shauna Marvin
<b>Department submitting change request</b>	Biology
<b>Semester changes effective</b>	Spring 2017
<b>Has this change been approved by the department?</b>	Yes
<b>Current course description</b>	Co-requisite lab for BIO 103.
<b>Proposed course description</b>	Co-requisite lab for BIO 103 focused on developing scientific thinking and microbiology laboratory skills. Exercises introduce students to techniques used to safely grow, isolate, and characterize microorganisms, with an emphasis on bacteria.
<b>Rationale for change of course description</b>	Currently the course does not have a description.

Approved

<b>Current course title</b>	Microbiology
<b>Current department and number</b>	Biology 103
<b>Contact person or instructor(s) for this course</b>	Shauna Marvin
<b>Department submitting change request</b>	Biology
<b>Semester changes effective</b>	Spring 2017
<b>Has this change been approved by the department?</b>	Yes
<b>Current course description</b>	The characteristics of microorganisms with special emphasis on the pathogens and immunology; with laboratory. Pre-req: BIO 001, 012, 013, or 018. Organic chemistry recommended. Co-requisite lab BIO 103L.
<b>Proposed course description</b>	A study of microbial life with an emphasis on prokaryotes. Core concepts include evolution, cell structure and function, metabolic pathways, genetics, systems, and the impact of microorganisms in the environment and in the human body. Pre-req: BIO 001, 012, 013, or 018. Organic chemistry recommended. Co-requisite lab BIO 103L.
<b>Rationale for change of course description</b>	The new description is more accurate and reflects the broader goals of the course. The current course description is slanted too much toward a medical application.

Approved

<b>Current course title</b>	East Asian Studies Capstone
<b>Current department and number</b>	WLC 147
<b>Contact person or instructor(s) for this course</b>	Marc Pinheiro-Cadd
<b>Department submitting change request</b>	WLC
<b>Semester changes effective</b>	Spring 2018
<b>Has this change been approved by the department?</b>	Yes
<b>Current title</b>	East Asian Studies Capstone
<b>New title</b>	Capstone for WLC Minors
<b>Current course number</b>	WLC 147
<b>New course number</b>	WLC 147
<b>Current credit hours</b>	1
<b>Proposed credit hours</b>	1
<b>Rationale for change in credit hours</b>	Our newly created minors, like the East Asian Studies Concentration, also require a capstone in which students complete an electronic portfolio. Because the course is taught in English and the students write reflectively in English for the capstone, students of all languages can be combined into a single capstone.
<b>Current course description</b>	This course is the culmination of the previous work you have completed toward the concentration. Primarily reflective in nature, the course requires you to compile an electronic portfolio that should include a collection of your best work. The portfolio should provide evidence of developmental progress, and, most importantly, reflective writing that

addresses the concentration's learning outcomes.

---

**Proposed course  
description**

"This course is the culmination of the previous work you have completed for your minor. Primarily reflective in nature, the course requires you to compile an electronic portfolio that should include a collection of your best work. The portfolio should provide evidence of developmental progress, and, most importantly, reflective writing that addresses the minor's learning outcomes.

---

**Rationale for change  
of course  
description**

Our concentrations have been converted to minors.

---

Approved

<b>Current course title</b>	College Algebra
<b>Current department and number</b>	Math 20
<b>Contact person or instructor(s) for this course</b>	Lawrence Naylor
<b>Department submitting change request</b>	Mathematics and Computer Science
<b>Semester changes effective</b>	Fall, 2017
<b>Has this change been approved by the department?</b>	Yes
<b>Current title</b>	College Algebra
<b>New title</b>	Precalculus: Algebra and Trigonometry
<b>Other reasons for change</b>	<p>The change is to give a more accurate reflection of what the course is: a precalculus course. This would make it easier to equate with transfer courses. Many other college algebra courses don't include trigonometry, and so aren't full equates. Finally, it is important to keep the word "algebra" in the title for math ed students satisfying state math requirements.</p>

Approved

<b>Course Title</b>	Cuba: Stewardship and Socialism
<b>Department and Course Number</b>	Art 145 / Honors 194
<b>Instructor(s) for the course</b>	Benjamin Gardner
<b>Semester and Year offered: J-term or summer</b>	January 2018
<b>Credit Hours</b>	3
<b>Course Description</b>	<p>Cuba sits only 90 miles off the coast of Florida, but for the last half of the 20th century, seemed as far away as Moscow. Students will examine Cuba through the lens of Stewardship—a concept that refers to an ethic of responsibility that can be applied to the environment, nature, economics, health, property, and social well-being. Students will investigate how Cubans have exercised stewardship over the distribution and access of public and private goods and resources, both material and socio-emotional. These will include the natural environment (flora and fauna), education, means of economic opportunity (agricultural, local economies), healthcare, and flourishing/well-being. Pre-trip readings will also include US-based conceptions as well as the students' own conceptions and applications of stewardship and the role it plays in individual and national identity. The course design is intended to enhance students' global perspectives by exploring the impact of revolution and socialism on Cuba's people and their active stewardship. Students will learn about Cuba's history and role of U.S.-Cuba relations in the Cold War prior to the trip, but the focus will be on the lived lives of Cubans. Students will move away from traditional geo-political histories and instead read social histories and our itinerary will emphasize 'real' Cuban lives instead of the political and economic systems under which they live (notwithstanding their clear influence). Course content will be of particular interest for students interested in art, anthropology, education, cultural studies, economics, globalization, history, international studies, international business, politics, psychology, sociology.</p>
<b>Has this course been approved by your Department Chair?</b>	Yes

---

**What semester and year was this course first offered?**

January 2017 (under EDU 199/Honors 194)

---

**Are there any significant changes to this course? \* If you are making significant changes to this course (to the course number, credit hours, catalogue course description, etc.) please use the Course Change Form.**

No

---

## Proposed changes to the Data Analytics curriculum

Both the Math/CS department and the Data Analytics Steering Committee (the cross-college committee overseeing the Data Analytics program) have approved the following two changes to the Data Analytics curriculum

(1) The CS/STAT 190: Case Studies in Data Analytics course will serve as the major's capstone course.

CS/STAT 190 is a project-based course where students work in teams on real data from community and business partners. They go through an entire project lifecycle from identifying problems to making actionable recommendations. It relies on knowledge and skills learned from several other upper level courses in the major, and so our departments feel that it fulfills the capstone requirement well. This is a new course designed for the new major which will be taught for the first time in Spring 2017. It was recently approved by the college, and so now we are just seeking to have the capstone designation added to it.

As the requirements are currently written, the DA capstone experience is part of each student's chosen specialty, and so each specialty option lists a different capstone (which has turned out to be an unreasonable requirement for students not double-majoring in their specialty area). Thus, if this change is approved, the requirements for the major need to have all of the specialties changed to have their capstone courses removed when the CS/STAT 190 capstone designation is added.

See the current requirements here for reference: <http://www.drake.edu/catalog/undergrad/current/collegeofartsandsciences/areas/data/>

I have attached the CS/STAT 190 syllabus as well.

(2) MKTG 120 should be added as alongside MKTG 109, 111, and 130 as a course that can be chosen in the "Choose two" section of the Marketing specialty.

Again, see the current requirements here for reference: <http://www.drake.edu/catalog/undergrad/current/collegeofartsandsciences/areas/data/> (scroll to find the Marketing specialty)

MKTG 109 is being phased out of the Marketing curriculum; and MKTG 120 is the new, analytics-relevant successor course.

The catalog description for MKTG 120 is as follows:

Using a combination of readings, discussion, and projects students learn about the necessary components of a successful digital marketing strategy. An emphasis will be placed on how digital marketing strategically integrates with the firm's overall marketing efforts. In addition, students will learn about tactical components of digital marketing including: content marketing, search engine marketing (including SEO and paid search), social media, digital display advertising, email marketing, mobile marketing, and web analytics tools. Ethical issues concerning online privacy and security will be discussed. We will look at modeling approaches for executing key marketing tactics, with the ancillary goal of establishing the importance of critical thinking and empirical analysis.

## Proposed change to the Computer Science curriculum

The Math/CS department has approved the following change to the Computer Science curriculum:

CS 191: Computer Science Capstone, currently a 1-credit-hour course, will be increased to a 3-credit-hour course, and so the total number of credit hours in the major will be increased from 41 to 43. Please see the attached course change form for information on the corresponding change to the course itself.

### Rationale

The previous iteration of CS 191 was a 1-credit independent study course which individual students completed under the supervision of a faculty member they chose. Over the last 3 years, the department has focused our CS program assessment activities on the capstone, and we found that many students were submitting very low-quality work, well-below what most of the students are capable of, in part because of the single credit and the independent nature of the project. We have attempted some revisions and made our high expectations more clear with increased emphasis on active supervision, which has resulted in larger numbers of students simply not completing the capstone in the semester they register for it, and the work has dragged on for several years in some cases. It has also become apparent from this that our increased enrollment has made the proper supervision of these projects unsustainable (for example, in 2015-2016, the Drake data book lists 104 total CS majors while in 2007-2008, we had only 21 majors - all with the same number of CS faculty in that time<sup>1</sup>). Furthermore, the distribution of capstone students among faculty is not uniform, leading to inequity in workload among the faculty.

The new 3-credit capstone will meet like a regular class with a dedicated instructor to supervise all student projects, and it will enable us to better tie together the various CS program learning outcomes and emphasize certain practical skills related to the management of sizable computer science projects with written and oral communication components.

### Resources

The department currently gets 1 course release per year for someone to serve as coordinator for the capstone projects for all of Math, Math Education, Computer Science, Quantitative Economics, and Data Analytics for the entire year.

---

<sup>1</sup> We did add a 4th CS faculty member in 2016-2017 to help support the Data Analytics program, but that has come with another 89 Data Analytics majors and many more sections of courses needed to support them

The Math, Math Education, and Quantitative Economics students will remain in a more-structured 1-credit course (that will meet once-a-week), and will be taught by a Math faculty member.

The Computer Science capstone will be a 3-credit course as proposed, taught by a CS faculty member.

An already-required course will be used as the capstone by Data Analytics.

Thus, there will be a need for a net increase of one more course per year taught by the department.

<b>Current course title</b>	Computer Science Capstone
<b>Current department and number</b>	CS 191
<b>Contact person or instructor(s) for this course</b>	Rieck, Urness, Manley
<b>Department submitting change request</b>	Math & CS
<b>Semester changes effective</b>	Spring 2018
<b>Has this change been approved by the department?</b>	Yes
<b>Current title</b>	Computer Science Capstone
<b>New title</b>	Computer Science Capstone
<b>Current course number</b>	CS 191
<b>New course number</b>	CS 191
<b>Current credit hours</b>	1
<b>Proposed credit hours</b>	3
<b>Rationale for change in credit hours</b>	<p>To date, our senior capstone experience has essentially a full semester of individual independent study, each student choosing a faculty sponsor on an ad hoc basis. Given our growth and other factors, this model is not sustainable. The department has voted to convert CS 191 from a 1 credit course intended to merely launch the capstone experience, to a 3 credit course extended over the whole spring semester and intended to provide additional support for students who are still expected to engage in some sort of CS project, but in a small group as opposed to the individual project model we have been using.</p>
	The purpose of a capstone is for students to undertake an

**Current course description**

independent project that applies and synthesizes what they have learned in their major. This course is typically taken in one of the student's final two semesters at Drake. One outcome will be a written project that can take several forms, for example a research paper, a software package, or lesson plans. A second outcome is a presentation of their work to the students and faculty of the department, usually during the last two weeks of the semester.

---

**Proposed course description**

The purpose of a capstone is for students, in small groups, to undertake an independent project that applies and synthesizes what they have learned in their major. This course is typically taken in one of the student's final two semesters at Drake, but is only offered one semester per year. The project generally involves developing a significant software package, with a written paper documenting this effort, and a public poster presentation at the end of the semester. Several milestones and target dates may be set for this project at the start of the course, and these might involve in-class demonstrations. However, at a student's request, the instructor may in some cases modify the project parameters, as for example, replacing software development with an in-depth research project into theoretical computer science.

---

**Rationale for change of course description**

To date, our senior capstone experience has essentially a full semester of individual independent study, each student choosing a faculty sponsor on an ad hoc basis. Given our growth and other factors, this model is not sustainable. The department has voted to convert CS 191 from a 1 credit course intended to merely launch the capstone experience, to a 3 credit course extended over the whole spring semester and intended to provide additional support for students who are still expected to engage in some sort of CS project, but in a small group as opposed to the individual project model we have been using.

---

Approved

## Proposal for “College Reads” Book Event

Prepared by: Mary M. McCarthy, Department of Political Science

I am proposing that Council sponsor a College Reads event for the book *Written/Unwritten: Diversity and the Hidden Truths of Tenure* by Patricia A. Matthew, University of North Carolina Press. It is a collection of essays about the experiences of faculty of color on the tenure track in US academia, highlighting the many unwritten rules and expectations that disproportionately negatively impact faculty of color. See

<https://www.uncpress.org/book/9781469627717/writtenunwritten/>

As US academia is becoming more aware of the challenges of recruiting and retaining a diverse faculty, campuses across the country (usually sponsored by offices of diversity and inclusion, such as Barnard College's Dean of Faculty Diversity and Development) are starting to make this campus or group reads as well.

My rationale for making this a College Reads book at Drake University, sponsored by Council, is because it would illustrate a commitment by the College to better understand and provide for the specific needs and experiences of faculty of color. We have already made a commitment to recruit a diverse faculty but, as the book relates, much more must be done if our goal is retention. Therefore, I believe this College Reads event is in keeping with and further promotes our stated goals in our most recent efforts towards recruiting and retaining a diverse faculty.

If Council agrees to sponsor such an event, the next step would be to provide copies of the book to all interested faculty. The paperback costs \$27.99 and the e-book is \$26.99. Funding could come from the Arts and Sciences Dean's Office, Human Resources, and/or the Center for the Humanities. Books could be

ordered by the end of the spring 2017 semester for reading during the summer and then College-wide discussions of the book could take place early in the fall semester. I would suggest that all mentors in the new mentoring program for entering faculty be strongly encouraged to take part in this College Reads event and that all new faculty also be made aware of and encouraged to take part in this event. There could be a series of discussions scheduled to keep groups relatively small for enhanced discussion and increase the numbers of those able to participate in discussions.

This proposal is supported by the Dean's Cabinet.