

Students with Disabilities and Learning Accommodations Best Practices Draft

I. Make learning accommodations a priority and part of a broader commitment to inclusivity.

Have a statement on the syllabus explaining procedures for establishing learning accommodations and providing relevant information.

Provide clear information about services available to students, particularly Student Disability Services, Counseling Center, Drake International, and the Office of the Associate Provost for Equity and Inclusion.

Supplement your syllabus statement with a statement expressing your personal commitment to fostering an inclusive learning environment for all students.

Invite students to meet with you to talk about learning styles and any accommodation needs or course concerns.

Consider administering an online survey that *all* students complete before the course begins, where they answer questions about learning styles, accommodations, and course concerns. Incorporate student responses into your course design.

II. Be approachable and accessible.

Encourage students at the beginning of the semester to contact you about learning accommodations.

Consider ways you might work with a student who has a *flexibility with attendance* learning accommodation that would not compromise the goals of the course, while also attempting to work with students' circumstances. Since this learning accommodation is the one that varies most according to discipline, please see Appendix 1 for the complete the guidelines on flexible attendance from Student Disability Services.

Follow up with students throughout the semester to see how things are going and see if any adjustments would improve their learning or if their needs have changed.

Administer midterm evaluations to gauge student learning and identify any issues. Make modifications to improve learning in the second half of the semester.

III. Be aware of stigma, and adopt practices that minimize it.

Respect the confidentiality of students with disabilities or those needing learning accommodations. Avoid singling them out or drawing attention to their needs in class.

Treat students as partners in learning, not problems to be solved or managed.

Encourage and model mutual accountability.

Remember that disabilities come in many forms and are not always visible.

Remember that students with disabilities are not a monolithic group. Needs and preferences vary from individual to individual.

Remember that students have different learning styles, regardless of ability status. Be mindful of this, and design your course to employ a variety of teaching techniques that can appeal to a variety of ways of learning.

Move towards a “universal design” approach in which inclusivity and accommodations for all students, including those with disabilities, are built in to course design.

IV. Make course materials accessible.

Order books by the bookstore deadline, or earlier. This enables students to make well-informed choices, including financial choices. It also allows them to order materials in accessible formats from publishers, which can often take weeks.

Make course materials available as early as possible. This allows students to identify any materials that are not available in an accessible format.

Make the syllabus available as early as possible. This enables students to anticipate any potential accommodations they might need before the course begins.

Put all books on reserve in the library. Consider putting hard copies of all materials on reserve, or at least available upon request.

V. Design course activities with accessibility and inclusivity in mind.

Make students aware in advance of any learning experiences taking place outside the regular classroom. Make sure that these spaces (including transportation to them) will be accessible to all students.

Make your communication with students direct. Do not rely too heavily on nuance or an assumption that students will “read between the lines.” This is particularly important when working with students on the spectrum or with anxiety issues. Examples of direct language:

Direct: This assignment will be three pages in length and you will want to include the following information vs. Please write 3-page reflection paper.

Direct: Leah, I need you to stop insert specific behavior vs. Stop what you’re doing

Direct: What is difficult or easy working on this assignment vs. how is the assignment going?

Remember that group work can be a source of anxiety for many students. This anxiety can be lessened by making students aware of group assignments beforehand, and by not asking students to form groups on their own.

Avoid the presumption that “everyone knows” how the institution works. Always explain institutional processes, procedures, and norms as though at least one person is hearing them for the first time.

Schedule testing accommodations as early in the semester as possible. Make sure space is appropriate to the accommodation being requested (e.g., a quiet space is truly quiet).

Appendix 1:

Guidelines for Flexibility with Attendance Accommodation

Drake University makes every effort to provide reasonable academic accommodations for eligible students registered with the Student Disability Services office. Neither the College nor an individual faculty member is required to waive an essential or fundamental academic requirement of a course, regardless of the nature of the student’s disability.

Recognizing that faculty may have a policy regarding the number of absences that is permitted, and that some students experience disability-related symptoms or require treatment that can impact attendance of their classes, the Student Disability Services office has established the following guidelines to assist the faculty member/student in working through this approved accommodation.

- The student must request consideration of flexibility with attendance each new semester from Student Disability Services and be approved;
- The **flexibility with attendance** accommodation does not give the student the right to skip classes;
- The faculty member will receive an email from Student Disability Services, and the **Flexibility with Attendance form** will be provided to the faculty member by the student;
- The student is responsible for contacting the faculty member as soon as possible when a disability-related absence will occur/has occurred and when necessary inform the instructor when he/she will return to class;
- Extension of deadlines or arrangements for making up projects, exams missed, during disability-related absences must be negotiated individually with the instructor;
- The student is still responsible for all materials covered or work completed during disability-related absences;
- If at any time the faculty member believes the student’s absences from class jeopardizes the academic integrity of the curriculum, the instructor should notify both the student and Student Disability Services to review available options.

Please consider the following when determining if attendance is an essential requirement for a course.

- Is there classroom interaction between the instructor and students? Among students?
- Do student contributions make up a significant part of the learning process?
- Does the fundamental nature of the course rely on student participation as an essential method for learning?
- To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?
- What are the classroom practices and policies regarding attendance?

For questions, please contact Student Disability Services at 515-271-1835 or 515-271-2917

Attendance Policy: Missing Class as a Reasonable Accommodation for a Disability

Drake University's policy on student disability accommodation requests, in compliance with Section 504 of the Rehabilitation Act of 1973, as amended, and with the Americans with Disability Act of 1990 (ADA), recognized that qualified students who have diagnosed or identified disabilities are entitled to benefit from the educational programs of the University if reasonable accommodations can be arranged. Reasonable accommodations are to be made in all cases, except when they alter an essential or fundamental aspect of the course or program.

The Office of Civil Rights has found (Cabrillo Community College, Case No 09-96-2150, OCR Region IX, 1996) that attendance can be an essential aspect of a course or program and it accords significant deference to a college's determination that attendance in a particular course is essential. We have drawn heavily on OCS's guidelines to assess if attendance is an essential aspect of a course or program.

1. Attendance is an essential component of post-secondary education. As such, students are expected to comply with class attendance policies. However, the University recognizes that there may be times when a student cannot attend class for disability-related reasons.

2. Student Disability Services may request "flexibility in attendance policies" from an instructor. The instructor should then contact SDS to discuss if attendance is an essential element of the course.

3. "Flexibility in attendance policies" does not mean a relaxation of course requirements. Students are required to fulfill all other course requirements and evaluation standards as specified in the course syllabus.

4. The following questions should be considered when determining the reasonableness of this accommodation:

- a) Does the fundamental nature of the course rely upon student participation as an essential method for learning?
- b) To what degree does a student's failure to attend class constitute a significant loss to the educational experience of other students in the class?

c) To what degree do the specific requirements of class activities and exercises rely upon regular attendance?

d) Do student contributions in class constitute a significant component of the learning process?

e) What does the course description and syllabus say regarding attendance? Each instructor may have different requirements regarding attendance.

f) What is the method by which the final course grade is calculated?

5. When assessing whether a request for accommodation in attendance alters an essential aspect of a course or program the following procedures can be helpful.

a) Is the absence a direct result of the student's disability?

b) Does the faculty member consider attendance an essential aspect of the course?

c) Does the course reasonably meet one or more of the above criteria?

d) Is the attendance policy equally applied?

6. Students who are approved for the accommodation are expected to contact instructors in advance of an anticipated absence. For emergencies or unexpected absences, contact should be made as soon as possible to discuss the possibility of any make-up work and/or to verify the reason for the absence.

7. Instructors are encouraged to contact Student Disability Services if it is believed that disability-related absences have become excessive.

8. Students are made aware that absences will hurt them academically, even if the attendance policy has been relaxed, and as such, must make every attempt to attend class. Special effort by the student must be made to attend class for quizzes, exams, and deadlines for submission or assignments.

9. Students will be required to submit an accommodation form from Student Disability Services to each instructor confirming that this accommodation has been verified as reasonable. The students will sign the form stating they understand the policies and procedures developed for this accommodations. This form also states that the student agrees to abide by these policies and procedures.

10. Accommodations are not retroactive. All accommodations, including flexibility in attendance policies become effective when the student delivers the above-referenced form to the instructors in question.

11. As with all accommodations, flexibility in attendance policies is recommended on a individual, case-by-case basis depending upon (a) the submission, to SDS, of supporting medical or psycho-educational documentation from a licensed professional and (b) the reasonableness of this accommodation in each requested class as determined by discussions between the student, course instructor, and Student Disability Services.

Adapted from The University of Mississippi, Office of Student Disability Services, Policies and Procedures for "Relaxation of Attendance Policy" and the University of Missouri-Kansas City Office of Services for Students with disabilities.

Equity and Inclusion Statement

American higher education is undergoing a transformation to a curriculum that includes the discoveries, insights and perspectives of all peoples. Teaching methods are also changing to reflect diverse ways of learning. I invite you to be partners with me in this process of transformation.

While I do my best to create a learning environment that embraces difference, I'm still learning and need you to bring things to my attention that I have overlooked. If something is said in class that impedes your learning, please bring it to my attention. Likewise, if there is something in the assigned readings, something about the teaching methods I use, or something occurring outside of class that presents an obstacle to your learning, let me know.

I expect that you will also do your best to contribute to an inclusive learning environment by respecting differences. But, like me, I realize that you are also still learning how best to interact with people who are different from you or how best to suggest changes that may benefit you and others. This process calls for goodwill and understanding from all of us.

Including diverse views and experiences enriches learning for all of us and I hope that this issue can be discussed openly as needed. But if you don't think it is appropriate to bring up an issue in class, then please contact me outside of class.

Note: This statement is intended to open up a conversation between instructor and students, and as such can be tailored to your specific course needs. You may consider handing this statement out as a separate document rather than including it as an addendum to your syllabus; this might help underscore, for students, the importance of equity and inclusion in the classroom. To make the best use of such a statement, an instructor may also wish to follow up by:

- 1) Giving students a first-day survey that solicits information on how best to make the classroom environment conducive to their learning individually.
- 2) Discussing other policies that might relate to this statement such as use of technology in the classroom.
- 3) Discussing the use of sensitive language in the classroom and reminding students that racist, sexist, homophobic language will not be tolerated.
- 4) Discussing the possibility of difficult or sensitive course texts.
- 4) Discussing the biases inherent in the material included in the syllabus and how the course will address those biases (e.g., "I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature, etc." Linden & Wright).

- 5) Talking with students about the teaching methods you use and why you use them; letting students know that their feedback on these methods and assignments is welcome throughout the semester and not only at course evaluation time.

1.1 Faculty of Instruction

In accordance with the Drake University Academic Charter, the Faculty of Instruction shall include full-time personnel engaged in teaching and research having the rank of Instructor, Assistant Professor, Associate Professor or Professor in one of the departments in the College and not primarily engaged in administration. In the case of individuals with dual teaching appointments, at least one-half of their yearly regular semester teaching assignments must be in courses offered in the College of Arts and Sciences.

Commented [RER1]: Previously, Section 1.1 of the Handbook discussed consecutive term faculty, including the applicable P&T procedures for them. In this Proposed Draft, the introductory provisions on continuous term faculty are proposed to be moved to the P&T Section of the Handbook, so that promotion and evaluation procedures and criteria for continuous-term faculty are in the same section of the Faculty Handbook as for other faculty

3. Faculty

3.1 Appointments

3.1.1 Tenure and Tenure-Track

Tenure is an attainment by those who have demonstrated the qualifications required for acceptance as a permanent faculty member. It is a significant career recognition extended by the University. The quality of universities and their programs are inextricably linked with their tenure decisions. Since the awarding of tenure requires an assessment balancing the quantitative and qualitative efforts of the candidate, no formula defining a set number of publications, amount of service, or other objective measures has been established by the College.

Commented [RER2]: This section includes additional clarifying language on each type of faculty member and appointment for clarification. This language is consistent with other colleges' faculty handbooks at Drake

3.1.2 Consecutive Term

Consecutive term appointments are not intended to fulfill departmental needs that require the permanence of a full-time, tenure-track faculty member. They are meant to serve short-to-mid-term needs brought about by special circumstances, for example, hybrid teaching-staff positions, or the replacement of a tenured faculty member who has been called to serve in the administration, but who retains his or her place as a tenured member of a department, and who could return to that position.

Unless otherwise stated in this Handbook, Consecutive Term Faculty have the same rights and responsibilities as tenure-track/probationary faculty. They vote in Department, College, and University elections, serve on committees, and teach a course load equivalent to tenure-track faculty. In addition, they are eligible for the same travel support and grant consideration as tenure-track faculty, as well as promotion and sabbatical. Like all fully credentialed faculty, they are also part of the salary pool and eligible for raises at the same scale as tenure-track faculty. Thus, the only difference between tenure-track faculty and consecutive term faculty is that consecutive term faculty cannot be granted tenure, though the position may be converted to tenure-track with approval through appropriate channels.

Commented [RER3]: Some thought should be given to whether this should be specified; for instance, through the Dean.

3.1.3. Probationary Appointments

3.1.31. Initial Tenure-Track Appointments

Initial tenure-track faculty appointments will generally be made on a probationary basis, subject to annual evaluation to determine whether reappointment is warranted. Reappointment decisions will be made under the review procedures set forth in Sections 3.3.2 and 3.3.3, and based on the Criteria for Review of Faculty Performance set forth in Section 3.5.

To ensure an adequate and fair review, tenure-track faculty members shall be noticed of the procedures to be followed and the criteria to be applied in the annual review/promotion process. To the extent a Department adopts departmental-level review or assessment policies, procedures, or criteria applicable to annual, promotion, or tenure reviews, they must be readily available and drawn to the attention of the tenure-track faculty member. Notice of such review procedures and criteria will be satisfied by providing a copy or URL link of the College Handbook and any Departmental procedures to the tenure-track faculty member at or around the time of initial appointment.

A tenure-track faculty member's probationary period may not exceed seven full-time years of service, at Drake University or otherwise. Up to three years of "credit" on the probationary track may be granted for full-time service with the rank of instructor or higher in university-level appointments in other institutions, provided that the amount of credit for previous service is established at the time of initial appointment and specified in the written initial appointment letter. Four years of service at Drake is required prior to granting tenure, except with the special approval of the Board of Trustees.

Tenure-track faculty members are eligible, when experiencing a life event as defined by the *Academic Charter*, to request one or more one-year extensions of their probationary period as set forth in the University Academic Charter.

Annual renewal of an appointment during the probationary period is not, in and of itself, an assurance of an eventual award of tenure. At the end of the probationary period of service, the faculty member will be notified that he/she will be awarded either tenure or a one-year terminal contract.

3.1.32. Initial Consecutive Term Appointments

Initial consecutive term appointments (non-tenure) track are renewable on an annual basis. A consecutive term appointment may continue as long as the annual contract is renewed by the College. The Dean will have the authority to negotiate, within existing University policy, the level of the initial appointment for faculty with prior non-tenure or other relevant experience. The initial letter of appointment should specify the years of previous promotion-relevant experience being credited to the faculty member in regards to promotion.

To ensure an adequate and fair review, consecutive term faculty members shall be noticed of the procedures to be followed and the criteria to be applied in the annual review/promotion process. To the extent a Department adopts departmental-level review or assessment policies applicable to annual, promotion, or tenure reviews, procedures, or criteria, they must be readily available and drawn to the attention of the consecutive term faculty member. Notice of such review procedures and criteria will be satisfied by providing a copy or URL link of the College

Commented [RER4]: Several of these procedural requirements were buried in other sections and under different headings, making it unclear when (or if) they applied. In this Proposed Draft, we drew all procedures applicable to initial tenure-track appointments into one place to ensure they were clear

Handbook and any Departmental procedures to the consecutive term faculty member at or around the time of initial appointment.

3.2 Promotion in Rank

Faculty members in the College have eligibility for promotion as follows:

- From Instructor to Assistant Professor: Upon the Dean's receipt of official notice that all requirements of the degree in the specific program have been satisfied.
- From Assistant Professor to Associate Professor: Six Years
- From Associate Professor to Professor: Six Years

At the beginning of each academic year, the dean of the college, in consultation with the Provost and department chairs as appropriate, shall provide department chairs with the names of faculty members whose years of service in rank qualify them for consideration for promotion. Tenure-track faculty may request a one-year exception to the six-year requirement for eligibility for promotion, based on unusual circumstances.

Credit towards promotion may be granted for full-time service in rank in another institution, however such credit should be specified in the initial appointment letter.

Commented [AM5]: Added the specific reference to TT faculty because the exception does not apply to any other rank.

3.3 Annual Review, Tenure, and Promotion Procedures

3.3.1. Review Committees

3.3.11 Department Review Committee(s)

All available tenured members of a department/program shall constitute the Department Review Committee of candidates for tenure. Departments/programs with two or fewer tenured faculty members shall add tenured faculty members from outside the department so that the review committee shall have at least three members.

In the case of review for promotion, the department shall determine who serves on the Department Review Committee. However:

- When considering promotion to associate professor, the Department Review Committee shall consist of at least three tenured members of the department. If this is not possible, the chair of the department must work with the Dean to find tenured faculty from other departments within Arts and Sciences to serve on the candidate's committee. If a candidate's position is spread among multiple department or programs, the composition of the Department Review Committee must reflect the conditions of appointment, and will be worked out in consultation with (and approved by) the dean.
- When considering a promotion to professor, at least three faculty at the rank of professor, drawing such faculty from outside the department and from a related field if necessary, must be on the Department Review Committee.

3.3.12 Arts and Sciences Promotion and Tenure Committee

The purpose of the College of Arts and Sciences Promotion and Tenure Committee (herein “P&T Committee”) is to formally review all departmental-level recommendations for or against tenure or promotion and make recommendations to the Dean consistent with the procedures set forth herein.

Each academic year, the Dean shall call an initial meeting of the P&T Committee to elect a committee chair, to review procedures, and to outline the committee's workload. The dean shall be present as an observer at the subsequent meetings of the committee.

Commented [AM6]: Previously 3.3.12 contained no text and there was an embedded link to section 3.6. It makes more sense to move the text from 3.6 here.

3.3.2 Requirements for All Reviews and Evaluations

3.3.21 University Policies. All evaluation procedures and practices must comply with the established equal employment policy of the University and with the university bylaws, academic charter, and faculty manual. The term “department” in this handbook also refers to programs that have their own chair or director.

Commented [RER7]: This should be moved up in the Handbook, rather than buried in these procedures

3.3.22 Department Standards/Procedures. In order to ensure adequate and fair reviews following initial appointment, the College shall maintain an up-to-date copy of this Handbook on the College's website, and for ready access by all faculty members. To the extent any Department adopts departmental-level review or assessment policies, procedures, or criteria applicable to annual, promotion, or tenure reviews, the Department must:

- (a) obtain the approval of the College Dean before adoption;
- (b) make the procedures readily available to new and continuing faculty, with such requirement being met by providing a copy or URL link of the procedures document to each department faculty member; and
- (c) reasonably and promptly noticing all departmental faculty of any revisions to the procedures.

3.3.23. Faculty Responsibility. Faculty are responsible for knowing the Criteria for Review of Faculty Performance (see Section 3.5 below) and for presenting a record of achievement within these criteria during the applicable review or evaluation. Any exceptions to or exemptions from the criteria and standards shall be recorded in writing.

3.3.3. Annual Review of Probationary (Tenure-Track) and Consecutive Term Faculty

Commented [RER8]: This section is a combination of the pre-existing section on annual review in the Handbook, and the current Administrative Procedures (Faculty) for Faculty Evaluations and Reappointments. The goal would be to eliminate the APA Section so that you do not have two co-existing and separate documents

3.3.31. Procedures

Review of probationary (i.e. tenure-track) and consecutive term faculty leading to recommendations for reappointment or non-reappointment will occur each year of the probationary period.

The annual review commences with the faculty member submitting a written record of their activities and accomplishments to the department, consistent with the evaluative criteria set forth under Section 3.6. In order to do so, the faculty member shall use the College's

Professional Activities Record (PAR) form to submit this written record, which shall be available from all administrative assistants or otherwise upon request. Faculty must submit the PAR to his/her department chair by January 15, with the exception of second-year faculty, who must submit the PAR to his/her department chair by November 1.

Initial responsibility for evaluation of the performance of the faculty members rests with the department chair; however, all tenured faculty in the department must participate in the annual review, allowing those who are on sabbatical or other leaves of absence and those in their final year before retirement to be excused. The department must consider evaluations of teaching performance by students and peers conducted consistent with Section 4.7 of this Handbook, as well as the faculty member's PAR.

The chair, or another faculty member specified by the department, must then write an evaluative memorandum recommending reappointment or non-reappointment of the tenure-track faculty member. This memo should provide thorough comments evaluating teaching, scholarship and service. (Note: The purpose for the annual evaluation is to guide the candidate towards tenure; the department will carefully and critically analyze the candidate's teaching, mentoring, research and service activities, and will comment upon the candidate's progress towards tenure. While it is important to describe the positive progress of the candidate towards tenure, it is crucial that the department also explicitly point out areas for improvement.) The department shall use the Professional Activities Evaluation form (PAE) in preparing its memo. The PAE presenting the recommendation to the Dean should record who participated in making the recommendation, and the recommendation should be signed by all tenured faculty (person on sabbatical or other leaves of absence may be excused).

The PAE shall be provided to the faculty member and the Dean of the College by no later than February 15, or by November 15 for second-year faculty.

- In the event of a recommendation not to reappoint, the department shall give the faculty member the option to request reconsideration of its decision. The faculty member must submit the request for reconsideration within five calendar days of receiving the department's negative recommendation, and the department shall make a decision on the request for reconsideration within five calendar days of receipt of the reconsideration request. The department's decision on the request for reconsideration shall be in writing, signed by all those who participated in the reconsideration decision, and provided to the faculty member and the Dean of the College.
- In all annual reviews, the Dean of the College shall review (1) the PAR and PAE, and (2) the reconsideration request and decision, if applicable, and issue a written decision to the faculty member and department affirming or rejecting the department's recommendation for reappointment by no later than March 1, or by December 15 for second year faculty. The Dean has the discretion, but not the obligation, to request additional information or materials from the department and/or faculty member in reaching his/her decision. Conferences between the Dean and the department chair about recommendations regarding reappointment or non-reappointment is desirable in all instances.

Recommendations affecting third-year faculty are regarded as particularly critical. Persons for whom the eventual attainment of tenure and/or promotion is regarded as at all problematical should not be recommended for reappointment at any stage, but particularly not at this time.

Note: Section 3.3.31 does not apply to tenure-track faculty in the year in of mandatory tenure review, typically the sixth year in the tenure track. Such faculty members' review will be conducted under the procedures for tenure review set forth under Section 3.3.41.

3.3.32. Expectations of Probationary (Tenure-Track) in Annual Reviews

Commented [RER9]: This comes from the Dean's Annual Memo

Throughout the probationary period, the faculty member should build a case for tenure in terms of the evaluative criteria set forth in Section 3.5, and the College should provide feedback at each evaluation period. Note that since growth as a teacher, scholar, and collegial contributor is expected, a performance judged to be excellent in the first year and second year will not necessarily satisfy expectations in later years.

The First Year: In the first year, evaluation focuses principally on teaching performance. If problems are apparent or difficulties are encountered but are judged to be correctable, then the faculty person is advised to find ways of improving teaching effectiveness. Student assessments of teaching effectiveness are required, and the counsel of colleagues in the department should be sought. Grant proposals for support of scholarly or artistic work should be initiated if appropriate. Service beyond departmental involvement and participation in basic College activities is generally not expected.

The Second Year: Teaching effectiveness remains a major focus of concern. There should be clear progress toward overcoming previous difficulties and continued good performance overall. In the second year, probationary faculty should show some progress in establishing a record of productive scholarship and creative activity. The beginnings of a service record should also be indicated, including student advising.

The Third Year: A balance in the teacher/scholar or teacher/artist role should be well established. Any teaching problems should now be largely overcome and there must be little doubt about solid teaching effectiveness. There can be no grounds for reservations about the performance and promise of the individual as a contributing teacher/scholar or teacher/artist in the College community. The role of the faculty member in the department and the College is an important part of the evaluation process because each faculty member is expected to be an active teacher/scholar or teacher/artist involved in service to the College and University communities.

The Fourth and Fifth Years: These reviews are considered "pretenure" reviews. In both quantitative and qualitative terms, the faculty member must present a close approximation of fitness for tenure. He or she must provide clear evidence that a high level of performance has been attained. Any teaching deficiencies or weaknesses must have been overcome. Actual scholarly or artistic accomplishment should replace the indications of promise that were acceptable at earlier stages. The faculty member should also be building a record of service. Probationary faculty members should be aware that in the initial years in the tenure track their annual reviews are largely, though not exclusively, formative in character. The principal purpose of the reviews is to provide guidance and direction. Through the years in probationary status, the reviews incorporate a greater measure of summative considerations, as increasing attention

Commented [AM10]: Removed "encouragement"

is given each year to assessing the strengths and weaknesses of the person being reviewed, with the purpose of providing advice on the prospects of eventual tenurability. These probationary reviews, however, do not prejudice the recommendations of the department, Arts and Sciences Promotion and Tenure Committee, or the Dean of Arts and Sciences in the reviews taking place in the final tenure year.

Note: This Section 3.3.32 is intended to provide guidance on expectations for the benefit of educating new faculty. It is not binding in the case of any annual review and circumstances may warrant different considerations.

3.3.4. Promotion and Tenure Review

3.3.41 Tenure Review Procedures

The tenure review occurs in the mandatory year of tenure review set forth in the faculty member's appointment letter, typically the sixth year in the tenure-track. Tenure (and/or promotion) can be awarded only when a clear and convincing case supports such a decision.

Departmental Level Review and Recommendation

For each tenure candidate, the Dean will establish a timetable for the tenure review. Ordinarily, the department's review and recommendation will be completed by October 1.

The tenure review commences with the submission of a set of credentials to the department chair by the faculty member, consistent with Section 3.3.42. The department chair shall provide the candidate's credentials to the chair of the Department Review Committee and shall convene that Committee to discuss those credentials. The faculty member being reviewed for tenure shall also be invited to appear before the Department Review Committee.

Commented [AM11]: Inserted "chair of the"

In its deliberations, the Department Review Committee must consider:

- The criteria to be used for tenure review are the evaluative criteria set forth in Section 3.5, as supplemented by the department's own statements and standards;
- Evaluations of teaching performance by students and peers consistent with Section 4.7 of this Handbook;
- The faculty member's submitted credentials consistent with Section 3.3.43; and
- Three or four letters of review from persons outside the University who are in a position to speak about the significance and promise of the candidate's work on scholarship/creative activity, and who have a personal relationship with the candidate of such a nature that the external reviewer can be expected and assumed to provide an objective review of the candidate's work. The letters shall be obtained as follows:
 - Both the department and candidate can suggest persons to serve as reviewers. The department, in consultation with the candidate, shall develop the final list of reviewers.

Commented [RER12]: This is combined with the Guidelines for Preparing Credentials for Tenure / Promotion Review Section III(B)(2) , which were mostly consistent, but a little inconsistent. Now everything should be in one place.

- The candidate for tenure must be required to submit a statement in which the candidate briefly explains and discloses his/her personal and/or professional relationship with each prospective reviewer.
- Reviewers shall not include those who served as dissertation director, thesis director, major advisor for post-doctoral research, a close acquaintance, or direct collaborator of the candidate.
- Persons solicited for these reviews of scholarly/creative work should be provided with the necessary materials and the time to complete such reviews before the Department Review Committee begins its consideration of the candidate.
- Correspondence with reviewers should urge that the candidate's scholarly or creative work be considered in the context of the primary emphasis Drake places upon teaching. A copy of the department's letter soliciting the review should be included with the materials submitted along with a copy of the *vita* of the reviewer.
- All persons so solicited should be made aware that the candidate may see these letters when they are included in the file, unless he or she has waived the right to see them. The candidate may request to see these letters after the Promotion and Tenure Committee has issued its recommendation.

In the event of a positive recommendation by the Department Review Committee for tenure, its recommendation and all documentation considered by the Department Review Committee in reaching its recommendation (including the external review letters), shall be forwarded to the Arts and Sciences Promotion and Tenure Committee. ~~In support of the recommendation, the Department Review Committee may submit evaluations provided by other departments in the same division or school.~~

In the event of a negative recommendation, the chair of the Department Review Committee shall write to the faculty member stating (1) the faculty member is not being recommended for tenure, and (2) the Department Review Committee's reasons for the negative recommendation.

- **Reconsideration.** Within ten business days of receiving the negative recommendation, the faculty member may request a reconsideration. If so, the Department Review Committee shall reconsider its recommendation, including scheduling a time for the faculty member to appear before the Department Review Committee to provide his or her perspective on the initial negative recommendation. The Department Review Committee shall make a decision on the request for reconsideration within ten business days of receipt of the request for reconsideration.
- **College-Level Submissions.** Should the negative recommendation of the Department Review Committee stand, the faculty member may submit an additional written statement to the Arts and Sciences Promotion and Tenure Committee, putting forth grounds for a positive recommendation for tenure. The Department Review Committee shall also then submit to the Arts and Sciences Promotion and Tenure Committee a de-

Commented [AM13]: Added *when* the letters can be requested. Normally the candidates get the letters when the process is over but this addition is important in the event a candidate receives a negative recommendation and wishes to request reconsideration.

tailed account of its proceedings, including an anonymous tally of the vote, and a statement of its reasons for the negative decision. The Arts and Sciences Promotion and Tenure Committee shall then consider all such materials in its review and recommendation of the faculty member for tenure.

Commented [AM14]: Added "anonymous" to clarify "tally"

Arts and Sciences Promotion and Tenure Committee Review and Recommendation

The Arts and Sciences Promotion and Tenure Committee (herein "P&T Committee") shall review the recommendation, credentials, and other applicable relevant materials of each candidate for tenure as follows:

1. For each meeting to review candidates, the P&T Committee shall maintain minutes of its proceedings, showing all motions, recording all votes (which are registered by secret ballot), and noting the principal areas discussed regarding each candidacy. Verbatim minutes are not required.
2. P&T Committee members who have participated in annual reviews of a candidate who is before the P&T Committee shall absent themselves from discussion and debate when that candidate is under consideration and shall not participate in those discussions in any way, including the final vote. Associate professors may not serve on the P&T Committee during the year they apply for promotion.
3. Unless otherwise excepted, attendance will be required of all members at all meetings in which candidacies are considered. Phone or computer-aided attendance may be occasionally permitted by the P&T Committee Chair in rare situations. Only in extraordinary circumstances will a member be excused, such as a member's extended illness occurring too late in the process to select a substitute, or agreement by the P&T Committee that a conflict of interest exists for a member involving a case under consideration. In such cases, this absence must be approved by the Chair and must be indicated in the P&T Committee's minutes.
4. Prior to the consideration of each candidate, the Dean or designee will provide the members of the P&T Committee with access to: (1) any departmental statement of criteria and procedures consistent with Section 3.3.22; (2) the candidate's initial letter of appointment; (3) the candidate's PAEs; (4) the candidate's submitted credentials; (5) the Department Review Committee's recommendation, including any record of proceedings as applicable for negative recommendations; and (6) any response to the Department Review Committee's recommendations as permitted by these procedures.
5. The deliberation of the P&T Committee regarding a candidate shall be conducted as follows:
 - i. A secretary pro tem shall be designated for each candidate. The secretary maintains an informal record of the issues. This will include a log of questions the P&T Committee may wish to ask of the candidate's chair.
 - ii. All members of the P&T Committee read and review the teaching, scholarship, and service record of the candidate, as reflected in the materials submitted to the P&T Committee.

- iii. The P&T Committee will not compare candidates, except for consistency in writing the final letters.
 - iv. The P&T Committee may request a meeting with the candidate's chair to answer questions the P&T Committee has generated during its discussions of the candidate. A copy of the questions should be sent to the chair in advance of the meeting. If the P&T Committee has no questions for the department, the chair will be given the option not to meet with the committee. The meeting with the chair generally will occur after initial review and discussion of the individual's candidacy.
 - v. The P&T Committee may request from the candidate or the candidate's chair any materials it has not received. It may also request other materials it deems relevant to its discussion with the candidate's chair, including the candidate's course evaluations from her/his first or second year.
 - a. If materials are not supplied or if the department does not appear to be adhering to departmental or college review procedures, a candidate's file review may be postponed to a subsequent year. This decision shall only be made in consultation with, and with approval of, the Dean.
 - vi. Following full discussion of the materials and after meeting with the candidate's department chair if needed, a preliminary, non-binding vote is taken regarding the candidate's tenure and/or promotion. The secretary pro tem then drafts a clear, formal statement of the P&T Committee's preliminary recommendation and rationale on the candidate, and the draft statement will be edited and refined by P&T Committee members in a group session.
6. After considering all candidates, the P&T Committee will review its preliminary recommendations and affirm or amend them with a final vote. In other words, all actions until the final vote is taken are tentative. The P&T Committee's work is not completed until the Chair and all its members review the recommendations on all the candidates and attest to their accuracy by signing the appropriate recommendation form. In the event of a tie vote of the Committee, the recommendation is negative.
7. The Dean will be present at all meetings of the P&T Committee as an observer rather than a participant. The Dean may, however, be invited to provide information concerning the candidates.
8. All aspects of the P&T Committee's work—the discussions, debates, votes, preliminary recommendations/rationales, and materials reviewed—are confidential.

The P&T Committee's final recommendation/rationale on each candidate shall be sent to the Dean, along with the numerical vote for the P&T Committee's recommendation. The same recommendation rationale, minus the numerical vote on the P&T Committee's decision, shall also be sent to the candidate via email and within four business days of the date it is delivered to the Dean. The faculty member may submit a response to the recommendation/rationale

Commented [AM15]: This reverts back to the current handbook.

within two weeks of receipt. If a response is submitted, the Dean must consider it and retain a copy in the tenure materials accompanying the Dean's recommendations to the Provost.

Dean Recommendation

The Dean, upon receiving the recommendations from the P&T Committee, shall consider them in the light of her or his own review of each candidate's credentials and record of performance. The Dean may be given an opportunity to question the P&T Committee concerning its recommendations, after they have been presented, in order to gain information to be used in forming her or his independent judgment on the strengths of the candidates.

The Dean shall submit to the Provost his or her recommendations for action on each candidate. Each recommendation must include (1) a copy of the P&T Committee's recommendation/rationale, with notes on whether the Dean concurs or differs from the recommendation/rationale of the P&T Committee, and (2) any response to the recommendation/rationale timely submitted by the faculty member. The Provost may meet with the P&T Committee to discuss any recommendation/rationale about which the Provost may have questions.

If the Dean determines that the candidate does not merit tenure, the Dean must specifically inform the candidate of that determination. The candidate may appeal the Dean's negative tenure decision to the Provost within two weeks of the notification of the decision of the Dean. The Provost's review will be carried out in line with the University Academic Charter and other applicable policies and procedures.

University Decision

If the Dean recommends tenure, the recommendation must be approved by the Provost and sent to the President who submits it to the Board of Trustees for approval. If the University grants tenure, the faculty member shall be afforded the full rights and privileges of tenured faculty. If the University does not grant tenure, the faculty member shall be given a terminal contract. If the candidate chooses to appeal the University decision, the appeal will be carried out in line with the University Academic Charter, Section VIII.

Commented [AM16]: This has been fleshed out to show steps in the process.

3.3.42 Promotion Review Procedures

The procedures for promotion shall be the same as those for tenure, set forth above in Section 3.3.41, with the following exceptions and/or additions:

1. If a candidate is not recommended for promotion by both the P&T Committee and the Dean, the recommendation shall not be submitted to the Provost. Instead, the faculty member shall not be granted promotion, and is eligible to re-apply for promotion the next academic year, or any year thereafter.
2. If the University does not grant promotion, the candidate is eligible to re-apply for promotion the next academic year, or any year thereafter.

For

3.1.3 Context and Criteria for the Review of Faculty Performance

3. Promotion to the Rank of Professor:

- a. The candidate will notify the department/program chair of intent to seek promotion to professor by October 1 of the year before submitting materials.
- b. The Departmental Review Committee should arrange to carry out observations of classroom teaching, as well as review student evaluation forms, for all courses taught in each of the two semesters prior to consideration for promotion. If the department/program has accumulated systematic data on teaching effectiveness equal to these requirements, that may be used instead of observations.
- c. The external evaluative review letters must hold an academic or professional rank equal to that to which the candidate aspires.

3.3.43 Faculty Credentials

A faculty member being reviewed for tenure and/or promotion shall prepare a set of credentials supporting the faculty member's candidacy. The credentials shall include a self-reflective statement in which the candidate discusses her/his record and indicates plans for future development, supported by evidence including:

- a) A current *vita*. The *vita* should list the candidate's educational attainments and professional positions held, giving status and rank as appropriate. It should also present the record of achievement of the candidate in teaching, scholarship and creative activity, and service.
- b) Student evaluations for every course taught, including summer and J-term, and all reports prepared by peer observers. Student evaluations from the three years preceding the tenure review must be submitted. These must be submitted in their entirety rather than in the aggregate, since aggregate results do not allow the reading of positive and negative comments within context.
- c) Attachments showing evidence of scholarship or creative work appropriate to the faculty member's discipline or interdisciplinary areas. These may include products of the faculty member's work and any critiques or evaluations provided by reviewers of that scholarly work or creative activity (for example, book reviews, critiques by article reviewers, observer reports, etc.).
- d) Attachments showing evidence of effectiveness in service to students, the university, one's profession, and the community.
- e) Attachments showing evidence of effectiveness in advising and mentoring.
- f) Letters of support or recommendation, which will be attached to the candidate's application file or sent directly to the department chair for inclusion with the candidate's credentials.
- g) All other evidence the candidate wishes to submit with respect to his or her achievements concerning the established criteria.

3.3.44 Post-Tenure Evaluation

After grant of tenure, faculty members will be evaluated annually. Tenured faculty shall submit a PAR to their department chair every three years. Any PAR due in January is to address the previous calendar year. In non-PAR years, tenured faculty use the Professional Activities Highlights and Evaluation (PAHE) form, summarizing the most important accomplishments of the year, and submit the PAHE to the Department Chair. Either a PAR or PAHE may be appended with a CV. Upon receipt of the PAR or PAHE, the Department Chair shall evaluate the faculty member, preparing a PAE. The PAE, accompanied by the PAR or the PAHE, are to be submitted to the Dean by February 15.

3.3.45 Evaluation of Department Chairs. Evaluation of the performance of department chairs follows the procedures of Section 3.3.44, except the Dean does the evaluation.

3.5 Criteria for the Review of Faculty Performance

Fundamental to Drake's stated mission "to provide an exceptional learning environment" for students is the intellectual vibrancy of its faculty. This primary goal of promoting learning and intellectual growth among our students is achieved through faculty who: continually develop and revise their teaching practices based on engagement with current pedagogical approaches in their discipline; are active scholars who reflect thoughtfully about the relationship between their scholarship and their teaching; and are committed institutional citizens who perform strategic service to the University and the profession in ways that draw on and contribute to their teaching and scholarship.

What does this mean in terms of the criteria for the review of faculty ~~for tenure and promotion?~~

Drake seeks to encourage its faculty members to develop, ideally, a balanced approach to the demands of university life. Teaching becomes more effective if fully informed by ~~disciplinary~~ best practices and if continually refreshed by the current knowledge of the practicing scholar. An active scholarly life renews the intellectual energy and drive of the scholar/teacher and grants students participatory access to the most recent advances in disciplinary knowledge and development.

Commented [AM17]: Reverted back to "disciplinary."
(Lawyer had changed to "pedagogical")

Service, whether faculty governance, curriculum development and oversight, the advising of students, service to the profession, or any number of other commitments to the maintenance of college life, also deeply involves faculty in creating the environment within which good teaching and scholarship can flourish. Tenure or promotion will be earned through substantive and high quality activity in all three areas, ~~all of which are evaluated within the tenure and promotion review.~~

At Drake, the bedrock of all such development is necessarily teaching. ~~Discharging~~Fulfilling our responsibilities to instruct our students is core to our mission. Excellent scholarship or a fine service record or both cannot compensate for lack of success in teaching.

The College recognizes that assessment of performance is complex. Different disciplines have understandably different practices in both teaching and scholarship; many service responsibilities are collaborative in nature, making an individual's contribution sometimes difficult to document. ~~Thus, it should be clear, in the guidelines that follow, that departments~~Departments have autonomy to set the explicit guidelines for teaching, scholarship, and service in their disciplines. ~~The general guidelines in this document provide a comprehensive description of current teaching practices, of types of scholarship in a variety of venues, as appropriate to different disciplines, and of service~~

responsibilities as they reflect the many avenues a professional career might take. But all departments are encouraged to make clear in their own guidelines how they evaluate each area according to their disciplinary practices. In addition, departments should make clear any ways in which their particular disciplinary requirements differ from or add to the general requirements. Departments are not required to adopt their own guidelines, but doing so creates the obligation to inform candidates of and adhere carefully to such guidelines.

Commented [RER18]: Consistent with new Section 3.3.22

What follows ~~then~~ are specific College-level requirements for each area: of faculty performance. Each section includes suggestions for assessment at the departmental level, ~~and guidelines for candidates on how best to prepare materials for the tenure review.~~

3.5.1-21 Teaching

Effective teaching is essential to the University mission. At the core of effective teaching is reflection and revision. The College recognizes that effective teaching is an ongoing process rather than a single "achievement," that methods and activities may be revised based on developments within a faculty member's discipline, or based on experimental pedagogies. The development of a teacher's own scholarship may factor into course revisions. New understandings of students' patterns of cognitive growth and/or social adjustment may occasion a shift in emphasis or teacher responses within a course. Thus, the progress of a faculty member's teaching over time will reflect continual attention to and development of the following qualities:

- a. Expertise in the discipline or interdisciplinary areas and mastery of the subject matter one teaches.
- b. A commitment to student learning which includes the ability to: articulate learning outcomes and define instructional objectives; develop students' skills consistent with course objectives; provide students with explanatory course statements, assignments and other materials; give timely and useful feedback; respond to student communications outside of class in a timely fashion; give clear grading guidelines; and generally foster a respectful atmosphere which engages students' minds and motivates students to perform to the best of their ability.

In addition, effective teaching activities may include:

- c. Mentoring, which encompasses activities similar to apprenticeship-preparation for entry into a profession or career. Mentoring activities typically occur outside the classroom and may include assisting students on choosing graduate or professional schools; preparing letters of recommendation for graduate scholarships, graduate studies, or employment; discussing career options; directing independent studies and undergraduate research, and assisting students in identifying and obtaining internships and/or professional experiences.
- d. The development of models, equipment, inventions, printed or computer-based instructional materials, or audiovisual materials that further the teaching of a discipline.

e. Other activities the candidate's department identifies and justifies as meriting consideration as directly related to teaching performance, such as developing service learning or study abroad experiences. Departments are expected to recognize teaching done in interdisciplinary areas, including team-taught, cross-disciplinary courses, and to consult with the director of applicable programs in conducting the evaluation.

Department Assessment: ~~Within:~~ To the ~~guidelines outlined above~~ extent necessary, each Department ~~will, of necessity, may~~ develop its own practices to assess instructional skills and accomplishments as they apply to effectiveness in teaching in its disciplines. ~~Thus, each For instance, a~~ Department ~~will may~~ develop a statement ~~that which~~ describes:

i. ~~any special requirements not described above, if any, or unique standards of teaching effectiveness and performance expected within its disciplines. For example, departments may develop instruments such as an exit survey or a rigorous analysis of student work. Individual samples of student work that have not been rigorously analyzed should not be considered as evidence of quality teaching.~~

ii. ~~departmental policies concerning the frequency and type of peer observation that will take place for pre-tenure and tenure reviews. Peer observations should not merely list the candidate's strengths but be written from a critical perspective which would include a discussion of aspects of a candidate's teaching that could be improved.~~

iii. ~~departmental practices governing student evaluations for individual courses, including providing the candidate with sample evaluation forms, or a standard form, if a department has one. While student evaluations in toto can provide useful indications of the nature of the classroom atmosphere—how timely the faculty member responds to students' communications, how quickly assignments are graded and returned, and how useful students find the faculty member's feedback—student self-assessment of learning can be unreliable; some students have personal biases against an instructor; systematic biases present in the broader culture, for example, those based on gender, ethnicity, or color may be reflected, often subtly, in student evaluations. Thus, a careful analysis of student evaluations should focus on overall patterns rather than, for instance, on an opinion voiced by a single student.~~

~~iv. ii.~~ any specific mentoring practices the department has in place for tenure-track faculty, and what these may require of the untenured faculty member.

~~Departmental assessment practices and any statement of special or unique standards must be approved by the Dean of the College. All members of the Department must be apprised of these assessment practices. All statements should be readily available to all department members, and especially, should be drawn to the attention of tenure-track faculty. These should not be changed by the Department or the Dean without giving notice to tenure-track~~

Commented [RER19]: The next sections were moved up to a combined section on approval of Departmental procedures

faculty members. Faculty members must be given time and opportunity to demonstrate the ability to perform within these standards, before the next review. When a candidate comes up for tenure review or for promotion to full professor, departments will provide the dean and the Tenure and Promotion Committee a statement of departmental policies and practices. Departments will also provide copies of peer teaching observations of the candidate.

i Guidelines for Candidates Preparing Credentials for Tenure and Promotion/or Promotion to Full Professor:

i. The full tenure narrative should not exceed 25 (single-spaced) pages. In the opening teaching section, candidates should describe their teaching philosophy and goals, the evolution of their pedagogical practices, and should demonstrate how student learning is achieved. Within this context, a careful and rigorous examination of course assignments, exams, and classroom activities should be provided and should reference the materials presented in the file. Candidates should also discuss, as appropriate, student evaluations and the ways in which they have revised or rethought their courses accordingly. See 3.1.31 f iii for a discussion of the proper role student evaluations play in the review process. Reciprocal connections the candidate may see between his/her teaching and scholarship are appropriate to discuss in this section of the narrative.

ii. Description of Courses taught: Candidates should provide in the narrative the titles, dates, and number of credit hours for the courses taught during the years leading to the tenure and promotion review. (For promotion to full professor, materials from the previous 5 years will be sufficient). Materials submitted should include syllabi, representative handouts, assignments, and exams and should be keyed by letter and number to the letters and numbers specified in the narrative. Every iteration of every course need not be discussed unless such an iteration led to a significant revision of the course.

iii. Mentoring: Candidates should describe the ways in which they act as mentor, how that mentoring relates to teaching and/or scholarship or service, and should provide any materials that give evidence of the quality of mentoring activities.

iv. Student evaluations from the three years preceding the tenure review should be submitted. These should be submitted in their entirety rather than in the aggregate, since aggregate results do not allow the reading of positive and negative comments within context.

v. If unusual or experimental pedagogies constitute part of a teacher's repertoire, the usefulness of such pedagogies can be documented in ways additional to student evaluation, e.g. with reference to published LEAP assessment programs, "Reacting to the Past" assessments, etc. This could provide a balanced view in the event of student resistance to change or new challenges in the classroom. Candidates would still need to demonstrate through materials and discussion in the narrative how they, individually, enacted such pedagogies in the classroom.

vi. As noted above, the department will provide copies of peer teaching observations. The candidate may choose to comment on these in the tenure narrative, if needed for clarification or explanation of what effects they have had on the candidate's teaching development.

vii. The department or program committee for annual evaluation of a candidate for tenure and promotion to associate professor shall consist of at least three tenured members of the department. If this is not possible, the chair of the department should work with the dean of Arts and Sciences to find tenured faculty from other departments within Arts and Sciences to serve on the candidate's committee. If a candidate's position is spread among multiple department or programs, the composition of the committee should reflect the conditions of appointment, and should be worked out in consultation with (and approved by) the dean.

viii. The purpose for the department or program's annual evaluation is to guide the candidate towards tenure and should carefully and critically analyze the candidate's teaching, mentoring, research and service activities. It should also comment upon the candidate's progress towards tenure. While it is important to describe the positive progress of the candidate towards tenure, it is crucial that the department also explicitly point out areas for improvement. The committee should send its annual report to the dean, and the dean shall use this report as a basis for her/his annual review of the candidate. Once the dean's annual review is written and returned to the candidate, both the committee and the candidate are allowed the right to respond in writing to the dean's annual review. These responses will be included in the candidate's files kept in the Arts and Sciences offices along with both the department and dean's annual reviews.

ix. Keeping in mind that the candidate is only required to submit student evaluations of her/his teaching for years three to five of the pre-tenure period, the department committee is encouraged to pay particularly careful attention to the student evaluations of the candidate during years one and two of the pre-tenure period. **3.5.2 Scholarship/Creative Activity**

The evaluation process of scholarship/creative activity focuses on the trajectory of a faculty ~~member's scholarship over time. Individual departments define in detail what kinds of research, scholarship, and creative activities most fully represent advancement and development in their fields, and which thereby constitute reasonable expectations for tenure and promotion within their programs and disciplines.~~

member's scholarship over time. In general, all departments look for a record of scholarly and creative achievement that demonstrates a commitment to continued growth and accomplishment, and offers the promise of future contributions to their field. Scholarship and creative activities may be demonstrated in a variety of ways; they show a candidate's mind at work and his or her skills in practice in the appropriate field(s) of endeavor. They help to ensure that those responsible for teaching and learning remain current in their disciplines, particularly when their fields are among those whose protocols, norms, methods, and tenets change relatively rapidly.

Often these activities not only advance knowledge and understanding, they may also contribute to high quality teaching. That is, they connect faculty to the daily lives of students, whom we all expect to contend with difficult ideas, engage with new concepts, and take part responsibly in the production of knowledge. An active creative or research agenda, then, maintains faculty credibility to assign and evaluate student work. Our own engagement in scholarship and creative activity is one way we continually "earn" the privilege, in other words, of passing judgment on our students' work.

Scholarly and creative activity enhances the academic reputation of the University and demonstrates the quality of its faculty as measured by terms set outside the University itself. Ideally, the public dissemination of such work models a courageous and receptive attitude toward critique, dialogue, and dissent, and provides opportunities for us to think deeply about, and even rethink, our disciplinary and professional assumptions. Thus, scholarly and creative work may contribute to public conversations and policy change as well as to a professional discourse.

There are many ways to demonstrate engagement in scholarly and creative activities; ~~as suggested above, however,~~ for the purposes of ~~tenure and promotion~~ faculty performance, these activities must be public – that is, they must be presented in a form that allows others to enjoy, critique, and evaluate them according to the standards of their field. An idea, product, or performance which cannot be subjected to some form of critical examination by peers is not scholarship or creative activity as here defined.

The record submitted for review may include elements in the following list. This list is suggestive rather than fully inclusive, but in all cases, refers to work that exists in some public form or forum, and that can be evaluated by peers. ~~The items are given in alphabetical order rather than in order of importance. This reflects~~ Given the undoubted difference across disciplines in considering what "counts" as important to publication in the field. ~~Again, individual departments have the responsibility to determine the scholarly or creative activities that fulfill reasonable expectations for tenure and promotion within their programs and disciplines., the items in the lists below are given in alphabetical order rather than in order of importance.~~

- a. Artistic activities that are subject to critical evaluation, where practicable, including musical recitals and/or concert performances, publication or performance of original musical compositions, exhibitions of art work in individual or group displays, involvement in creative aspects of theatrical productions (i.e., stage/costume/lighting design, direction or choreography, acting or play writing), public readings of one's own creative work in prose and/or poetry, or other appropriate evidences of artistic activity₂
- b. Community-based and community-engaged scholarly and creative activities that ~~has~~have some public dimension—presentations or publication locally or nationally₂
- c. Editorial work in the production of an edited volume or the editing of a journal₂
- d. Grants and awards ~~applied for and those~~received for scholarly and creative activity₂
- e. Interdisciplinary or multidisciplinary work published in venues outside the candidate's discipline₂
- f. Invited publications (books, articles, book chapters, book reviews, etc.)₂
- g. Peer-reviewed articles, books, book chapters₂
- h. Presentations at conferences, public lectures, peer-reviewed or invited₂
- i. Scholarly and creative activity translated for public or policy audiences, such as op-eds, position papers, policy analysis, websites, open-source technology₂
- j. Scholarship and creative activity that involves students in significant ways₂
- k. Scholarship undertaken *for the purpose of* allowing undergraduate research, that is, research a faculty member may have undertaken in addition to his/her primary research, so that students could participate₂
- l. Textbooks, learning materials, computer-based instructional materials that are published or otherwise evaluated and distributed by appropriate organizations and groups₂
- m. The scholarship of teaching and learning, including evaluation of pedagogical strategies or research designed to broaden or improve course offering₂

~~a. Department Assessment: Since the recognition of scholarship varies among departments and disciplines, each department must develop its own practices to assess scholarly and artistic achievement as they apply to its disciplines, and each department should develop a statement that describes any special or unique standards of scholarly or artistic achievement within its disciplines. Such statements will be made available to the College Tenure and Promotion Committee when a candidate comes up for review.~~

The College recognizes ~~that~~ there is a significant distinction between scholarship that can be satisfactorily demonstrated by reporting on results of a particular idea that has not been explored before, and scholarship which involves long periods of gestation during which major ideas are worked and re-worked in ways that do not admit of intermittent publication or other demonstrable critical examination by peers. There is good reason to provide time for such reflection rather than requiring premature publication as a criterion for scholarship. ~~Tenure and promotion~~Faculty review is meant to understand the development of the scholar and teacher and to understand that moments of design, research, reflection, and writing all deserve ample time in which to develop. At the same time, there must be strong indicators that any delay in making research public is not merely procrastination.

Thus, ~~the department and the candidate may choose to present other~~ activities for consideration ~~such as~~ may include unpublished research—papers or manuscripts that have not been published or presented in a public forum but are in process, existing at a stage where critical review by peers from off-campus is feasible; printed material, judged by peers to demonstrate scholarship, prepared for classroom use; awards and citations for excellence or for contributions in a discipline. ~~The obligation to demonstrate that an activity cited merits consideration as scholarship or creative performance rests with the candidate and the department.~~ If much of a candidate's "research" is "published" in non-traditional ways, that person would need to provide ~~their~~ the department committee with some assurance of ~~their~~ the work's quality. In year ~~3~~ three and following, it would be in the candidate's interest to demonstrate the quality of their research by whatever means ~~are~~ available to them. This could include, including published reviews, responses to online blogs, evaluator comments from other scholars working in similar venues, etc.

Department Assessment: Since ~~for the tenure review, the recognition of scholarship varies among departments and disciplines, each~~ department must secure at least 3 outside reviews from professors in ~~institutions comparable to Drake and/or from professionals in the field, as appropriate for creative/artistic work should have neither a close personal relationship nor have been in a close collaboration with the candidate.~~

~~The assessment practices and the statement of special or unique standards~~

~~(which may be elaborations on or extensions of any of the above items) must be approved by the Dean of the college. Departments are expected to develop its own practices to assess scholarly and artistic achievement as they apply to incorporate into their statements their procedures for taking into account work of an interdisciplinary nature. All members of the its disciplines. If a department, especially tenure-track members, must be apprised in a timely manner of the department's assessment practices in relation to scholarship, and of any additional statements on has special or unique standards for the department.~~

~~b. Guidelines for Candidates Preparing Credentials for Tenure and Promotion/or Promotion to Full Professor:~~

- ~~i. In this portion of the tenure narrative, candidates should highlight the key parts of their scholarly and creative record, indicating areas of growth and challenge, and standards of scholarly or artistic achievement within its disciplines, it shall adopt a statement describing the nature of their contributions to their field of inquiry. Such narratives may elaborate how the work fits with the institutional mission, as well as the stated goals of their departmental home, and the particular appointment of each candidate. The narrative may also emphasize the extent to which a candidate's scholarship informs and is informed by teaching and service.~~

- ii. — If the candidate's work typically includes publications, a bibliography of published work should be provided in the form standard for the discipline. Candidates should discuss the focus and direction of this work. In the case of collaborative work, candidates should describe their individual contribution.

- If a candidate's work typically includes plays, concerts, music compositions, or art exhibitions, candidates should provide evidence of artistic achievement, such as reviews, selection in artistic competitions, purchase of work by museums, galleries, etc. In cases of multiple authorship or collaboration, candidates should describe their individual contribution.

- iii. — Scholarly or creative works in progress/or soon to be published/exhibited/performed should be described and presented in the same format as above, with additional information about projected dates of submission, publication or performance.

- iv. — Copies of published works in other venues (e.g. professional blogs) as well as copies of oral presentations given before peer professional groups should be provided, along with dates, venues, and the identity of the group.

- v. — All other grants, contracts, fellowships, awards, prizes, and honors should be listed and discussed in terms of their purpose and their relationship to the scholar's work. Any critiques and comments of reviewers or review panels can be included if available.

[them consistent with Section 3.3.1-3.3.2.](#)

3.5.3 Service

Service is a vital and valued component of academic life and is integral to the healthy functioning of the College and University. The nature of service at the College and University-level provides many opportunities for faculty members to participate in various types of service

appropriate to individual interests and talents and at different points in an academic career. In order for faculty to have a voice in the development of departmental, college, and university goals and policies, each member must play a part over the course of his or her career in appropriate committees and in the deliberative and governing bodies of the University.

The College of Arts and Sciences emphasizes that all faculty ~~should~~must participate in service but makes clear that service, however extensive and noteworthy, within the University or professional service outside the University, cannot *substitute* for strong, effective teaching and sustained scholarly/creative activity. Nevertheless, service is *required* for the awarding of tenure and promotion; thus a candidate with no or negligible service may be denied tenure or promotion.

In general, service includes constructive work in the activities named below. This list is illustrative, and may not include all possible service activities in all disciplines. Moreover, there are often service duties that ~~we cannot anticipate that~~ are particular to an individual faculty member, ~~and these should be noted too.~~ For example, faculty from ~~an~~ historically underrepresented group, ~~such as persons of color, women, LGBT faculty members are often~~ may ~~be~~ sought out for advising by students who identify with them ~~and seek their guidance.~~

The categories listed are intended to make clear the different levels (or types) of service, but “level” does not imply that one sort of service is better than another. “Level” simply refers to whether the candidate is serving on committees or in a leadership role within the department, the College, or the University. When service obligations overlap significantly with teaching or scholarship or both, it is ~~in the candidate’s and the department’s~~ best ~~interest~~ to make that overlap clear and describe ~~as fully as possible, any~~ significant connections ~~they see among~~among service, scholarship and teaching.

a. Service in support of the department or program ~~C-B;~~

- i. ~~i.~~ Administration
- ii. ~~ii.~~ Department committees for policies, procedures, hiring, etc.
- iii. ~~iii.~~ Operations (e.g. labs, shops, studios)
- iv. ~~iv.~~ Accreditation
- v. ~~v.~~ Curriculum development

student recruitment?

- vi. Alumni relations and external communications
- vii. Program management

b. Service in support of the College or the University:

- i. i. Administration
- ii. ii. Governance committees
- iii. iii. Task-oriented groups (ad hoc, subcommittees, task forces)
- iv. iv. Search committees
- v. v. Directing a program or interdisciplinary unit outside of the department.

- vi. ~~vi.~~ Promoting collegiality and university goals through attending and participating in university activities
- vii. ~~vii.~~ Serving as a representative of the department, college or university by designation of the President, the Provost, or the dean of the college
- viii. Admissions and recruitment.

Commented [AM20]: Added this because faculty are increasingly being asked to help with admissions and recruitment.

c. Service in support of students:

- i. ~~i.~~ Academic advising re student scheduling etc., but also including future plans, adjustment to college, references to other resources, study abroad, as well as additional advising duties faculty members from an historically underrepresented group may undertake with students who identify with them and who seek them out.
- ii. ~~ii.~~ Advising student organizations or publications.
- iii. ~~iii.~~ Adjudication of student events and competitions, both for present students and adjudications connected to recruitment and admissions.
- iv. ~~iv.~~ Encouraging student research, publication, conference presentation
- v. ~~v.~~ ~~writing~~ Writing letters of recommendation and support.

d. Service in support of the candidate's field of study, profession:

- i. ~~i.~~ Leadership roles in professional organizations or at conferences.
- ii. ~~ii.~~ Serving on local, state, or national boards, commissions, or advisory groups or as an officer or board or committee member within a professional organization.
- iii. ~~iii.~~ Editing a professional newsletter or working as a peer reviewer for funding agencies, journals or ~~or~~ academic publishing houses.
- iv. ~~iv.~~ Contributing professional expertise, advice or commentary to a newspaper, radio show, TV show or other media outlet.
- v. ~~v.~~ Lecturing or otherwise contributing professionally to community groups and organizations.
- vi. ~~vi.~~ Involvement in P&T reviews for other Universities.
- vii. ~~vii.~~ Program review and accreditation work for other Universities.
- viii. ~~viii.~~ Consulting work, paid or unpaid
- ix. ~~ix.~~ Journal editing and other significant forms of editing, if *scholarly* in nature, should be considered in the scholarship section.

Department Assessment: Departments are encouraged to assess the quality and quantity of service, as well as noting the quantity, and should develop procedures and guidelines to let candidates know what sort of expectations of evidence are expected from candidates (e.g. a full description of their specific contributions to committees, letters from committee chairs, or from members of a committee that a candidate has led, documents produced for conferences or community events, etc.), and special or unique standards of the department relating to service, and develop guidelines or procedures consistent with Section 3.3.22. If a *particular* service is required within a department, (e.g. adjudication, student recruitment) that

requirement, and all assessment practices associated with it ~~should, must~~ be described clearly and in a timely manner to all faculty, especially tenure-track faculty undergoing yearly reviews leading to tenure. In the case of faculty members directing interdisciplinary programs, the department ~~needs to must~~ make clear what its assessment practices and expectations are with regard to that work. ~~The assessment practices and the statement of special or unique standards (which may be elaborations on or extensions of items a through d) must be approved by the Dean of the college.~~

Departments are also encouraged to mentor new faculty appropriately to help them achieve a balanced program in the years leading up to the tenure.

3.6 moved up to 3.3.12 (this is better order and avoids the need for the embedded link)

4.7 Policy and procedures in Regard to Faculty/Course Evaluation

The College of Arts and Sciences is committed to maintaining excellence in the teaching, scholarship/creative activity, and collegial and professional service of all faculty members. The criteria outlined in 3.1.3 in this handbook are applicable in assessing the performance of all faculty members. The evaluation of teaching should draw upon the judgments of students, peers, and Department Chairs.

4.7.1 The College of Arts and Sciences affirms the importance of student course evaluations to both the development of teaching excellence and of evaluation of faculty performance in relation to tenure, promotion and merit reviews. Thus, conscious development of student-centered teaching evaluation instruments and conscientious attention to their administration and outcomes are essential.

Given these principles, each Department or Program, in consultation with the Dean, shall develop its own forms and procedures for assessing performance in all areas. These procedures shall be written and shall on an annual basis be drawn to the attention of all department faculty.

4.7.1.1 Forms

All such forms must conform to the following principles: all forms (1) must include a brief description of the purpose of the evaluations and of their use; (2) must provide an opportunity for written response to questions soliciting comments about successful aspects of the course and about aspects of the course that need improvement; (3) also, must allow questions tailored to the individual course, and if desired, to the departmental/program purposes; and (4) must ensure anonymity of respondents. All forms should place questions requesting written responses at the beginning of the evaluation instrument.

4.7.1.2 Procedures

Departmental/program procedures for administration of student evaluations of faculty and courses must conform to the following principles: (1) all faculty must provide for student evaluation of each course taught, including summer and J-term; (2) sufficient time must

be provided for thoughtful completion of the evaluation form (it is suggested that the form be administered at the beginning of a class period); (3) faculty must leave the room while students are completing in-class evaluation forms; and (4) forms must be submitted to the department chair or personnel specified by the program statement and not be available to the evaluated faculty member until after semester grades have been submitted and the chair or responsible person has reviewed the forms.

Department/program procedures for use of student evaluations of faculty and courses must conform to the following principles: (1) department/program chair or other designated individual(s) must review and summarize course evaluation responses; (2) summaries are to be submitted to the evaluated faculty member, submitted to the Dean with the annual Professional Activity Evaluation, and must be placed in the faculty member's permanent file; (3) when that faculty member is on tenure-track, the summary must be submitted to all faculty serving on the appropriate review committee during the annual review; and (4) the Chair or specified Personnel officer must discuss the evaluations and their implications for pedagogy (either change or maintenance of procedures) with the evaluated faculty member.

All departmental and program procedure statements should encourage: (1) appropriate explanations of evaluation procedures by the faculty member, (2) feedback to students about the impacts that evaluations have had on teaching; and (3) administration of "early-term" evaluation forms that will allow adjustment of course pedagogy and requirements during the evaluated term.

Student evaluations may reflect biases that exist in the broader culture. In reviewing student evaluations, review committees and departments should take care to maintain awareness of this possibility.

Commented [AM21]: RPC revised this sentence so that it meets the goals of the ad hoc committee revision *and* met with approval from the lawyers. Note that this is being added to the 4.7.1.2 *department* criteria, not P&T guidelines.

4.8 Policy and Procedures in Regard to Peer Observation of Faculty

4.8.1 General Guidelines

- a. Every department must have a set of procedures for peer observation of faculty that follow the guidelines in Section 4.8.2.
- b. Peer observation procedures must be carried out on an annual basis and in a consistent fashion for all non-tenured faculty subject to reappointment and once every three years for tenured associate professors, in rotation with the faculty member's performance activity report/professional activities evaluation, and once in the year preceding application for promotion to full professor.

c. Peer observation procedures must provide formative information to the faculty member being observed and provide a fair basis for summative evaluation. The peer observation should not merely list the candidate's strengths but be written from a critical perspective. The observation process should communicate to the faculty member the aspects of teaching that could be improved, especially important before the third-year review.

Commented [AM22]: The highlighted portions here have not been changed since the last draft sent to Council. I had highlighted this to call attention to a change in how peer observation is discussed. It emphasizes the need for critical and constructive peer observations.

4.8.2 Guidelines for Peer Observation Procedures for Tenure-Track Faculty

Department Peer Observation Procedures for tenure-track and consecutive term faculty must meet the following guidelines and are subject to the dean's review.

a. It will be the responsibility of the department chair to provide the guidelines to new faculty during the first semester of their employment, to annually review the guidelines with tenure-track faculty, and to see that the procedures in the guidelines are carried out in a timely fashion.

b. During probationary years at least one course must be observed each semester.

c. Peer observation of faculty over the course of their probationary years must not be left solely to one individual.

d. The means and the timeline of the feedback provided to the faculty member being observed must be specified in departmental guidelines. At the conclusion of the observation process each observer must submit a formal, written report to the department.

1. The report shall take into account the consultations between the observer and the faculty member being observed as discussed below in sections e, f and g.

2. The language of the report should take into consideration the fact that it may be read by faculty from outside the department during the tenure process.

3. The faculty member being observed has the right to attach his or her own response to each written report.

e. Each peer observation must involve at least three contacts, the classroom observation itself, and two conferences between the observer and the faculty member being observed. One contact must occur before the observation and one after the observation but prior to the submission of the written report.

f. The observer must consult the faculty member being observed on the appropriate number of class visits for the course being observed. The faculty member being observed must also be consulted concerning the scheduling of visits and the selection of the observer. These consultations should take into consideration the particular nature and structure of the specific course, the faculty member's style of teaching, and the potential disruption to student learning and class preparation that might result from outside observation.

g. Before any observation occurs, the faculty member being observed must provide the observer with relevant course materials in order to give the observer a sense of the pedagogical goals and strategies for the course being observed. The observer must talk with the faculty member being observed about his or her expectations for each class session to be observed.

h. Department procedures for peer observation of faculty involved in interdisciplinary programs must take into consideration the peer review requirements of that program.

i. The department must consult the tenure-track faculty member concerning the desirability of being observed by someone from outside the department and when determining who might best serve as outside observers. If an outside observer is deemed appropriate, the department has the responsibility for facilitating that arrangement. An outside observer could come from present faculty, emeritus faculty or from another institution.

j. Departments should consult tenure-track faculty about their interest in observing the teaching of other faculty and facilitate such opportunities.

Approved

Current Course Title

Painting 1

Current Course Department and number

Art 63

Contact person or instructor(s) for this course

Angela Battle

Department(s) submitting proposal

Art and Design

Semester changes effective

Fall, 2019

Has this course been approved by the department(s)?

Yes

What are the changes that you are wanting to propose? Please check all that apply.

Prerequisite Change

Current Prerequisites

Drawing 1, 2-D Design

Proposed Prerequisites

none

Rationale for change of Prerequisites

Course enrollments and more dynamic environment

Other reasons for change

This is something that other faculty in the department are doing with some of their lower level studio courses.

Current Course Title

Painting 2

Current Course Department and number

Art 64 crn1096

Contact person or instructor(s) for this course

Angela Battle

Department(s) submitting proposal

Department of Art and Design

Semester changes effective

Fall, 2019

Has this course been approved by the department(s)?

Yes

What are the changes that you are wanting to propose? Please check all that apply.

Title Change

Course Description Change

Prerequisite Change

Current Title

Painting 2

New Title

Paint and Story

Rationale for changing the title

Update, refresh, more descriptive

Current Course Description

Continuance of ART 63. Prereq.: ART 63.

New Course Description

This course explores the art of storytelling with paint. Historically, narrative gave painting its fundamental purpose. From then to now, visual story telling looks in varied ways to nature, the spiritual, society, community, the self; takes up a rich variety of forms that may be intensely illusionistic, cartoonistic or symbolic; seeks to make sense of and/or question human presence in the world. Finding and telling story aligns with increased technical challenge and is assisted by the study of representative historical and contemporary multicultural artists.

Prerequisites: Art 63 or by instructor permission.

Rationale for change of course description

Similar to title change as far as 'update and refresh'. Gives students a better idea of what the course actually covers.

Current Prerequisites

Art 63

Proposed Prerequisites

Art 63 or Instructor Permission

Rationale for change of Prerequisites

Similar but for opening the course up to non-majors if they can show that they have experience.

Other reasons for change

Bigger classes, more diverse mix of disciplines.

Current Course Title
Intermediate Painting 1

Approved

Current Course Department and number
Art 125 4942

Contact person or instructor(s) for this course
Angela Battle

Department(s) submitting proposal
Department of Art and Design

Semester changes effective
Fall, 2019

Has this course been approved by the department(s)?
Yes

What are the changes that you are wanting to propose? Please check all that apply.
Title Change
Course Description Change
Prerequisite Change

Current Title
Intermediate Painting 1

New Title
Paint and Abstraction

Rationale for changing the title
Refresh and update, more informative

Current Course Description
Advanced problems in composition involving the human figure, still life, and landscape.

New Course Description
The counterpart to identifiable image based art making is still a walk of tools, materials and processes but shifts conceptually towards work that is described as abstracted, non-objective or non-referential. Such artwork may be removed or stylized from recognizable form to land anywhere along a continuum that stretches from ambiguity to the defying of labels. Process based, driven by systems of thinking from the logical to the deeply personal, visual continuums of abstraction will be explored as fundamental, formal art making elements take center stage. The study of practitioners from the 19th into the 21 centuries provide catalyst.

Rationale for change of course description

Better reflects what actually starts to happen for students at this level. Formalizes and makes more descriptive what students may expect from painting at this stage.

Current Prerequisites

Art 64

Proposed Prerequisites

Art 64 and by Instructor Permission

Rationale for change of Prerequisites

Opens course up to non-art majors who have some background already and would like to grow that experience without committing to a minor, for example.

Current Course Title
Intermediate Painting 2

Approved

Current Course Department and number
Art 126 4943

Contact person or instructor(s) for this course
Angela Battle

Department(s) submitting proposal
Art and Design

Semester changes effective
Fall, 2019

Has this course been approved by the department(s)?
Yes

What are the changes that you are wanting to propose? Please check all that apply.
Title Change
Course Description Change
Prerequisite Change

Current Title
Intermediate Painting 2

New Title
Questioning Paint

Rationale for changing the title
Update, refresh, better reflect actual course

Current Course Description
Continuance of ART 125.

New Course Description

Contemporary painters might question the function of the craft in an age of rapid technological and cultural change. These artists 'go off frame', combine paint with unusual materials and/or shape painted surfaces into three dimensions; approach installation. Such artistic choices refresh meaning and reasons for making artwork by pushing at traditions. 'Questioning Paint' will explore the potential of unusual approaches; encourage rule breaking; require experimentation and will be backed up by the study of various representative practitioners.

Rationale for change of course description

More descriptive, more formalized, more accurate as to what students may experience at this level.

Current Prerequisites

Art 125

Proposed Prerequisites

Art 125 or by instructor permission

Rationale for change of Prerequisites

Allows students with some experience but not majoring in art to take the course

Current Course Title
Advanced Painting 1

Approved

Current Course Department and number
Art 163 4951

Contact person or instructor(s) for this course
Angela Battle

Department(s) submitting proposal
Art and Design

Semester changes effective
Fall, 2019

Has this course been approved by the department(s)?
Yes

What are the changes that you are wanting to propose? Please check all that apply.
Title Change
Course Description Change

Current Title
Advanced Painting 1

New Title
Painting Thesis 1

Rationale for changing the title
Update, refresh, more descriptive

Current Course Description
Advanced pictorial compositions. Individual problems suited to each student. Emphasis on original presentation.

New Course Description
This course allows painting majors the breadth and depth of time and space needed to explore and develop unique visual voice. The rigorous merging of conceptual and technical investigations is expected as students begin to build a 'body of work' in anticipation of the capstone experience of a Senior Thesis Exhibition. The course is taken as the first in a sequence of two that will essentially model professional artistic practices and highly encourage individuality.

Rationale for change of course description
More accurately descriptive, more informative, emphasizes goals the towards capstone experience.

Approved

Current Course Title

Theory of Computation

Current Course Department and number

CS 139

Contact person or instructor(s) for this course

Adam Case

Department(s) submitting proposal

Math and CS

Semester changes effective

Spring 2019

Has this course been approved by the department(s)?

Yes

What are the changes that you are wanting to propose? Please check all that apply.

Cross-Listed Courses Change

Current cross-listed courses

CS 139

Proposed cross-listed courses

MATH 139

Rationale for change of cross-listed courses

This course has evolved to the point it has very substantial mathematical content, similar to other Mathematics upper-level courses (and is therefore analogous in that regard to current cross listed courses CS/Math 150 Discrete Structures and CS/MATH 165 Introduction to Numerical Analysis). We also approved it as a Category B Mathematics course so in the Mathematics Major listing in the course catalog should be updated. If approved the course would then be Math/CS 139.

Proposed Course Title

From Dice to Mahjong: Cultural History of Games and Gambling in China

Approved

Proposed Course Department

Department of History

Proposed Course Number

HIST179

How many credit hours is the course? If the course is not the standard three credit hours, explain why.

3

Contact person or instructor(s) for this course

En Li

Department submitting proposal

History

Has this course been approved by the department?

Yes

In what semester and year will this new course be taught for the first time?

Spring 2021

With what frequency will this course be taught?

Every other year

Who else in the department is qualified to teach this course?

No one.

If this course was taught as a special topics course in the past, please provide that course number and title.

HIST194

Schedule Type

Discussion

Offer to what levels of students

Undergraduate

Grading Categories

Standard ABC

Maximum number of students to be enrolled in proposed course

Proposed course description (as it will appear in the catalog)

This course offers a new perspective on what people played, how they played, and why. A series of historical changes in China, including domestication, consumerism, gender divisions, sexual fetishes, war and finances, westernization, and diasporas, shaped the activities that people enjoyed. This course will examine how those changes brought about changes in play. More importantly, this course will use play and material culture as a lens to examine Chinese history and people, especially the people's anxiety, excitement, taboos, and desires, to see how their daily life was shaped by the broader social environment.

The temporal and spatial scope of this course will run from the 10th century to present on China, with a comparative perspective of Japan, Southeast Asia, Europe and North America. There are no prerequisites for this course.

List any required prerequisites.

No prerequisites.

List any required corequisites

No corequisites.

Are there service-learning components of the proposed course?

No

Which AOI requirement will this course fulfill?

Global and Cultural

Include only students from these colleges

No restrictions

Exclude students from these colleges

No restrictions

Are there major exclusions for this course?

No

Include only students in this class

No class restrictions

Proposed Course Title
Digital Cultures and New Media

Approved

Proposed Course Department
Study of Culture and Society

Proposed Course Number
SCSR 147

How many credit hours is the course? If the course is not the standard three credit hours, explain why.
3

Contact person or instructor(s) for this course
Godfried Asante

Department submitting proposal
Study of Culture and Society

Has this course been approved by the department?
Yes

In what semester and year will this new course be taught for the first time?
Spring 2019

With what frequency will this course be taught?
Every Other Spring

Who else in the department is qualified to teach this course?
Sandra Imani-Patton, Joan McAlister

If this course was taught as a special topics course in the past, please provide that course number and title.
N/A

Schedule Type
Discussion

Offer to what levels of students
Undergraduate

Grading Categories
Standard ABC

Maximum number of students to be enrolled in proposed course

25

Proposed course description (as it will appear in the catalog)

This course considers the cultural ramifications of new media in shaping life experiences, cultural norms and meanings. As interactive digital technologies expand opportunities for social control, networking, instant messaging, file sharing, collaborative authoring, work from home, blogging, and podcasting, this course asks how these technologies impact culture, identity formation, creative participation and concepts of public culture. This course will focus on the effects of digital technologies on our self-concept, social relations, and communal belonging. We will explore these issues within the context of globalization, social justice, equity, and democracy.

List any required prerequisites.

None

List any required corequisites

None

Indicate with which course this would be cross listed, if applicable.

N/A

Are there service-learning components of the proposed course?

No

Which AOI requirement will this course fulfill?

Information Literacy

Include only students from these colleges

No restrictions

Exclude students from these colleges

No restrictions

Are there major exclusions for this course?

No

Include only students in this class

No class restrictions

Proposed Course Title
Men, Masculinity, Movies

Approved

Proposed Course Department
Study of Culture and Society

Proposed Course Number
SCSS 082

How many credit hours is the course? If the course is not the standard three credit hours, explain why.
03

Contact person or instructor(s) for this course
Joseph Schneider, instr; Nancy Berns, Chair

Department submitting proposal
Study of Culture and Society

Has this course been approved by the department?
Yes

In what semester and year will this new course be taught for the first time?
Fall 2019

With what frequency will this course be taught?
Once annually

Who else in the department is qualified to teach this course?
All are qualified; no one else currently interested

If this course was taught as a special topics course in the past, please provide that course number and title.

NB: The proposed course here is a revised version of the FYS that I taught for a decade. It has not been taught or will not have been taught, in fall 2019, for five years. The syllabus that I attach is new in its description and under revision currently in terms of dates and films of assignments.

Schedule Type
Discussion

Offer to what levels of students
Undergraduate

Grading Categories
Standard ABC

Maximum number of students to be enrolled in proposed course

25

Proposed course description (as it will appear in the catalog)

This course aims to provoke insight, stimulate discussion, and lead to academic writing on the objects "men" and "masculinity" today, primarily within a Western socialcultural frame. Students are asked to use careful viewing of popular film and the reading of social theory and research on gender as the bases for that discussion and writing. Prerequisite: Entry level Sociology, Anthropology, or Rhetoric course or instr. consent. Fulfills theory-intensive requirement for Sociology and ANSO students. Critical Thinking AOI application to be submitted.

List any required prerequisites.

Entry level Sociology, Anthropology, or Rhetoric course or instr. consent.

Indicate with which course this would be cross listed, if applicable.

Submitted as cross-listed (HONR) Honrs course.

Are there service-learning components of the proposed course?

No

Which AOI requirement will this course fulfill?

Critical Thinking

Include only students from these colleges

AS

JO

BN

PH

Exclude students from these colleges

ED

LW

Are there major exclusions for this course?

No

Include only students in this class

SO

JR

SR

Exclude only students in this class

FR

Current Course Title

Deviance

Approved

Current Course Department and number

SCSS170

Contact person or instructor(s) for this course

Joseph Schneider

Department(s) submitting proposal

Study Culture & Society

Semester changes effective

Fall 2019

Has this course been approved by the department(s)?

Yes

What are the changes that you are wanting to propose? Please check all that apply.

Course Description Change

Current Course Description

A critical examination of the major theories of deviation. Analysis of the processes of deviant behavior, including societal definition of deviants, societal reaction and the formation of deviant groups. Prereq.: Entry-level sociology or anthropology course or instructor's consent. Counts toward SOC and ANSO theory-intensive requirements.

New Course Description

In its broadest sense, the course is about how definitions of "badness" are created in society and culture and attached to people, actions, places, and things. The sociological concept "deviance" can take the place of the word "badness" in that sentence. This process is political and has a great deal to do with power, including the power of the state. The premise of the course is that deviance is always relative to time, place, power, authority, and even person. Prereq.: Entry-level sociology or anthropology course or instructor's consent. Counts toward SOC and ANSO theory-intensive requirements. AOI: Values and Ethics. LPS fulfillment.

Rationale for change of course description

A fuller and more accurate description of the course.

Other reasons for change

Hmmm. Updating what actually happens in the course.

Do you have any additional comments?

Thank you for considering.

Current Course Title

National Identity in a Transnational AGE

Approved

Current Course Department and number

SPAN 151

Contact person or instructor(s) for this course

Marc Pinheiro-Cadd

Department(s) submitting proposal

WLC

Semester changes effective

Fall 2019

Has this course been approved by the department(s)?

Yes

What are the changes that you are wanting to propose? Please check all that apply.

Title Change

Course Description Change

Current Title

National Identity in a Transnational Age

New Title

National Identity

Rationale for changing the title

The shorter title allows it easier to offer the course to students twice.

Current Course Description

Spanish 151 is a course designed to introduce students to the history and culture of Spanish-speaking countries. Students explore the cultural issues in the Spanish-speaking countries that arise as their national identities are challenged by the strengthening of transnational and sub-national identities. As students explore Spanish-speaking countries' historical development, they will analyze aspects and issues of their social, economic, artistic, intellectual, and political life in an attempt to build global awareness and understanding among citizens of the world. This course is taught in Spanish.

0.000 OR 3.000 Credit hours

New Course Description

SPAN 151: NATIONAL IDENTITY. (3 credit hours) This course explores the normative issues that arise as national identities in particular countries are challenged by the strengthening of transnational and sub-

national identities. Topics might include: immigration, multiculturalism, religious diversity, the import of foreign popular culture products, efforts to protect national languages, the status of indigenous cultures, etc. Specific topics will vary depending upon the country or countries examined. Students may repeat the course twice as the topic varies. Prerequisite: SPAN 140 or another 150- or 160-level course.

Rationale for change of course description

The new description more accurately reflects the course content and specifies that students may take the course twice as the topic varies.

Current Course Title

Spanish Film

Approved

Current Course Department and number

SPAN 152

Contact person or instructor(s) for this course

Marc Pinheiro-Cadd

Department(s) submitting proposal

WLC

Semester changes effective

Fall 2019

Has this course been approved by the department(s)?

Yes

What are the changes that you are wanting to propose? Please check all that apply.

Title Change

Course Description Change

Current Title

Spanish Film

New Title

Film

Rationale for changing the title

There are two primary reasons: 1) the prefix SPAN makes it clear that the films are in Spanish, and 2) students will not be confused if the focus is, for example, Latin American films instead of "Spanish" films. Also, it makes it is easier to allow students to take the course twice.

Current Course Description

Students view, discuss, and write about Spanish-language films in Spanish. Students demonstrate knowledge of the culture necessary for a broader understanding of the films through discussion and writing.

New Course Description

SPAN 152: FILM. (3 credit hours) This course examines a variety of Spanish linguistic and cultural topics through classic and contemporary film and additional course materials (such as texts and musical scores). Themes may include historical and political events, race, human rights, social class, gender, relationships, immigration, and religion, among other topics that will enhance knowledge of Spanish language and Spanish-speaking cultures. Students will analyze and discuss films using pertinent

vocabulary, concepts, and theories. Students may repeat this course once as the topic varies.
Prerequisite: SPAN 140 or another 150- or 160-level course.

Rationale for change of course description

The new description better represents actual course content and specifies that students may take the course twice as the topic varies.

Do you have any additional comments?

I inadvertently submitted this previously as WLC 152 instead of SPAN 152.

Current Course Title
Spanish for Healthcare

Approved

Current Course Department and number
SPAN 154

Contact person or instructor(s) for this course
Marc Pinheiro-Cadd

Department(s) submitting proposal
WLC

Semester changes effective
Fall 2019 or sooner

Has this course been approved by the department(s)?
Yes

What are the changes that you are wanting to propose? Please check all that apply.
Title Change

Current Title
Spanish for Healthcare

New Title
Cultural Health Perspectives

Rationale for changing the title

The current title discourages some students from taking the course. The course is appropriate for some individuals not planning to work in healthcare.